

## Profile and Plan Essentials

### Special Education Students

Total Number of Special Education Students 456

Total Student Enrollment 2483

Percent of Special Education Students 18.4

## Steering Committee

Name	Position/Role	Building	Email
Keith Gephart	Director of Special Education	Elizabeth Forward SD	kgephart@efsd.net
Todd Keruskin	Superintendent	Elizabeth Forward SD	tkeruskin@efsd.net
Michael Huber	Other	Elizabeth Forward SD	mhuber@efsd.net
Denise Hasis	Special Education Teacher	Elizabeth Forward MS	dhasis@efsd.net
Rebecca McCarty	Special Education Teacher	Mt Vernon El Sch	rmccarty@efsd.net
Rachael Egan	General Education Teacher	Elizabeth Forward MS	regan@efsd.net
Chad Smith	Parent	Mt Vernon El Sch	
Mary Carole Perry	Building Principal	Central El Sch	mcperry@efsd.net

## School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

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

Indicator not flagged at this time.

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

Indicator not flagged at this time.

### Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

### Secondary Transition (Indicator 13)

Indicator not flagged at this time.

### Graduation (Indicator 1)

Indicator not flagged at this time.

### Drop Out (Indicator 2)

Indicator not flagged at this time.

### Assessment (Indicator 3)

Indicator not flagged at this time.

### Education Environments (Indicator 5)

Indicator not flagged at this time.

### Parent Involvement (Indicator 8)

Indicator not flagged at this time.

## Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

## Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

## Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

## Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

## Identification Method

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

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities



**Significant Disproportionality - Discipline**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

**Significant Disproportionality - Identification**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

## Non-Resident Students Oversight

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
Penn Residential	Group Home		Licensed Private Academic	1
Respond Group Home	Group Home		Licensed Private Academic	5

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.)  
 For Children Institutions located within the Elizabeth Forward School District borders, the district acts as the host district and assumes all responsibility in terms of decisions regarding goals, programming, and educational placement of students. The district reviews the records of students to ensure that they receive FAPE and will work to reevaluate, when needed, to make sure that current data is available to make program decisions. The district works closely with the LEA of each student's home district to ensure that the student's programming meets the student's needs. The district does not report any barriers that limit its ability to meet its obligations under Section 1306 of the Public School Code.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?  
 The district stays in constant communication with the 1306 facilities. Meetings are held regularly to discuss progress and the transitional needs of students ready to either return to our district or the students home district. Most 1306 facilities have their own processes to reach out to districts when students are initially placed there and are excellent with coordinating with our district. In the event that a 1306 facility does not reach out to us, we then reach out to them.

## 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).  
Currently, the district does not have any facilities that house incarcerated youth within its borders. The district does however, work to ensure that students, who are enrolled in our district, and are experiencing incarceration, needs are addressed. The district employs staff, a social worker, and guidance counselors, that work to provide services to students. Part of their responsibility is to address attendance as well as investigate situations in which students have been incarcerated and works with the probation officers, case managers, and others to ensure that the special education programs continue for those students and in turn provide FAPE. These individuals also work with the Special Education Director to determine the need for an evaluation for students, not currently identified as special ed, to determine if a school based disability exists and the need for special education services.

## Least Restrictive Environment

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

The district's philosophy is that special education students need to be in the regular education classroom with their peers while being exposed to the general education curriculum. Since the 2010-2011 school year, the district has been placing students in a co-taught setting at the middle and high school, while a more inclusive setting is the focus of the elementary schools. Because of this, the percentage of students currently spending 80% or more of their day in the regular education setting is at 63.1% whereas the state average is 61.5%. In addition to this, the number of our students spending time in the regular classroom less than 40% of their day is at 5.4% which is below the state average of 9.6%. This is evidence of our district's commitment to include all students to greatest extent possible and shows that our students, with the greatest needs, are spending time in the regular classroom with their same aged peers. Over the years, the district has worked hard to keep students within the district and rely less on outside placements. The district still utilizes specialized placements, but in these cases, the IEP team determined that, given the student's level of need, the district could not provide the services that the students require and that these placements were more appropriate. While we still use these, outside placements it is always based on need and after the IEP team has determined that all available supports have been exhausted. In addition to that, the district works with our outside placement providers to transition our students back to their regular schools, when the IEP team determines that the student's needs can be met at their home school.

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?

To fully incorporate co-teaching/inclusive settings, the IEP teams consider a full range of supplementary supports and services when making placement decisions for students. These supplementary aides and services include program and curriculum modifications, FBA's and positive behavior supports, counseling as a related service, as well as the use of paraprofessionals to support students in these settings. These considerations occur in all programs at the Elizabeth Forward School District and are part of the IEP process. The staff begins placement within the regular education classroom setting prior to considering a more restrictive environment. To help our staff and students, the district has provided training within this area. We have contracted with the Watson Institute to provide consultation about students and strategies. We use PATTAN, the Allegheny Intermediate Unit, and other resources for additional trainings as well as giving the staff the ability to attend any trainings they wish to attend.

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 special education staff are full participants in all of the general education initiatives within the district. The district has been involved in the Modern Teacher program since 2016. Modern teacher emphasizes strategies such as personalized learning, creative spaces and seating, flexibility in instruction to name a few. Our special education staff is fully embedded in all activities of this program which helps are special needs students have meaningful participation in the general education curriculum and classes. In addition, special education staff are trained in our technology tools that the district uses. Special education teachers utilize tools such as Canvas and Zoom to ensure that students have full access and support with their classes. Again, the district uses We use PATTAN, the Allegheny Intermediate Unit, guest speakers and other resources for additional trainings as well as giving the staff the ability to attend any trainings they wish to attend.

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

Our district is a supportive district. No student is excluded from any extracurricular activity that they wish to be involved in. We have not experienced students having barriers which exclude them from these activities in general. In the past, we have provided accommodations to students who needed them such as staff support, interpreters, specialized equipment for sports, requesting allowable accommodations through the WPIAL and PIAA.

- 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?

All district extracurricular activities are available to all students whether in district or who have been placed in private institutions. The district works with each individual institution and the student's parents to provide access when it is appropriate for a student to participate. It is encouraged for students to participate. In the past, students have participated in sports, dances, and transition activities to name a few.

- 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)

Although the district provides emotional support, the district could expand this program and offer more self-contained classrooms and supports to limit any need for students to be placed out of district due to behaviors. Outside placements in this area would only occur if the student has a greater level of need beyond what these classrooms provide.

### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
PACE	Approved Private School (APS)		PACE	Emotional Support	2
Wesley Spectrum K-8	Licensed Private Academic		wesley Family Services		3
Wesley Spectrum HS	Licensed Private Academic		Wesley Family Services		1
Mon Valley School	Licensed Private Academic		Allegheny Intermediate Unit 3	Life Skills Support	1
Children's Institute Day School	Approved Private School (APS)		The Children's Institute	Autistic Support	5



## Positive Behavior Support

Date of Approval  
2020-08-19

Uploaded Files  
Behavior Support Policy.pdf

1. How does the district support the emotional, social needs of students with disabilities?  
All emotional and social needs of students with disabilities are support through special education staff. The district has utilized different curriculum materials and programs over the years and continues to research others. The district has a school social worker to meet with students and coordinate other services which may meet the needs of students. the district also has guidance counselors to work with students. These staff provide one on one support as well as group activities such as friendship groups. The district has developed a focus on behavior supports in recent years. Over the years the district has contracted with a behavior specialist and will continue to do so when feasible. The behavior specialist works with staff in the district to develop plans and utilize strategies that improve the behavioral performance of students. The specialist provides support for completing FBA's and developing positive behavior support plans. The district has also trained 5 special education teachers as certified behavior intervention specialist. This group of teachers will become a behavior study group to provide support for each of their buildings.
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.  
Special education staff and aides are trained in TACT2 and Ukeru. They are re-certified each school year. TACT2 is Therapeutic Aggression Control Techniques. It teaches staff to recognize behaviors that are immediately dangerous and ones which are not. The model provides staff with strategies to deal with both. In each instance, de-escalation is a key component. TACT2 also trains staff in the use of physical techniques. Ukeru is a model in which staff are taught de-escalation. What differs with Ukeru is that it incorporates the use of pads to protect staff and students. Ukeru gives our staff the ability to avoid restraints. Each model provides an understanding of childhood trauma and its affect on students and student behavior. In addition to these models, staff are trained in functional behavior analysis and the development and use of positive behavior support plans.
3. Describe the district positive school wide support programs.  
The district has positive school wide support programs at each level in the district. At the secondary school has implemented the PBIS Framework across all grade levels. The focus is on encouraging student pro-social behavior, improving academic performance, and establishing a positive school culture. By means of a three-tiered support system, all students are taught school-wide expectations and then rewarded for their efforts. Our Student Assistance Program (SAP) has been braided with the PBIS Tier 2/3 Team to identify "at-risk" students and get them to appropriate services. Students are triaged by the team and provided Tier 2 and 3 services, which include more targeted interventions such as Check and Connect, and ReNew. Options also exist for students to participate in Behavioral Health Counseling (BHC) and School-Based Therapy (SBT). At the elementary level PBIS is implemented from grades K-5 with every staff member participating. A BRAVE Matrix was



created that lists behavioral expectations for students in places such as the cafeteria, hallway, restroom, playground and bus. We believe that recognizing good behaviors encourages replication of those behaviors. Staff members give students paper "Shout Outs" when they see the targeted behaviors being demonstrated. Students write their name on the Shout Out and place it one of the many plastic boxes around the school. On Fridays, names from each grade are drawn and announced over the intercom. Winners get to go to the library and pick from the prize stash. A picture of the winners is Tweeted out for others to recognize

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

The district contracts with Mon-Yough Mental Health Services. Mon-Yough provides our district with school-based mental health services as well as behavioral health. The agency provides the district with counselors and a behavior support counselor. The district also has a school social worker who works with students and families. In addition, we have guidance counselors who serve each building from elementary through high school.

5. Describe the district restraint procedure.

The district has a restraint policy. Each policy includes the required regulatory components. The district's policy/procedure specifically states that physical restraints may only be used as a crisis intervention when a student is a clear and present danger to oneself and/or others. District policy prohibits the use of prone restraints and district procedures do not permit the use of any floor restraints. The district reports all of the required information to the RISC system and district staff are trained in using the system. In the event of a restraint, the district requires parent notification of the restraint within 24 hours. Included in that procedure is a cover letter that follows up with a parent phone call. IEP meetings are held and a plan for eliminating restraints are addressed. The parent has the option of waiving the IEP meeting.

## 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.

The district has not experienced difficulties with placing students, finding programs for students, or providing special education services. In the event that this would occur, the district would seek the assistance of the Allegheny Intermediate Unit and/or PATTAN to help us correct the situation. In addition, it is a rare occurrence for the district to provide instruction conducted in the home.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BAMS01	Multiple	Full-time (1.0)	04/06/2022 02:10 PM

<b>Building Name</b>		
Elizabeth Forward 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	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Elizabeth Forward 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)		20
<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>
		0.31

<b>Building Name</b>		
Central 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)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Mt Vernon 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)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<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>
HCWMP01	Elementary	Full-time (1.0)	04/06/2022 01:57 PM

<b>Building Name</b>		
William Penn 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)		8
<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>
		0.12

<b>Building Name</b>		
William Penn 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)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<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>
CZGO01	Elementary	Full-time (1.0)	04/06/2022 01:51 PM

<b>Building Name</b>		
Greenock 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)		21
<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>
		0.32

<b>Building Name</b>		
Central 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)		22
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.34

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SSBVS	Multiple	Full-time (1.0)	04/06/2022 02:47 PM

<b>Building Name</b>		
Mt Vernon El Sch		
<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>
Intermediate Unit	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Elizabeth Forward SHS		
<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)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Elizabeth Forward MS		
<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>
Intermediate Unit	Secondary	12 to 15
<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>
JGHearing	Multiple	Full-time (1.0)	04/06/2022 02:12 PM

<b>Building Name</b>		
Central El Sch		
<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)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Elizabeth Forward MS		
<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)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Elizabeth Forward SHS		
<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)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	15 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>
SSHS	Secondary	Full-time (1.0)	04/05/2022 11:55 AM

<b>Building Name</b>		
Elizabeth Forward 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)		2
<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>
		0.04

<b>Building Name</b>		
Elizabeth Forward 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)		23
<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>
		0.46

<b>Building Name</b>		
Elizabeth Forward 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%)		10
<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>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LLHS01	Secondary	Full-time (1.0)	04/06/2022 02:15 PM

<b>Building Name</b>		
Elizabeth Forward 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)		23
<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>
		0.46

<b>Building Name</b>		
Elizabeth Forward 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%)		3
<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>
		0.15

<b>Building Name</b>		
Elizabeth Forward 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>
DKHS	Secondary	Full-time (1.0)	04/06/2022 02:47 PM

<b>Building Name</b>		
Elizabeth Forward 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%)		3
<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>
		0.15

<b>Building Name</b>		
Elizabeth Forward 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%)		4
<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>
		0.2

<b>Building Name</b>		
Elizabeth Forward 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)		18
<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>
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HHHS01	Secondary	Full-time (1.0)	04/06/2022 02:17 PM

<b>Building Name</b>		
Elizabeth Forward 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%)		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>		
Elizabeth Forward 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)		14
<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>
		0.28

<b>Building Name</b>		
Elizabeth Forward 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%)		10
<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>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KGHS01	Secondary	Full-time (1.0)	04/06/2022 02:18 PM

<b>Building Name</b>		
Elizabeth Forward 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)		3
<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>
		0.06

<b>Building Name</b>		
Elizabeth Forward 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	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Elizabeth Forward 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	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>
NCHS	Secondary	Full-time (1.0)	04/06/2022 02:47 PM

<b>Building Name</b>		
Elizabeth Forward 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%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Students over 18 are placed outside the HS building for post secondary training. Students are not in the HS classrooms		0.55

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MBHS	Secondary	Full-time (1.0)	04/06/2022 02:44 PM

<b>Building Name</b>		
Elizabeth Forward 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)		3
<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>
		0.06



<b>Building Name</b>		
Elizabeth Forward 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)		22
<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>
		0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ASMS01	Secondary	Full-time (1.0)	04/06/2022 02:21 PM

<b>Building Name</b>		
Elizabeth Forward 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)		18
<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>
		0.36

<b>Building Name</b>
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Elizabeth Forward 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 15
<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>
SPMS01	Secondary	Full-time (1.0)	04/06/2022 02:22 PM

<b>Building Name</b>		
Elizabeth Forward 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)		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>
		0.04

<b>Building Name</b>		
Elizabeth Forward 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 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>Building Name</b>		
Elizabeth Forward 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	12 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>
MPMS01	Secondary	Full-time (1.0)	04/06/2022 02:24 PM

<b>Building Name</b>		
Elizabeth Forward 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%)		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

<b>Building Name</b>		
Elizabeth Forward 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	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Elizabeth Forward 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)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Elizabeth Forward 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%)		1
<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>
		0.05

<b>Building Name</b>		
Elizabeth Forward MS		
<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	Secondary	12 to 15
<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>
MKMS01	Secondary	Full-time (1.0)	04/06/2022 02:25 PM

<b>Building Name</b>		
Elizabeth Forward 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 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Elizabeth Forward 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%)		5
<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>
		0.25

<b>Building Name</b>		
Elizabeth Forward MS		
<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	Secondary	12 to 15

<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>
DHMS01	Secondary	Full-time (1.0)	04/06/2022 02:26 PM

<b>Building Name</b>		
Elizabeth Forward 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)		17
<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>
		0.34

<b>Building Name</b>		
Elizabeth Forward 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%)		3
<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>
		0.15

<b>Building Name</b>		
Elizabeth Forward 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 15
<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>
RCMS01	Secondary	Full-time (1.0)	04/06/2022 02:27 PM

<b>Building Name</b>		
Elizabeth Forward 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>
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Elizabeth Forward 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 15
<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>
CBMS01	Secondary	Full-time (1.0)	04/06/2022 02:28 PM

<b>Building Name</b>		
Elizabeth Forward 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 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Elizabeth Forward 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%)		1
<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>
		0.12

<b>Building Name</b>		
Elizabeth Forward 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%)		1
<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>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
TILWMP01	Elementary	Full-time (1.0)	04/06/2022 02:31 PM

<b>Building Name</b>		
William Penn 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%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.6

<b>Building Name</b>		
William Penn 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)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<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>
ATWMP01	Elementary	Full-time (1.0)	04/06/2022 02:32 PM

<b>Building Name</b>		
William Penn 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 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.55

<b>Building Name</b>		
William Penn 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)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SGWMP01	Elementary	Full-time (1.0)	04/06/2022 02:33 PM

<b>Building Name</b>		
William Penn 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%)		10
<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>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MMC01	Elementary	Full-time (1.0)	04/06/2022 02:34 PM

<b>Building Name</b>		
Central 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	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Central 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%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>

	0.05
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<b>Building Name</b>		
Central 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)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NGC01	Elementary	Full-time (1.0)	04/06/2022 02:35 PM

<b>Building Name</b>		
Central 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	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Central 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 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Central 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	6 to 8
<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>
AAC01	Elementary	Full-time (1.0)	04/06/2022 02:40 PM

<b>Building Name</b>		
Central 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)		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>
		0.08

<b>Building Name</b>		
Central 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)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

<b>Building Name</b>		
Central 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 11



<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>
KNMV01	Elementary	Full-time (1.0)	04/06/2022 02:42 PM

<b>Building Name</b>		
Mt Vernon 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)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Mt Vernon 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	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Mt Vernon 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	8 to 11
<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>
RMMV01	Elementary	Full-time (1.0)	04/06/2022 02:42 PM

<b>Building Name</b>		
Mt Vernon 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)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>
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Mt Vernon 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%)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RRGO1	Elementary	Full-time (1.0)	04/06/2022 02:44 PM

<b>Building Name</b>		
Greenock 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	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>Building Name</b>		
Greenock 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 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Greenock 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	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Greenock 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	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>

	0.05
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## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Central El Sch		203
<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, 0 inches x 33 feet, 0 inches	858sqft	30
<b>Implementation Date</b>		
2022-03-29		
<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	

<b>Building Name</b>		<b>Room #</b>
Central El Sch		203
<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, 0 inches x 30 feet, 0 inches	780sqft	27
<b>Implementation Date</b>		
2022-04-22		
<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	

Building Name		Room #
Central El Sch		204
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 38 feet, 0 inches	1064sqft	38
Implementation Date		
2022-04-22		
Uploaded Files		

3 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Elizabeth Forward MS		105
<b>School Building</b>		<b>Building Description</b>
Middle		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 25 feet, 0 inches	725sqft	25
<b>Implementation Date</b>		
2022-04-22		
<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	

<b>Building Name</b>		<b>Room #</b>
Elizabeth Forward MS		106
<b>School Building</b>		<b>Building Description</b>
Middle		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 25 feet, 0 inches	825sqft	29
<b>Implementation Date</b>		
2022-04-22		
<b>Uploaded Files</b>		



5 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Elizabeth Forward MS		118
<b>School Building</b>		<b>Building Description</b>
Middle		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>		
2022-04-22		
<b>Uploaded Files</b>		

6 Assurance Check

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

<b>Building Name</b>	<b>Room #</b>
Elizabeth Forward MS	133

<b>School Building</b>		<b>Building Description</b>
Middle		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 26 feet, 0 inches	910sqft	32
<b>Implementation Date</b>		
2022-04-22		
<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	

<b>Building Name</b>		<b>Room #</b>
Elizabeth Forward MS		214
<b>School Building</b>		<b>Building Description</b>
Middle		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, 0 inches x 25 feet, 0 inches	625sqft	22
<b>Implementation Date</b>		
2022-04-22		
<b>Uploaded Files</b>		

#### 8Assurance 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	

<b>Building Name</b>		<b>Room #</b>
Elizabeth Forward MS		224
<b>School Building</b>		<b>Building Description</b>
Middle		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, 0 inches x 25 feet, 0 inches	425sqft	15
<b>Implementation Date</b>		
2022-04-22		
<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	

<b>Building Name</b>		<b>Room #</b>
Elizabeth Forward MS		228
<b>School Building</b>		<b>Building Description</b>
Middle		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>
27 feet, 0 inches x 28 feet, 0 inches	756sqft	27
<b>Implementation Date</b>		
2022-04-22		
<b>Uploaded Files</b>		

10 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Elizabeth Forward SHS		101
<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>
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25
<b>Implementation Date</b>		
2022-04-22		
<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	

<b>Building Name</b>		<b>Room #</b>
Elizabeth Forward SHS		102
<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>
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25
<b>Implementation Date</b>		
2022-04-22		
<b>Uploaded Files</b>		

12Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Elizabeth Forward SHS		115
<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>
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25

<b>Implementation Date</b>
2022-04-22
<b>Uploaded Files</b>

13 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	

<b>Building Name</b>		<b>Room #</b>
Elizabeth Forward SHS		136
<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>
22 feet, 0 inches x 46 feet, 0 inches	1012sqft	36
<b>Implementation Date</b>		
2022-04-22		
<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	
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<b>Building Name</b>		<b>Room #</b>
Elizabeth Forward SHS		138
<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>
29 feet, 0 inches x 15 feet, 0 inches	435sqft	15
<b>Implementation Date</b>		
2022-04-22		
<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	

<b>Building Name</b>		<b>Room #</b>
Elizabeth Forward SHS		209
<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>
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25
<b>Implementation Date</b>		
2022-04-22		

<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	

<b>Building Name</b>		<b>Room #</b>
Elizabeth Forward SHS		134
<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>
25 feet, 0 inches x 30 feet, 0 inches	750sqft	26
<b>Implementation Date</b>		
2022-04-22		
<b>Uploaded Files</b>		

17 Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
Greenock El Sch		111
<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>
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25
<b>Implementation Date</b>		
2022-04-22		
<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	

<b>Building Name</b>		<b>Room #</b>
Mt Vernon El Sch		101
<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, 0 inches x 30 feet, 0 inches	960sqft	34
<b>Implementation Date</b>		
2022-04-22		
<b>Uploaded Files</b>		

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19 Assurance Check

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

Building Name		Room #
Mt Vernon El Sch		105
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 32 feet, 0 inches	928sqft	33
Implementation Date		
2022-04-22		
Uploaded Files		

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	

<b>Building Name</b>		<b>Room #</b>
William Penn El Sch		110
<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>
27 feet, 0 inches x 36 feet, 0 inches	972sqft	34
<b>Implementation Date</b>		
2022-04-22		
<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	

<b>Building Name</b>		<b>Room #</b>
William Penn El Sch		107
<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>
23 feet, 0 inches x 33 feet, 0 inches	759sqft	27
<b>Implementation Date</b>		
2022-04-22		
<b>Uploaded Files</b>		

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22 Assurance Check

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

Building Name		Room #
William Penn El Sch		6
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 15 feet, 0 inches	300sqft	10
Implementation Date		
2022-04-22		
Uploaded Files		

23 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	



## Special Education Support Services

### 24Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	District Wide	District
School Psychologist	1.5	District Wide	District
Occupational Therapist	1	District Wide	Contractor
Social Worker	1	District Wide	District
Behavior Specialist	1	District Wide	Contractor
Director of Pupil Services	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Guidance Counselor	1	Elementary	District
Guidance Counselor	4	Secondary	District
Paraprofessionals	22	District Wide	District

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
Autism: What you need to know. Definition, Awareness, strategies for the classroom			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Keith Gephart/ Director of Special Education		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District Intermediate Unit	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Vector Educational Essentials Course- ASD Awareness			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Keith Gephart		2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

### Positive Behavior Support

<b>Description of Training</b>			
UKERU Deescalation strategies and keeping staff and students safe			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Keith Gephart/Director of Special Education		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

6	1	District	Paraprofessionals Special Education Teachers
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<b>Description of Training</b>			
UKERU Deescalation strategies and keeping staff and students safe			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Keith Gephart/Director of Special Education		2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	1	District	Paraprofessionals Special Education Teachers

<b>Description of Training</b>				
UKERU Deescalation strategies and keeping staff and students safe				
<b>Lead Person/Position</b>			<b>Year of Training</b>	
Keith Gephart/Director of Special Education/Certified Ukeru Trainer			2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>		<b>Provider</b>	<b>Audience</b>
6	1		District	Paraprofessionals Special Education Teachers

<b>Description of Training</b>				
TBM Therapeutic Behavior Management: Deescalation				
<b>Lead Person/Position</b>			<b>Year of Training</b>	
Keith Gephart/Director of Special Education/Certified TBM Trainer			2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>		<b>Provider</b>	<b>Audience</b>
6	1		District	Paraprofessionals Special Education Teachers



<b>Description of Training</b>			
TBM Therapeutic Behavior Management: Deescalation			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Keith Gephart/Director of Special Education/Certified TBM Trainer			2023
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	1	District	Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
TBM Therapeutic Behavior Management: Deescalation			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Keith Gephart/Director of Special Education/Certified TBM trainer			2024
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	1	District	Paraprofessionals Special Education Teachers

**Paraprofessional**

<b>Description of Training</b>			
UKERU Deescalation strategies and keeping staff and students safe			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Keith Gephart			2022
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	2	District PaTTAN	Paraprofessionals

<b>Description of Training</b>
Vector Educational Essentials Course- Behavior Intervention Plan Overview

Lead Person/Position		Year of Training	
Keith Gephart		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Paraprofessionals

Description of Training			
Vector Educational Essentials Course- Trauma Awareness			
Lead Person/Position		Year of Training	
Keith Gephart		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Paraprofessionals

Description of Training			
Vector Educational Essentials Course- Bullying and Students with Special Needs			
Lead Person/Position		Year of Training	
Keith Gephart		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Paraprofessionals

### Transition

Description of Training			
Annual Review of IEP transition sections reviewing for quality and compliance			
Lead Person/Position		Year of Training	
Mike Huber/Transition Coordinator		2022	
Hours Per Training	Number of Sessions	Provider	Audience
3.5	1	District	Special Education Teachers

### Science of Literacy

<b>Description of Training</b>			
Training special education staff on doing TDAs			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Keith Gephart/Director of Special Education		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents Special Education Teachers

<b>Description of Training</b>			
Sunday reading program training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Keith Gephart		2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	1	District Other	Special Education Teachers

### Parent Training

<b>Description of Training</b>			
Parent Nights- Various presenters informing parents of services and supports available to them.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Mike Huber/Transition Coordinator		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	7	District	Parents

<b>Description of Training</b>			
Parent Nights- Various presenters informing parents of services and supports available to them.			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Mike HUber/Transition Coordinator			2023
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	7	District	Parents

<b>Description of Training</b>			
Parent Nights- Various presenters informing parents of services and supports available to them.			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Mike Huber/Transition Coordinator			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	7	District	Parents

<b>Description of Training</b>			
Parent night-centered around helping parents, families, and caregivers support their child with challenging behaviors at home.			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Keith Gephart/Direbtor of Special Education			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	5	District Other	Parents

### IEP Development

<b>Description of Training</b>
Writing Good IEP Goals: Looking at data and assessments to develop appropriate IEP goals

<b>Lead Person/Position</b>		<b>Year of Training</b>	
Keith Gephart/Director of Special Education		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3.5	1	Intermediate Unit	Special Education Teachers

<b>Description of Training</b>			
Annual IEP development review: annual review for compliance			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Keith Gephart/Director of Special Education		2023	
<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>			
Developing IEPs for students with executive functioning needs			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Keith Gephart		2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	Intermediate Unit	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Adaptations versus Modifications			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Keith Gephart		2023	
<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

The Special Education Referral Process

<b>Description of Training</b>			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
		District	General Education Teachers

<b>Description of Training</b>			
Data needed for an evaluation			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Keith Gephart		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	General 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

