

## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>	
West Shore SD		115219002	
<b>Address 1</b>			
PO Box 803			
<b>Address 2</b>			
<b>City</b>		<b>State</b>	<b>Zip</b>
New Cumberland		PA	17070
<b>Director of Special Education Name</b>			
Kristen Peters			
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717-938-9577		10144	
<b>Chief Administrator Name</b>			
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## Special Education Students

**Total Number of Students Receiving Special Education** 1724

**School District Total Student Enrollment** 7543

**Percent of Students Receiving Special Education** 22.9



## Steering Committee

<b>Name</b>	<b>Position/Role</b>	<b>Building</b>	<b>Email</b>
Kristen Peters	Director of Special Education	West Shore SD	kpeters@wssd.k12.pa.us
Megan Gettz	Director of Special Education	West Shore SD	mgettz@wssd.k12.pa.us
Ryan Deveney	Building Principal	West Shore SD	rdeveney@wssd.k12.pa.us
Todd Stoltz	Superintendent	West Shore SD	tstoltz@wssd.k12.pa.us
Matthew Gay	Other	West Shore SD	mgay@wssd.k12.pa.us
Amy Scott	Special Education Teacher	West Shore SD	ascott@wssd.k12.pa.us
Amanda Klien	General Education Teacher	Highland El Sch	aklien@wssd.k12.pa.us
Lisa Hoover	Parent	Fairview Intermediate Sch	lisahoover8888@gmail.com
Shannon Murphy	Other	West Shore SD	smurphy@wssd.k12.pa.us
Nick Butt	Other	West Shore SD	nbutt@wssd.k12.pa.us
Adam Trone	Board Member	West Shore SD	atrone@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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## Non-Resident Students Oversight

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

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Everstand	Residential Setting		District	9

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

Under § 1306 of the PA School Code, as a host district, the school district is required to allow a non-resident student in a children's institution to attend the public school(s) of the host school district until the student receives a diploma, graduates via IEP goals, or turns 22 to complete their academic programming. The host school district is responsible for providing the educational program for students, including students with disabilities placed in that facility, and for ensuring the provision of a free appropriate public education (FAPE) for eligible children with IEPs under the Individuals with Disabilities Education Act (IDEA) (20 USC § 1400 et seq.) and for qualified handicapped students with Service Agreements per Section 504 of the Rehabilitation Act of 1973 (29 USC § 701 et seq.) and 22 PA Code Chapter 15. The district ensures students receive a Free Appropriate Public Education (FAPE) in the least restrictive environment (LRE) by partnering with the Everstand before their start date and holding 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. As a host facility, the LEA conducts Child Find activities in addition to the evaluation and provision of FAPE for students who need special education supports and services. A NOREP/PWN is issued to the individual with educational rights. Students needing special education services within the host district receive them from a certified special education teacher. Students who transfer into the District with an existing IEP participate in an IEP team meeting which may include the school counselor, instructional advisor, special education teacher, regular education teacher, parents/legal guardians, principal, assistant director of student services, and the special education director or assistant director. 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.

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

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

## Least Restrictive Environment

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

In the Special Education Data Report (SEDR) for the 2023-24 school year, the District educated 69% of the students in the regular education classroom for more than 80% of the school day. This was above the state average of 61.7%. Our inclusion rates have continued to grow since 2014. In the 2014-15 school year, only 49.9% of students with IEPs were in the regular education classroom for more than 80% of their school day. This increase in inclusion is a result of the co-teaching initiative the District put in place and continued support for regular education teachers from our instructional advisors and other entities on inclusionary practices. We continue to provide formal and informal training to staff on inclusive practices. In the SEDR for the 2023-24 school year, the District educated 9.7% of the students with IEPs in the regular classroom for less than 40% of the day. The state average was 10.3%. The District continues to prioritize inclusionary practices for students with disabilities, especially those with significant/low incident disabilities. In the 2023-24 school year, the District educated 3.6% of students in other settings. The state average was 4.4%. The District offers various programs, including Autistic Support, Multiple Disabilities Support, Life Skills, and Emotional Support classrooms within our district buildings. We use other settings only if the student is in need of a placement that restrictive. 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?**

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. A new addition to our Tier 1 supports within the last couple of years is our Character Strong curriculum. Students in K-8 receive weekly lessons on social-emotional learning topics. The District is exploring curriculums that would be appropriate for high school students. This year, the District has also implemented a new ELA curriculum aligned to the Science of Reading in grades K-6. 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. Interventions will be implemented to target behaviors or social skills deficits. There are also academic interventions for students who are not making progress. Parents are notified in writing and proposed interventions and support strategies will be described. Student progress is monitored to determine if the Tier 2 interventions are working or if a student needs to receive Tier 3 supports. 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 this level, the Advanced Tier Team also looks at the possibility of a special education evaluation. At the high school level, the District continues to implement Child Study Teams in which students are identified and interventions are implemented. There is also work at both high schools to provide reading remediation as a Tier 2 support through the Read 180 Program. The 24-25 school year has been the first full year of implementation. Another strategy that the high schools utilize is structured flex periods. This is a 30 minute block of time where students can receive academic or organizational support. Red Land High School offers tutoring sessions on Tuesdays after school and Cedar Cliff High School has math and snacks weekly after school.

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 as determined by the individual IEP teams. At the elementary level, students in low incidence classrooms participate through inclusion in homeroom, morning circle time, lunch, recess, assemblies, and other activities with their nondisabled peers. At times, students may also attend for other parts of the instructional day as determined by their IEP team. All students in low incidence classrooms are assigned to a homeroom teacher and are part of a homeroom class. Most of our other students at the elementary level participate in the general education classroom for the majority of the day with special education teachers and paras pushing into the classroom. There is also pull-out time for direct instruction in academics, replacement behaviors, social skills, etc. 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 be placed in based on an IEP team decision. The District utilizes researched-based programs at all levels to meet students' needs. The District continues to provide 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 created a core SETT team that can train and help others in implementing assistive technology to help students access the curriculum. We also have two behavior specialists that work closely with teams to train them on tier 2 and 3 behavior strategies, including Positive Behavior Support Plans (PBSPs). There are also elementary and secondary Instructional Advisors that work closely with regular education and special education teachers to discuss ways to improve inclusive practices. Finally, the District has partnered with Include Me to help school teams with 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's special education instructional advisors are the experts to help IEP teams implement supplementary aids and services to allow students to participate to the fullest extent possible, including extracurricular activities. The District has also paid staff to assist

individual students in extracurricular activities and scaffold support as necessary based on student needs. The District continues to provide training to special education and regular education teachers through a coaching model with the instructional advisors.

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?**

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. For extracurricular activities, there is coordination among the athletics or music departments, transportation, and the special education department to arrange for students in out-of-district placements to participate in extracurricular activities. 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)**

Overall, 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, life skills support, emotional support, and multiple disabilities support programs at the elementary and secondary levels to effectively program for the increasing number of students identified with low incidence disabilities. We've expanded our co-teaching opportunities at all levels to program more effectively within the least restrictive environment. We do utilize the IU for students who need full-time or supplemental deaf and hard of hearing support. 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 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 placed in other private schools that offer emotional support programming. In addition, we partner with several agencies to provide therapies for students; OT, PT, Speech, counseling, 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 at the itinerant level. On the rare occasion, a student is placed out of the district 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. A referral to a social worker may be completed to support the family, including linking them to community support services. The District will evaluate all of our programming to determine if the student can be educated within one of our school buildings or if we need to seek an outside placement or continue in an outside placement. The District is committed to exhausting internal avenues before considering an out-of-district placement. The District continues to provide a therapeutic component to our elementary and middle school emotional support classrooms. We hope to expand this into our high school emotional support programming. We continue to offer our West Shore Connect program for students 18-22 years old. 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
New Story Harrisburg	Licensed Private Academic	Other Private School	New Story	Autistic Support	5
River Rock Academy	Licensed Private Academic		River Rock	Emotional Support	12



Capital Area Intermediate Unit	Other	Other Public Facility	Capital Area Intermediate Unit (Hill Top, Diakon, classrooms at other districts)	Emotional Support	19
Merakey	Licensed Private Academic		Merakey	Autistic Support	3
New Story New Cumberland	Licensed Private Academic	Other Private School	New Story	Emotional Support	10
Capital Academy	Licensed Private Academic		Specialized Education Services Incorporated	Emotional Support	4
The Vista School	Approved Private School (APS)	Other Private School	PA Department of Human Services	Autistic Support	1
The Camphill School	Approved Private School (APS)		Pennsylvania Department of Education	Life Skills Support	1
Yellow Breeches Educational Center (YBEC)	Licensed Private Academic		Yellow Breeches Educational Center, Inc.	Emotional Support	9
New Story Carlisle	Licensed Private Academic		New Story	Autistic Support	2

## Positive Behavior Support

### Date of Approval

2022-09-15

### Uploaded Files

BoardDocs® PL 113.2.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 specialists who work with regular education and special education teachers 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. Our special education instructional advisors also work with teachers to help provide tier 2 and 3 supports to regular education students. We have created a streamlined process for behavior interventions using a Student Tracking for Advanced Tiers Support form, which encourages collaboration among team members to create interventions and a goal to monitor for students who have behavioral difficulties in school. 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 addition of our Character Strong curriculum has also been beneficial to our students with disabilities as they participate in the curriculum in their regular education classrooms. 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 for K-8 Social Skills Curriculum Self-regulation instruction 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 Functional Behavior Assessment will be conducted and a Positive Behavior Support Plan will be incorporated into the child's Individualized Educational Program. 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. When needed, 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 inconsequentially. 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 that all students shall be free from demeaning treatment, the use of 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. 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 that personnel will be expected to employ in the implementation of positive behavior supports or interventions per the IEP of the child and this policy. During the 23-24 school year, the District began to require that all support staff who work in low incidence classrooms are also trained in safe crisis management. We have also expanded the number of trainers that we have in District to help provide refresher trainings and trainings outside the normal summer trainings. Training provided by the District 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. In addition, the District has contracted with an agency to provide a third behavior consultant who works within our Autism support classrooms to implement ABA programming. The District continues to offer opportunities for staff to attend sessions at CAIU, PaTTAN, and PDE conferences. The District has also established a 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 as part of the STATS process. This process may include a variety of staff such as school counselors, instructional advisors, behavior specialists, school social workers, 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). The District utilizes a service called Care Solace where referrals can be submitted for children or families to get mental health treatment. During the 23-24 school year, the District began partnering with the Highmark Wholecare COMPASS Community Partner team to assist families with applying for and renewing medical assistance benefits. The team comes to each high school once per month and families can drop in to get support. We can also make direct referrals to the team for more immediate needs. Recently, the District also began working with the Bridge project, which provides free online counseling services to students who are McKinney-Vento eligible. Finally, the District is able to partner with Connections which is a new mental health crisis center in Harrisburg that offers walk in services for youth and mobile crisis services for any age.

**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. Each building has an Emergency Safety Physical Intervention(ESPI) reporting form that is sent to the administration center after an ESPI for review by the

assistant director of student services. The form includes demographic information for the student, incident information including the antecedent, behavior, de-escalation techniques, and restraint information. The restraint information includes location, time of incident, restraint used, staff involved in the ESPI, medical assessment information, and IEP information. 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 have one student who is receiving instruction in the home due to medical complications from a seizure disorder. We anticipate that this student will remain on instruction in the home until he ages out. We have one other student who was temporarily placed on instruction in the home due to mental health concerns and refusing to attend school. However, this student is also not engaging with the direct education teacher. We are exploring different placement options for him and we anticipate that he will be removed from instruction in the home shortly. We report all students with disabilities who are placed on instruction conducted in the home or who receive homebound instruction in accordance with state regulations. For students who are at risk of losing their placements, the District utilizes intensive interagency coordination. The District is aware of the reporting requirements and continues to utilize this system of reporting for active cases.



## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NB 4	Elementary	Full-time (1.0)	02/11/2025 09:24 AM

<b>Building Name</b>		
Newberry El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload is grades K-4. Waivers have been provided and the team agrees this placement to be appropriate.		0.38

<b>Building Name</b>		
Newberry El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload is grades K-4. Waivers have been provided and the team agrees this placement to be appropriate.		0.62

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
FC 4	Elementary	Full-time (1.0)	02/11/2025 09:19 AM

<b>Building Name</b>		
Fishing Creek El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.88

<b>Building Name</b>		
Fishing Creek El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>

	0.12
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<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
FV 10	Elementary	Full-time (1.0)	02/11/2025 09:13 AM

<b>Building Name</b>	
Fairview Intermediate Sch	
<b>Support Type</b>	
Emotional Support	
<b>Support Sub-Type</b>	
Emotional Support	
<b>Level of Support</b>	<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)	5
<b>Identify Classroom</b>	<b>Classroom Location</b>
School District	Elementary
<b>Age Range Justification</b>	<b>FTE %</b>
	0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
FV 9	Elementary	Full-time (1.0)	02/11/2025 09:12 AM

<b>Building Name</b>	
Fairview Intermediate Sch	

<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Fairview Intermediate Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
FV 8	Elementary	Full-time (1.0)	02/11/2025 09:06 AM

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<b>Building Name</b>
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Fairview Intermediate Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75

<b>Building Name</b>		
Fairview Intermediate Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
FV 7	Elementary	Full-time (1.0)	02/11/2025 09:05 AM

<b>Building Name</b>		
Fairview Intermediate Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Fairview Intermediate Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
FV 6	Elementary	Full-time (1.0)	02/11/2025 09:04 AM

<b>Building Name</b>		
Fairview Intermediate Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		19
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Fairview Intermediate Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
FV 5	Elementary	Full-time (1.0)	02/11/2025 09:02 AM

<b>Building Name</b>		
Fairview Intermediate Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		21
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.42

<b>Building Name</b>		
Fairview Intermediate Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
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FV 4`	Elementary	Full-time (1.0)	02/11/2025 09:01 AM
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<b>Building Name</b>		
Fairview Intermediate Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		21
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.42

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
FV 3	Elementary	Full-time (1.0)	02/11/2025 09:00 AM

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<b>Building Name</b>		
Fairview Intermediate Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.34

<b>Building Name</b>		
Fairview Intermediate Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
FV 2	Elementary	Full-time (1.0)	02/10/2025 04:01 PM

<b>Building Name</b>		
Fairview Intermediate Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Fairview Intermediate Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
FV 1	Elementary	Full-time (1.0)	02/10/2025 04:01 PM

<b>Building Name</b>		
Fairview Intermediate Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.36

<b>Building Name</b>		
Fairview Intermediate Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
OT 6	Elementary	Full-time (1.0)	02/10/2025 03:56 PM

<b>Building Name</b>		
Old Trail Intermediate Sch		
<b>Support Type</b>		
Multiple Disabilities Support		

<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.62

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
OT 5	Elementary	Full-time (1.0)	02/10/2025 03:56 PM

<b>Building Name</b>		
Old Trail Intermediate Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
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OT 4	Elementary	Full-time (1.0)	02/10/2025 03:54 PM
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<b>Building Name</b>		
Old Trail Intermediate Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		31
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.62

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
OT 3	Elementary	Full-time (1.0)	02/10/2025 03:53 PM

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<b>Building Name</b>		
Old Trail Intermediate Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		21
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.42

<b>Building Name</b>		
Old Trail Intermediate Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
OT 2	Elementary	Full-time (1.0)	02/10/2025 03:51 PM

<b>Building Name</b>		
Old Trail Intermediate Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Old Trail Intermediate Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
OT 1	Elementary	Full-time (1.0)	02/11/2025 09:14 AM

<b>Building Name</b>		
Old Trail Intermediate Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		



Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		21
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.42

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Speech 12	Multiple	Full-time (1.0)	02/10/2025 03:31 PM

<b>Building Name</b>		
Old Trail Intermediate Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		56
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.86

<b>Building Name</b>		
West Shore SD		
<b>Support Type</b>		
Speech And Language Support		

<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	7 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
This clinician provides services to students in the ExCEL virtual learning program and West Shore Connect, high school at a college campus program. Students outside of 3 years apart are not serviced at the same time.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RS 2	Elementary	Full-time (1.0)	02/11/2025 09:40 AM

<b>Building Name</b>		
Rossmoyne El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		24
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not in the classroom at the same time as older or younger peers, therefore no age range justification is needed		0.48

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CC 7	Secondary	Full-time (1.0)	02/11/2025 04:14 PM

<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.32

<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>

	0.35
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<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
FC 1	Elementary	Full-time (1.0)	02/11/2025 09:15 AM

<b>Building Name</b>		
Fishing Creek El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		19
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10

<b>Age Range Justification</b>	<b>FTE %</b>
	0.38

<b>Building Name</b>		
Fishing Creek El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RM 1	Elementary	Full-time (1.0)	02/11/2025 09:33 AM

<b>Building Name</b>		
Red Mill El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>		<b>Classroom Location</b>
		<b>Age Range</b>

School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not in the classroom at the same time as older or younger peers, therefore no age range justification is needed.		0.32

<b>Building Name</b>		
Red Mill El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not in the classroom at the same time as older or younger peers, therefore no age range justification is needed		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CC 4	Secondary	Full-time (1.0)	02/11/2025 04:11 PM

<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		24

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.48

<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CC 10	Secondary	Full-time (1.0)	02/12/2025 08:34 AM

<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

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



<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>Building Name</b>		
West Shore SD		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		

<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RM 4	Elementary	Full-time (1.0)	02/11/2025 09:36 AM

<b>Building Name</b>	
Red Mill El Sch	
<b>Support Type</b>	
Life Skills Support	
<b>Support Sub-Type</b>	
Life Skills Support (Grades K-6)	
<b>Level of Support</b>	<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)	10
<b>Identify Classroom</b>	<b>Classroom Location</b>
School District	Elementary
<b>Age Range Justification</b>	<b>FTE %</b>
	0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CMS 7	Secondary	Full-time (1.0)	02/11/2025 10:13 AM

<b>Building Name</b>		
Crossroads MS		
<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Crossroads MS		
<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Crossroads MS		

<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NCMS 1	Secondary	Full-time (1.0)	02/11/2025 10:20 AM

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

<b>Building Name</b>
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New Cumberland MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WSC	Secondary	Full-time (1.0)	02/10/2025 11:04 AM

<b>Building Name</b>		
West Shore SD		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	19 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
West Shore SD		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	19 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
West Shore SD		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	19 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
West Shore SD		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	19 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CMS 4	Secondary	Full-time (1.0)	02/11/2025 10:04 AM

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

<b>Building Name</b>		
Crossroads MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RL 5	Secondary	Full-time (1.0)	02/12/2025 10:00 AM

<b>Building Name</b>		
Red Land SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		21
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.42

<b>Building Name</b>		
Red Land SHS		
<b>Support Type</b>		
Learning Support		



<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Speech 6	Elementary	Full-time (1.0)	02/10/2025 02:52 PM

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<b>Building Name</b>		
Hillside El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		60
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
The clinician provides services to students in grades K-4. Students are provided individual and/or group sessions based upon their needs.		0.92

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CC 1	Secondary	Full-time (1.0)	02/11/2025 04:06 PM

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

<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>

	0.55
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RL 8	Secondary	Full-time (1.0)	02/12/2025 10:07 AM

<b>Building Name</b>		
Red Land SHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Red Land SHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18

<b>Age Range Justification</b>	<b>FTE %</b>
	0.05

<b>Building Name</b>		
Red Land SHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
NCMS 4	Secondary	Full-time (1.0)	02/11/2025 10:23 AM

<b>Building Name</b>		
New Cumberland MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
New Cumberland MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
NB 1	Elementary	Full-time (1.0)	02/11/2025 09:20 AM

<b>Building Name</b>		
Newberry El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not in the classroom at the same time as older or younger peers, therefore no age range justification is needed		0.36

<b>Building Name</b>		
Newberry El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not in the classroom at the same time as older or younger peers, therefore no age range justification is needed		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RS 4	Elementary	Full-time (1.0)	02/11/2025 09:43 AM

<b>Building Name</b>	
Rossmoyne El Sch	
<b>Support Type</b>	
Autistic Support	
<b>Support Sub-Type</b>	
Autistic Support	
<b>Level of Support</b>	<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.62

<b>Building Name</b>	
Rossmoyne El Sch	
<b>Support Type</b>	
Autistic Support	
<b>Support Sub-Type</b>	
Autistic Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	1
<b>Identify Classroom</b>	<b>Classroom Location</b> <b>Age Range</b>
School District	Elementary 8 to 9
<b>Age Range Justification</b>	
<b>FTE %</b>	
0.08	

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CC 9	Secondary	Full-time (1.0)	02/12/2025 08:34 AM

<b>Building Name</b>	
Cedar Cliff HS	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	
Learning Support	

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		19
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1



<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
FC 3	Elementary	Full-time (1.0)	02/11/2025 09:16 AM

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<b>Building Name</b>		
Fishing Creek El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.88

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CC 14	Secondary	Full-time (1.0)	02/12/2025 08:52 AM

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<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		

Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	17 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 1	Elementary	Full-time (1.0)	02/10/2025 02:33 PM

<b>Building Name</b>		
Washington Heights El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		48
<b>Identify Classroom</b>		<b>Classroom Location</b>
School District		Elementary
<b>Age Range Justification</b>		<b>FTE %</b>
The clinician provides services to students in grades K-4. Students are provided individual and/or group sessions based upon their needs.		0.74

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NCMS 2	Secondary	Full-time (1.0)	02/11/2025 10:21 AM

<b>Building Name</b>		
New Cumberland MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
New Cumberland MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
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CC 11	Secondary	Full-time (1.0)	02/12/2025 08:34 AM
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<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

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

<b>Building Name</b>
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Cedar Cliff HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.33

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RS 1	Elementary	Full-time (1.0)	02/11/2025 09:39 AM

<b>Building Name</b>		
Rossmoyne El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		28
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.56

<b>Building Name</b>		
Rossmoyne El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RS 5	Elementary	Full-time (1.0)	02/11/2025 09:43 AM

<b>Building Name</b>		
Rossmoyne El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Rossmoyne El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
WH 3	Elementary	Full-time (1.0)	02/11/2025 09:49 AM



<b>Building Name</b>		
Washington Heights El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RL 2	Secondary	Full-time (1.0)	02/12/2025 09:54 AM

<b>Building Name</b>		
Red Land SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		19

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Red Land SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AMS 3	Secondary	Full-time (1.0)	02/11/2025 09:58 AM

<b>Building Name</b>		
Allen MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>Building Name</b>		
Allen MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RM 3	Elementary	Full-time (1.0)	02/11/2025 09:35 AM

<b>Building Name</b>		
Red Mill El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>		
Red Mill El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>

	0.17
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CMS 6	Secondary	Full-time (1.0)	02/11/2025 10:08 AM

<b>Building Name</b>		
Crossroads MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Crossroads MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14

<b>Age Range Justification</b>	<b>FTE %</b>
	0.42

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
ExCEL 1	Multiple	Full-time (1.0)	02/12/2025 08:58 AM

<b>Building Name</b>		
West Shore SD		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		21
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	14 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
This position supports students in our virtual learning academy. While there are multiple grade levels on the roster, the students receive support based on an appointment basis in a 1:1 Zoom session.		0.42

<b>Building Name</b>		
West Shore SD		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	14 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
This position supports students in our virtual learning academy. While there are multiple grade levels on the roster, the students receive support based on an appointment basis in a 1:1 Zoom session.		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CC 6	Secondary	Full-time (1.0)	02/11/2025 04:13 PM

<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>
Cedar Cliff HS

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>	<b>Case Load</b>	
Itinerant (20% or Less)	7	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.7

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CMS 3	Secondary	Full-time (1.0)	02/11/2025 10:03 AM

<b>Building Name</b>
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Crossroads MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		19
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Crossroads MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Speech 8	Multiple	Full-time (1.0)	02/10/2025 03:01 PM

<b>Building Name</b>		
Red Land SHS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
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

<b>Building Name</b>		
Newberry El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		50
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
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.		0.77

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
DHH	Multiple	Full-time (1.0)	02/10/2025 03:49 PM

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<b>Building Name</b>		
West Shore SD		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RL 10	Secondary	Full-time (1.0)	02/12/2025 10:11 AM

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<b>Building Name</b>		
Red Land SHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		

<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Speech 2	Elementary	Full-time (1.0)	02/10/2025 02:34 PM

<b>Building Name</b>		
Rossmoyne El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		60
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The clinician provides services to students in grades K-4. Students are provided individual and/or group sessions based upon their needs.		0.92

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
NB 3	Elementary	Full-time (1.0)	02/11/2025 09:22 AM

<b>Building Name</b>		
Newberry El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Newberry El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CC 3	Secondary	Full-time (1.0)	02/11/2025 04:08 PM

<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>

	0.6
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CMS 1	Secondary	Full-time (1.0)	02/11/2025 10:01 AM

<b>Building Name</b>		
Crossroads MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Crossroads MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13

<b>Age Range Justification</b>	<b>FTE %</b>
	0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
WH 2	Elementary	Full-time (1.0)	02/11/2025 09:48 AM

<b>Building Name</b>		
Washington Heights El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Washington Heights El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>



School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Washington Heights El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Washington Heights El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HG 2	Elementary	Full-time (1.0)	02/11/2025 09:27 AM

<b>Building Name</b>		
Highland El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not in the classroom at the same time as older or younger peers, therefore no age range justification is needed		0.28

<b>Building Name</b>		
Highland El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not in the classroom at the same time as older or younger peers, therefore no age range justification is needed		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RL 7	Secondary	Full-time (1.0)	02/12/2025 10:05 AM

<b>Building Name</b>		
Red Land SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Red Land SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>

	0.17
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<b>Building Name</b>		
Red Land SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HS 3	Elementary	Full-time (1.0)	02/11/2025 09:31 AM

<b>Building Name</b>		
Hillside El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Speech 10	Multiple	Full-time (1.0)	02/10/2025 03:20 PM

<b>Building Name</b>		
Crossroads MS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		36

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.55

<b>Building Name</b>		
Washington Heights El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
NCMS 3	Secondary	Full-time (1.0)	02/11/2025 10:22 AM

<b>Building Name</b>		
New Cumberland MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>Building Name</b>		
New Cumberland MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
WH 5	Elementary	Full-time (1.0)	02/11/2025 09:51 AM

<b>Building Name</b>		
Washington Heights El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		

<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Washington Heights El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.62

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CC 13	Secondary	Full-time (1.0)	02/12/2025 08:50 AM

<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		



Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
Students are provided support at their individualized instructional levels. All students have age-range waivers signed.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS 2	Elementary	Full-time (1.0)	02/11/2025 09:29 AM

<b>Building Name</b>		
Hillside El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		21
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not in the classroom at the same time as older or younger peers, therefore no age range justification is needed		0.42

<b>Building Name</b>		
Hillside El Sch		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not in the classroom at the same time as older or younger peers, therefore no age range justification is needed.		0.4

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AMS 4	Secondary	Full-time (1.0)	02/11/2025 09:59 AM

<b>Building Name</b>		
Allen MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Allen MS		
<b>Support Type</b>		

Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Allen MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.33

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Speech 11	Multiple	Full-time (1.0)	02/10/2025 03:26 PM

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<b>Building Name</b>
Cedar Cliff HS

<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		41
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
The clinician provides services to students in grades 9-12 at Cedar Cliff High School. Students who are grouped together are from the Life Skills or MDS classrooms and waivers have been signed.		0.63

<b>Building Name</b>		
Fishing Creek El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are provided individual and/or group sessions based upon their grade levels and needs. Students more than 3 years apart are not seen in the same classroom at the same time.		0.26

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
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RL 4	Secondary	Full-time (1.0)	02/12/2025 09:59 AM
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<b>Building Name</b>		
Red Land SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.34

<b>Building Name</b>		
Red Land SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RL 1	Secondary	Full-time (1.0)	02/12/2025 09:51 AM

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<b>Building Name</b>		
Red Land SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		24
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.48

<b>Building Name</b>		
Red Land SHS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RM 5	Elementary	Full-time (1.0)	02/11/2025 09:38 AM

<b>Building Name</b>		
Red Mill El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Red Mill El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>

	0.15
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<b>Building Name</b>		
Red Mill El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Vision	Multiple	Full-time (1.0)	02/10/2025 03:47 PM

<b>Building Name</b>		
West Shore SD		
<b>Support Type</b>		
Blind And Visually Impaired Support		
<b>Support Sub-Type</b>		
Blind And Visually Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	11 to 11



<b>Age Range Justification</b>	<b>FTE %</b>
	0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AMS 2	Secondary	Full-time (1.0)	02/11/2025 09:57 AM

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

<b>Building Name</b>		
Allen MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Speech 4	Multiple	Full-time (1.0)	02/10/2025 02:42 PM

<b>Building Name</b>		
Red Mill El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		19
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
The clinician provides services to students in grades K-4 at Red Mill Elementary. Students are provided individual and/or group sessions based upon their needs.		0.29

<b>Building Name</b>
New Cumberland MS
<b>Support Type</b>
Speech And Language Support
<b>Support Sub-Type</b>

Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		29
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>Building Name</b>		
Red Land SHS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RS 3	Elementary	Full-time (1.0)	02/11/2025 09:40 AM

<b>Building Name</b>		
Rossmoyne El Sch		
<b>Support Type</b>		
Life Skills Support		

<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload is grades K-4. Waivers have been provided and the team agrees this placement to be appropriate.		0.45

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Speech 9	Elementary	Full-time (1.0)	02/10/2025 03:06 PM

<b>Building Name</b>		
Fairview Intermediate Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		60
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
The clinician provides services to students in grades 5-6. She has students at Fairview Elementary Intermediate School. Students are provided individual and/or group sessions based upon their needs. Students outside of the age range have signed waivers.		0.92

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CC 8	Secondary	Full-time (1.0)	02/12/2025 08:33 AM

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

<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>

	0.25
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<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

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

<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		

Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
FC 2	Elementary	Full-time (1.0)	02/10/2025 02:17 PM

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

<b>Building Name</b>		
Fishing Creek El Sch		

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CMS 8	Secondary	Full-time (1.0)	02/11/2025 10:19 AM

<b>Building Name</b>		
Crossroads MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4



<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Speech 3	Elementary	Full-time (1.0)	02/10/2025 02:36 PM

<b>Building Name</b>		
Red Mill El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		54
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
The clinician provides services to students in grades K-4. Students are provided individual and/or group sessions based upon their needs within the three year age range		0.83

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CMS 2	Secondary	Full-time (1.0)	02/11/2025 10:02 AM

<b>Building Name</b>
Crossroads MS
<b>Support Type</b>

Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Crossroads MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RL 9	Secondary	Full-time (1.0)	02/12/2025 10:10 AM

<b>Building Name</b>		
Red Land SHS		

<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Red Land SHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Red Land SHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
NB 2	Elementary	Full-time (1.0)	02/11/2025 09:21 AM

<b>Building Name</b>		
Newberry El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.32

<b>Building Name</b>		
Newberry El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CC 2	Secondary	Full-time (1.0)	02/11/2025 04:08 PM

<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		21
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload has multiple grade levels, but students are not in the classroom together at the same time.		0.42

<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload has multiple grade levels, but students are not in the classroom together at the same time.		0.06

<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload has multiple grade levels, but students are not in the classroom together at the same time.		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RM 2	Elementary	Full-time (1.0)	02/11/2025 09:33 AM

<b>Building Name</b>
Red Mill El Sch
<b>Support Type</b>
Learning Support
<b>Support Sub-Type</b>

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 7	Multiple	Full-time (1.0)	02/10/2025 02:54 PM

<b>Building Name</b>		
Highland El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		41
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
The clinician provides services to students in grades K-4. Students are provided individual and/or group sessions based upon their needs.		0.63

<b>Building Name</b>
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Allen MS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CMS 5	Secondary	Full-time (1.0)	02/11/2025 10:07 AM

<b>Building Name</b>		
Crossroads MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02



<b>Building Name</b>		
Crossroads MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Crossroads MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.33

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CC 5	Secondary	Full-time (1.0)	02/11/2025 04:11 PM

<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CC 12	Secondary	Full-time (1.0)	02/12/2025 08:36 AM

<b>Building Name</b>		
Cedar Cliff HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.55

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
WH 4	Elementary	Full-time (1.0)	02/11/2025 09:50 AM

<b>Building Name</b>		
Washington Heights El Sch		
<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		6

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Waivers have been provided and the team agrees this placement to be appropriate		0.75

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HS 1	Elementary	Full-time (1.0)	02/11/2025 09:28 AM

<b>Building Name</b>		
Hillside El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.34

<b>Building Name</b>		
Hillside El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.55

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
NCMS 5	Secondary	Full-time (1.0)	02/11/2025 10:24 AM

<b>Building Name</b>	
New Cumberland MS	
<b>Support Type</b>	
Life Skills Support	
<b>Support Sub-Type</b>	
Life Skills Support (Grades 7-12)	
<b>Level of Support</b>	<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)	4
<b>Identify Classroom</b>	<b>Classroom Location</b>
School District	Secondary
<b>Age Range Justification</b>	<b>FTE %</b>
	0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RL 3	Secondary	Full-time (1.0)	02/12/2025 09:58 AM

<b>Building Name</b>		
Red Land SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload has multiple grade levels, but students are not in the classroom together at the same time.		0.34

<b>Building Name</b>		
Red Land SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload has multiple grade levels, but students are not in the classroom together at the same time.		0.02

<b>Building Name</b>		
Red Land SHS		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload has multiple grade levels, but students are not in the classroom together at the same time.		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Speech 5	Elementary	Full-time (1.0)	02/10/2025 02:51 PM

<b>Building Name</b>		
Fishing Creek El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		58
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
The clinician provides services to students in grades K-4. Students are provided individual and/or group sessions based upon their needs.		0.89

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
WH 1	Elementary	Full-time (1.0)	02/11/2025 09:45 AM

<b>Building Name</b>		
Washington Heights El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Washington Heights El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>



	0.02
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<b>Building Name</b>		
Washington Heights El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HG 1	Elementary	Full-time (1.0)	02/11/2025 09:26 AM

<b>Building Name</b>		
Highland El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9

<b>Age Range Justification</b>	<b>FTE %</b>
	0.36

<b>Building Name</b>		
Highland El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RL 6	Secondary	Full-time (1.0)	02/12/2025 10:02 AM

<b>Building Name</b>		
Red Land SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Red Land SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AMS 1	Secondary	Full-time (1.0)	02/11/2025 09:56 AM

<b>Building Name</b>		
Allen MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Allen MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Newberry El Sch		4
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 9 inches x 39 feet, 8 inches	902sqft	32
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

### 1Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Crossroads MS		105
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
15 feet, 0 inches x 20 feet, 0 inches	300sqft	10
<b>Implementation Date</b>		

2025-06-09
<b>Uploaded Files</b>

**2 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>	
Allen MS		18	
<b>School Building</b>		<b>Building Description</b>	
		A building in which general education programs are operated	
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>	
32 feet, 0 inches x 28 feet, 0 inches	896sqft	32	
<b>Implementation Date</b>			
2025-06-09			
<b>Uploaded Files</b>			

**3 Assurance 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	
The location of the class has been maintained for at least 3 school years.		No

<b>Building Name</b>		<b>Room #</b>
Rossmoyne El Sch		226
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
41 feet, 6 inches x 24 feet, 3 inches	1006sqft	35
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

#### 4Assurance Check

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

<b>Building Name</b>		<b>Room #</b>	
Red Mill El Sch		109	
<b>School Building</b>		<b>Building Description</b>	
		A building in which general education programs are operated	
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>	
36 feet, 0 inches x 24 feet, 0 inches	864sqft	30	
<b>Implementation Date</b>			
2025-06-09			
<b>Uploaded Files</b>			

**5Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>	
New Cumberland MS		42	
<b>School Building</b>		<b>Building Description</b>	
		A building in which general education programs are operated	



<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 19 feet, 0 inches	456sqft	16
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

**6Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Hillside El Sch		206
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 5 inches x 32 feet, 9 inches	734sqft	26
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

**7Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Cedar Cliff HS		CC 105
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 5 inches x 23 feet, 0 inches	676sqft	24
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

**8Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Rossmoyne El Sch		112
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 4 inches x 26 feet, 5 inches	906sqft	32
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

**9Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Cedar Cliff HS		106
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 30 feet, 0 inches	690sqft	24
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

**10Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Washington Heights El Sch		106
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 6 inches x 28 feet, 0 inches	714sqft	25
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

11 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Red Land SHS		128
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 6 inches x 27 feet, 8 inches	871sqft	31
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

12 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Red Mill El Sch		216
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 0 inches x 21 feet, 0 inches	693sqft	24
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

**13Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Cedar Cliff HS		125
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 20 feet, 0 inches	400sqft	14
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

14 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Cedar Cliff HS		111
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 1 inches x 29 feet, 6 inches	680sqft	24
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

15 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Crossroads MS		113
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 5 inches x 39 feet, 0 inches	1108sqft	39
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

16 Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
Fishing Creek El Sch		27
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
35 feet, 6 inches x 29 feet, 6 inches	1047sqft	37
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

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

<b>Building Name</b>		<b>Room #</b>
Crossroads MS		104
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
35 feet, 0 inches x 30 feet, 0 inches	1050sqft	37
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

18Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Cedar Cliff HS		104
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 1 inches x 23 feet, 0 inches	691sqft	24
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

19 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Cedar Cliff HS		134
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
18 feet, 11 inches x 27 feet, 11 inches	528sqft	18
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

20 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Highland El Sch		112
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 3 inches x 25 feet, 1 inches	808sqft	28
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

**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	
The location of the class has been maintained for at least 3 school years.		No

<b>Building Name</b>		<b>Room #</b>
Red Land SHS		222
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
37 feet, 9 inches x 39 feet, 11 inches	1506sqft	53
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

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

<b>Building Name</b>		<b>Room #</b>
Crossroads MS		217
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
15 feet, 0 inches x 28 feet, 5 inches	426sqft	15
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

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

<b>Building Name</b>		<b>Room #</b>
Allen MS		1
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 10 inches x 23 feet, 5 inches	628sqft	22
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

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

<b>Building Name</b>		<b>Room #</b>	
New Cumberland MS		7	
<b>School Building</b>		<b>Building Description</b>	
		A building in which general education programs are operated	
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>	
33 feet, 0 inches x 21 feet, 0 inches	693sqft	24	
<b>Implementation Date</b>			
2025-06-09			
<b>Uploaded Files</b>			

**25 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>	
Washington Heights El Sch		115	
<b>School Building</b>		<b>Building Description</b>	
		A building in which general education programs are operated	

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 6 inches x 25 feet, 0 inches	737sqft	26
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

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

<b>Building Name</b>		<b>Room #</b>
Red Land SHS		224
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
47 feet, 7 inches x 24 feet, 0 inches	1142sqft	40
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		



27 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Fishing Creek El Sch		76
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 9 inches x 10 feet, 5 inches	216sqft	7
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

28 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>	
Hillside El Sch		115	
<b>School Building</b>		<b>Building Description</b>	
		A building in which general education programs are operated	
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>	
34 feet, 0 inches x 28 feet, 0 inches	952sqft	34	
<b>Implementation Date</b>			
2025-06-09			
<b>Uploaded Files</b>			

**29 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>	
West Shore SD		173	
<b>School Building</b>		<b>Building Description</b>	
		A building in which general education programs are operated	

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
87 feet, 0 inches x 35 feet, 0 inches	3045sqft	108
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

**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	
The location of the class has been maintained for at least 3 school years.		No

<b>Building Name</b>		<b>Room #</b>
Crossroads MS		216
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
16 feet, 0 inches x 26 feet, 0 inches	416sqft	14
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

**31 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
New Cumberland MS		Lower Library
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
38 feet, 0 inches x 28 feet, 0 inches	1064sqft	38
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

**32 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>	
Highland El Sch		106B	
<b>School Building</b>		<b>Building Description</b>	
		A building in which general education programs are operated	
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>	
18 feet, 0 inches x 11 feet, 0 inches	198sqft	7	
<b>Implementation Date</b>			
2025-06-09			
<b>Uploaded Files</b>			

### 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	
The location of the class has been maintained for at least 3 school years.		No

<b>Building Name</b>		<b>Room #</b>	
Red Mill El Sch		121	
<b>School Building</b>		<b>Building Description</b>	
		A building in which general education programs are operated	

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 15 feet, 0 inches	390sqft	13
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

**34 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
New Cumberland MS		43
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
13 feet, 3 inches x 12 feet, 6 inches	165sqft	5
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

35 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Cedar Cliff HS		108
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 5 inches x 23 feet, 0 inches	676sqft	24
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

36 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>	
Red Mill El Sch		105	
<b>School Building</b>		<b>Building Description</b>	
		A building in which general education programs are operated	
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>	
36 feet, 0 inches x 24 feet, 0 inches	864sqft	30	
<b>Implementation Date</b>			
2025-06-09			
<b>Uploaded Files</b>			

### 37Assurance Check

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

<b>Building Name</b>		<b>Room #</b>	
Newberry El Sch		5	
<b>School Building</b>		<b>Building Description</b>	
		A building in which general education programs are operated	



<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 10 inches x 39 feet, 0 inches	890sqft	31
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

**38Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Crossroads MS		216A
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
17 feet, 4 inches x 26 feet, 0 inches	450sqft	16
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

39 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Allen MS		22
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 8 feet, 0 inches	224sqft	8
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

40 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>	
Cedar Cliff HS		112	
<b>School Building</b>		<b>Building Description</b>	
		A building in which general education programs are operated	
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>	
29 feet, 5 inches x 23 feet, 8 inches	696sqft	24	
<b>Implementation Date</b>			
2025-06-09			
<b>Uploaded Files</b>			

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

<b>Building Name</b>		<b>Room #</b>	
Rossmoyne El Sch		134	
<b>School Building</b>		<b>Building Description</b>	
		A building in which general education programs are operated	

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
14 feet, 0 inches x 29 feet, 6 inches	413sqft	14
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

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	
The location of the class has been maintained for at least 3 school years.		No

<b>Building Name</b>		<b>Room #</b>
Fishing Creek El Sch		5
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 34 feet, 0 inches	782sqft	27
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

43 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Newberry El Sch		41
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

44 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Washington Heights El Sch		203
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 6 inches x 25 feet, 0 inches	737sqft	26
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

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

<b>Building Name</b>		<b>Room #</b>
Cedar Cliff HS		211
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
19 feet, 0 inches x 16 feet, 11 inches	321sqft	11
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

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

<b>Building Name</b>		<b>Room #</b>
Red Land SHS		218
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
15 feet, 7 inches x 26 feet, 6 inches	412sqft	14
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

47 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Washington Heights El Sch		111
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 8 inches x 25 feet, 0 inches	741sqft	26
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

48 Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
Red Land SHS		205
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 4 inches x 26 feet, 7 inches	832sqft	29
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

**49 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
New Cumberland MS		22
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 23 feet, 0 inches	667sqft	23
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

**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	
The location of the class has been maintained for at least 3 school years.		No

<b>Building Name</b>		<b>Room #</b>
Hillside El Sch		205
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
17 feet, 5 inches x 20 feet, 9 inches	361sqft	12
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

51 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Cedar Cliff HS		234
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 19 feet, 0 inches	532sqft	19
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

52 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Hillside El Sch		105
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 9 inches x 17 feet, 6 inches	363sqft	12
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

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

<b>Building Name</b>		<b>Room #</b>
Red Land SHS		236
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 4 inches x 27 feet, 8 inches	839sqft	29
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

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

<b>Building Name</b>		<b>Room #</b>
Rossmoyne El Sch		122
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 5 inches x 27 feet, 0 inches	902sqft	32
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

55 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Allen MS		13
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 5 inches x 23 feet, 9 inches	556sqft	19
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

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

<b>Building Name</b>		<b>Room #</b>
Newberry El Sch		23
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 10 inches x 36 feet, 2 inches	825sqft	29
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

**57Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Crossroads MS		G03
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 5 inches x 48 feet, 5 inches	1279sqft	45
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

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	
The location of the class has been maintained for at least 3 school years.		No

<b>Building Name</b>		<b>Room #</b>
Allen MS		3
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 23 feet, 0 inches	644sqft	23
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		



59 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Fishing Creek El Sch		25
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
35 feet, 6 inches x 29 feet, 6 inches	1047sqft	37
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

60 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>	
Crossroads MS		203	
<b>School Building</b>		<b>Building Description</b>	
		A building in which general education programs are operated	
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>	
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27	
<b>Implementation Date</b>			
2025-06-09			
<b>Uploaded Files</b>			

**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	
The location of the class has been maintained for at least 3 school years.		No

<b>Building Name</b>		<b>Room #</b>	
Red Mill El Sch		201	
<b>School Building</b>		<b>Building Description</b>	
		A building in which general education programs are operated	

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 0 inches x 24 feet, 0 inches	864sqft	30
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

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

<b>Building Name</b>		<b>Room #</b>
Newberry El Sch		35
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
12 feet, 0 inches x 15 feet, 6 inches	186sqft	6
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

63 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Red Mill El Sch		107
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 0 inches x 24 feet, 0 inches	864sqft	30
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

64 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Crossroads MS		110
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
15 feet, 0 inches x 27 feet, 6 inches	412sqft	14
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

**65Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Cedar Cliff HS		110
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
44 feet, 4 inches x 23 feet, 0 inches	1019sqft	36
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

66Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Washington Heights El Sch		113
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 8 inches x 25 feet, 0 inches	741sqft	26
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

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

<b>Building Name</b>		<b>Room #</b>
Cedar Cliff HS		103
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 7 inches x 29 feet, 9 inches	671sqft	23
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

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

<b>Building Name</b>		<b>Room #</b>
Hillside El Sch		107
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 9 inches x 22 feet, 8 inches	742sqft	26
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

**69Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Red Land SHS		207
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated



<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 5 inches x 26 feet, 7 inches	835sqft	29
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

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

<b>Building Name</b>		<b>Room #</b>
New Cumberland MS		25
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 22 feet, 0 inches	704sqft	25
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

71 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Crossroads MS		223
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 27 feet, 0 inches	702sqft	25
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

72 Assurance Check

Assurance Check	Yes	No
The location of the class has been maintained for at least 3 school years.	Yes	
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	

<b>Building Name</b>		<b>Room #</b>
Washington Heights El Sch		213
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 6 inches x 25 feet, 0 inches	737sqft	26
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

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

<b>Building Name</b>		<b>Room #</b>
Cedar Cliff HS		233
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 6 inches x 26 feet, 7 inches	677sqft	24
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

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

<b>Building Name</b>		<b>Room #</b>
Rossmoyne El Sch		133
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 8 inches x 14 feet, 2 inches	420sqft	15
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

75 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Red Land SHS		122
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 3 inches x 27 feet, 8 inches	836sqft	29
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

76 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Cedar Cliff HS		126
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 20 feet, 0 inches	400sqft	14
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

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

<b>Building Name</b>		<b>Room #</b>
Crossroads MS		224
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
15 feet, 0 inches x 28 feet, 0 inches	420sqft	15
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

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

<b>Building Name</b>		<b>Room #</b>
Rossmoyne El Sch		211
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 8 inches x 38 feet, 0 inches	1089sqft	38
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

79 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Old Trail Intermediate Sch		104
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
18 feet, 6 inches x 22 feet, 4 inches	413sqft	14
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

80 Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
Old Trail Intermediate Sch		109
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 4 inches x 31 feet, 11 inches	840sqft	30
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

**81Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Old Trail Intermediate Sch		122
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
18 feet, 6 inches x 22 feet, 4 inches	413sqft	14
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

**82Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Old Trail Intermediate Sch		124
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
18 feet, 6 inches x 22 feet, 4 inches	413sqft	14
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

83 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Old Trail Intermediate Sch		202
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
18 feet, 6 inches x 22 feet, 4 inches	413sqft	14
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

84 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>	
Old Trail Intermediate Sch		204	
<b>School Building</b>		<b>Building Description</b>	
Elementary		A building in which general education programs are operated	
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>	
18 feet, 6 inches x 22 feet, 4 inches	413sqft	14	
<b>Implementation Date</b>			
2025-06-09			
<b>Uploaded Files</b>			

**85Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>	
Old Trail Intermediate Sch		209	
<b>School Building</b>		<b>Building Description</b>	
Elementary		A building in which general education programs are operated	

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 4 inches x 31 feet, 11 inches	840sqft	30
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

86Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Old Trail Intermediate Sch		222
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
18 feet, 6 inches x 22 feet, 4 inches	413sqft	14
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

87Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Old Trail Intermediate Sch		229
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 4 inches x 31 feet, 11 inches	840sqft	30
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

88Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Fairview Intermediate Sch		B202
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 6 inches x 20 feet, 0 inches	570sqft	20
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

**89Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Fairview Intermediate Sch		222
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
18 feet, 2 inches x 24 feet, 0 inches	436sqft	15
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

**90Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Fairview Intermediate Sch		209
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 7 inches x 32 feet, 5 inches	861sqft	30
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		



91 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Fairview Intermediate Sch		224
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 8 inches x 18 feet, 6 inches	474sqft	16
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

92 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Fairview Intermediate Sch		204
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
18 feet, 6 inches x 22 feet, 0 inches	407sqft	14
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

**93Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Fairview Intermediate Sch		102
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
18 feet, 8 inches x 22 feet, 0 inches	410sqft	14
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

94Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Fairview Intermediate Sch		129
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 4 inches x 26 feet, 8 inches	862sqft	30
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

95Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Fairview Intermediate Sch		A201
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
19 feet, 7 inches x 30 feet, 6 inches	597sqft	21
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

96Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Fairview Intermediate Sch		202
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
18 feet, 3 inches x 22 feet, 0 inches	401sqft	14
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

**97Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Fairview Intermediate Sch		109
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 8 inches x 32 feet, 5 inches	864sqft	30
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

98Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Fairview Intermediate Sch		229
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 6 inches x 34 feet, 11 inches	1169sqft	41
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

99Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Fairview Intermediate Sch		105
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
18 feet, 6 inches x 22 feet, 0 inches	407sqft	14
<b>Implementation Date</b>		
2025-06-09		
<b>Uploaded Files</b>		

100Assurance Check

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





## Special Education Support Services

### 101 Special Education Support Services

<b>Special Education Support Services</b>	<b>Numerical Value</b>	<b>Primary Location</b>	<b>Contractor or District</b>
Director of Special Education	2	District Wide	District
Transition Coordinator	1	District Wide	District
School Psychologist	6	District Wide	District
Paraprofessionals	65	District Wide	District
Paraprofessionals	38	District Wide	Contractor
Physical Therapist	0.75	District Wide	Contractor
Social Worker	1	Secondary	Contractor
Behavior Specialist	2	District Wide	District
Other	5	District Wide	District
Occupational Therapist	3	District Wide	District
Occupational Therapist	.4	District Wide	Contractor
Behavior Specialist	.75	District Wide	Contractor
Occupational Therapist	.4	District Wide	Contractor
Other	2	Elementary	District
Other	2	Elementary	Contractor
Other	4.10	District Wide	Contractor

## Special Education Personnel Development

### Autism

Description of Training			
PEAK Ongoing training/implementation			
Lead Person/Position		Year of Training	
Heather Rojahn/Autism Support Teacher		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
7.5	1	District	Paraprofessionals Special Education Teachers

Description of Training			
Autism Support Programming Topics as needed			
Lead Person/Position		Year of Training	
Jen Abel/Behavior Therapy International (or other BCBA assigned to AS classrooms)		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	5	Other	Paraprofessionals

Description of Training
ULS Refresher and New

Lead Person/Position		Year of Training	
Kristen Peters- Director of Special Education		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Special Education Teachers

Description of Training			
Classroom Leadership in District-Based Classrooms			
Lead Person/Position		Year of Training	
Kristen Peters- Director of Special Education		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	District	Special Education Teachers

### Positive Behavior Support

Description of Training	
SCM/De-escalation Initial Training	
Lead Person/Position	Year of Training
Shannon Murphy/Assistant Director of Student Services	2025
	2026
	2027
	2028

Hours Per Training	Number of Sessions	Provider	Audience
18	4	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
SCM/De-escalation Recertification Training			
Lead Person/Position		Year of Training	
Shannon Murphy/Assistant Director of Student Services		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
7	3	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training	
Executive Functioning Skills	
Lead Person/Position	Year of Training
Kristen Peters-Director of Special Education	2025

		2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3.5	1	District	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
De-escalation Training for all special education teachers			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Shannon Murphy/Assistant Director of Student Services			2025
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3.5	1	District	Special Education Teachers

<b>Description of Training</b>			
General Behavior Trainings (topics chosen on areas of need that come up)			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Marsha Knepp and Meghann Centeno- BCBA's			2025 2026 2027 2028
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1-4 hours	1	District	Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Tough Kids Toolkit- New Hire Orientation			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Shannon Murphy- Assistant Director of Student Services		2025 2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	General Education Teachers Special Education Teachers Other

<b>Description of Training</b>			
Social Skills and Executive Functioning Instruction Development			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Kristen Peters/Director of Special Education		2025 2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	1	District	Special Education Teachers

## Paraprofessional

Description of Training			
Include Me Trainings (variety of topics)			
Lead Person/Position		Year of Training	
Mikeisha Mobley/Include Me		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	Other	Paraprofessionals

Description of Training			
CPR and First Aid			
Lead Person/Position		Year of Training	
Director of Student Services		2025	
		2026	
		2027	
		2028	
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 (CoC courses)	
Lead Person/Position	Year of Training
Kristen Scott/ SBAP Coordinator, Kristen Peters/Director of Special Education	2025

		2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
Various 1-8	7	District PaTTAN	Paraprofessionals

### Transition

<b>Description of Training</b>			
PAES Lab			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Jen Hoff/Transition Coordinator		2025 2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
4	1	District	Special Education Teachers

<b>Description of Training</b>			
Transition in the IEP			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Jen Hoff/Transition Coordinator		2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District	Special Education Teachers



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<b>Description of Training</b>			
Community Based Instruction and Non-paid Work Experiences			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Jen Hoff/Transition Coordinator		2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District	Special Education Teachers

**Science of Literacy**

<b>Description of Training</b>			
Sunday Reading Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Jen Bergonia and Amy Scott/Special Education Instructional Advisors		2025 2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
4	1	District	Special Education Teachers

<b>Description of Training</b>	
Tucker Hand Signals	
<b>Lead Person/Position</b>	<b>Year of Training</b>

Jen Bergonia and Amy Scott/Special Education Instructional Advisors		2025 2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Other	Special Education Teachers

<b>Description of Training</b>			
Structured Literacy			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Matt Gay/Assistant Superintendent		2025 2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
7	1	District Intermediate Unit	General Education Teachers Special Education Teachers

**Parent Training**

<b>Description of Training</b>	
Community Supports Expo	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Kristen Peters/Director of Special Education	2025 2026 2027

		2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	1	District Other	Parents

<b>Description of Training</b>			
Process and Procedures in SE and answers to FAQs			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Kristen Peters/Director of Special Education		2025 2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	1	District	Parents

<b>Description of Training</b>			
Topics in behavior and mental health			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Kristen Peters/Director of Special Education		2025 2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	1	District Other	Parents

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### IEP Development

Description of Training			
All Means All New Hire Orientation			
Lead Person/Position		Year of Training	
Kristen Peters/Director of Special Education		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers Special Education Teachers Other

Description of Training			
Introduction to IEPs, GIEPs, and 504s New Hire Orientation			
Lead Person/Position		Year of Training	
Kristen Peters/Director of Special Education		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers Special Education Teachers Other

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<b>Description of Training</b>			
IEP Writer Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Kristen Peters/Director of Special Education		2025	
		2026	
		2027	
		2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Special Education Teachers Other

<b>Description of Training</b>			
Universal Design for Learning New Hire Orientation			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Kristen Peters/Director of Special Education		2025	
		2026	
		2027	
		2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	General Education Teachers Special Education Teachers Other

<b>Description of Training</b>			
Progress Monitoring			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Kristen Peters/Director of Special Education		2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Special Education Teachers

<b>Description of Training</b>			
Supporting All Students New Hire Orientation			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Kristen Peters/ Director of Special Education		2025 2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	General Education Teachers Special Education Teachers Other

<b>Description of Training</b>	
Understanding Essential Elements to Guide Instruction	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Kristen Peters/Director of Special Education	2025 2026 2027

		2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Special Education Teachers

## Signatures & Affirmations

Approval Date

### Uploaded Files

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

**Superintendent/Chief Executive Officer**

**Date**



