

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 1290

School District Total Student Enrollment 9910

Percent of Students Receiving Special Education 13

Steering Committee

Name	Position/Role	Building	Email
Gaynelle Angelo	Director of Special Education	Cumberland Valley SD	gangelo@cvschools.org
David Christopher	Superintendent	Cumberland Valley SD	dchristopher@cvschools.org
Robyn Euker	Director of Curriculum	Cumberland Valley SD	reuker@cvschools.org
Michele Plummer	Parent	Cumberland Valley SD	mplummer@cvschools.org
Chad Runkle	Building Principal	Winding Creek El Sch	crunkle@cvschools.org
Matt Shafer	Parent	Mountain View MS	mshaffer@cvschools.org
Jamie Croft	Building Principal	Cumberland Valley HS	jcroft@cvschools.org
Joseph Houck	Other	Cumberland Valley SD	jhouck@cvschools.org
Amanda Gervais	Other	Cumberland Valley SD	agervais@cvschools.org
Justin Flickinger	Other	Cumberland Valley SD	jflickinger@cvschools.org
Erin Hanshaw	Other	Cumberland Valley SD	ehanshaw@cvschools.org
Candis Chubb	Other	Cumberland Valley SD	cchubb@cvschools.org
Lisa Butler	Parent	Cumberland Valley HS	lisa@tnprogram.org
Doris Hagemann	Other	Cumberland Valley SD	dhagemann@cvschools.org
Rita Donmoyer	General Education Teacher	Shaul El Sch	rdonmoyer@cvschools.org
Nichole Nye	Special Education Teacher	Mountain View MS	nnye@cvschools.org
Arlynn Paris	Other	Eagle View MS	aparis@cvschools.org
Mark Blanchard	Other	Cumberland Valley SD	mblanchard@cvschools.org
Greg Milbrand	Other	Cumberland Valley SD	gmilbrand@cvschools.org
Jennifer McQuillan	Other	Cumberland Valley HS	jmcquillen@cvschools.org
Donna Rupp	General Education Teacher	Cumberland Valley HS	drupp@cvschools.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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

Currently, there are no facilities located in our school district providing services to nonresident student as per Section 1306 of the Public- School Code. However, if a facility providing services to 1306 students were to move into the Cumberland Valley School District, we would follow the following state guidelines: All students with disabilities are taught by a certified special education teacher. Educational Programs for Students in "Non-Educational" Placements 22 Pa. Code Section 14.102 (a)(2)(xiii) HOST SCHOOL DISTRICT RESPONSIBILITIES Under Section 1306 of the Pennsylvania School Code, the host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The host district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a "free appropriate public education" for eligible children with Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA) and for "qualified handicapped students" with Service Agreements in accordance with § 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15. The host school district cannot refuse to educate a student in a regular or special education program in a regular public school unless 1) a court order requires that the child be educated at the residential facility; 2) a current IEP and NOREP, or a service agreement under 22 PA Code Chapter 15, requires a different placement; 3) the child is currently expelled from his or her last educational placement due to a weapons offense (see, 24 P.S. § 13-1317.2(e.1)) or 4) the student is in an "interim alternative educational setting" and placed in accordance with the IDEA (see, 34 C.F.R. § 300.530 (c), (d)(5), and (g)). Students may not be presumptively assigned to alternative education programs for disruptive youth; such placements must be made in accordance with federal and state disciplinary protections referenced in the BECs; (1) Alternative Education for Disruptive Youth (http://www.education.state.pa.us/portal/server.pt/community/purdon%27s_statutes/7503/alter_native_education_for_disruptive_youth/507342), and (2) Enrollment of Students (http://www.education.state.pa.us/portal/server.pt/community/purdon%27s_statutes/7503/enrollment_ofstudents/507350). For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host district must consider the educational placement options to educate the student in the host district's public schools. If the host district and parent through the IEP or Service Agreement process determine that an alternative educational setting will appropriately address the student's educational needs, the host school district is responsible for providing the student with a Free Appropriate Public Education (FAPE) and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and §504 of the Rehabilitation Act. For students eligible for services under Chapter 14, this means the host school district is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. Similarly, the host school district is responsible for conferring or meeting with the family and for developing a Service Agreement for a "qualified handicapped student" pursuant to Chapter 15. Child Find Responsibility In addition to ensuring that an appropriate educational program is provided, the host school district has Child Find responsibility for children "thought-to-be" eligible for special education services and/or accommodations within the host school district's jurisdiction. This responsibility includes locating, identifying, and evaluating all §1306 students with suspected disabilities, including but not

limited to evaluating students for whom a request for an evaluation has been made. In fulfilling the Child Find obligation, the host school district cannot rely entirely on information from the facility, but must make independent efforts to ascertain whether eligible students are present. If a host school district suspects that a child may be eligible for special education or for a Service Agreement under 22 PA Code Chapter 15, the host district must seek informed consent to initiate evaluation procedures from an individual who meets the definition of parent in the IDEA, a surrogate parent appointed by the host district, or a person appointed by a court to provide such consent. If a child who is “handicapped” under Section 504 or is identified by a school district as thought-to-be disabled and in possible need of specially designed instruction under IDEA and Chapter 14, the host school district should procedural move forward with a special education evaluation under IDEA and Chapter 14. One indication that a child is thought-to-be-eligible may include a determination by the host district, parent, or a professional that the child’s educational needs cannot be met in a regular public-school setting. For children suspected as IDEA eligible students, the host district is responsible for maintaining contact with the student’s district of residence for the purpose of keeping the district of residence informed of its plans for educating the student and seeking the advice of that district with respect to the student.

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

Transferring Students During the §1306 student’s tenure in the children’s institution, the host school district must ensure that: all students have access to education; students with disabilities receive FAPE in accordance with their IEPs or Service Agreements; and all mandated procedural protections are provided. Host and district of residence may agree in writing to a different arrangement for the division of educational and procedural responsibilities for students identified as IDEA eligible, but they must receive approval by PDE after notice to and an opportunity for comment by the parents of the student. If the student has an IEP from the previous school district, the host school district must without delay convene an IEP meeting to determine whether the child’s IEP should be revised, whether the student can be educated in the public schools of the host district, or whether some other placement option is appropriate for the child. If the child’s parent cannot attend the IEP meeting in person, the host school district must take steps to ensure that the parents are included in the IEP meeting, including informing parents they can participate through a teleconference call or other appropriate means in the same way the host school district would facilitate the participation of the parents of its resident children. Until a new IEP is developed for the child by the IEP team including the parent, the child must receive services comparable to those in the existing IEP. The host district is responsible for monitoring the educational progress and reviewing educational services for the student on a continuous basis and at least as often as report cards are issued. The host school district is also responsible for maintaining contact with the resident school district with respect to the student’s placement and progress. The parent and the host district should, if feasible, decide as to the appropriate educational placement of the child before the student arrives at the facility. However, in any case, the student must be attending a school program within five school days of the student’s admission to the institution. If the information or an individual necessary to make an informed decision about the appropriate educational placement of the child is not available within the 5-day period, and if the parent agrees, the host school district can arrange for or authorize the child’s education at a school program located at the facility until the host district and parent can make a formal decision regarding the student’s educational placement. If no parent can be identified, the child can temporarily be educated at the facility if there is a clinical recommendation that the child should not attend public school. In either case, the final decision regarding the child’s education placement must be made without delay. In order to facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host district should attempt to work with the resident school district to prepare for the student’s discharge from the institution at least 2 weeks prior to the student’s planned discharge from the residential program, if possible. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new host district

Incarcerated Students Oversight

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

§1306.2 Facilities			
Facility Name	Facility Type	Services Provided By	Student Count
Cumberland County Prison	Prison	District	0

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).
Incarcerated Students - Oversight for Cumberland County Prison Annual Public Notice is provided to the Prison Warden and is posted on site. The warden facilitates completion of the following forms and forwards to Cumberland Valley School District: Cumberland Valley SD Pupil Registration Form; Cumberland County Prison Alternative Education Program Interview Form and Records Request Form. Cumberland Valley SD forwards request to the Correction Education Records Center. Cumberland Valley SD - 1306.2 (PDE-4605A) completed and sent to student's home school district. Cumberland Valley SD - while waiting for receipt of records, students are provided with instruction in alternative education course (Language Arts, Mathematics, Science, and Social Studies). Credit for Life Skills and Health /PE are given toward graduation and provided by Cumberland County Prison. Upon receipt of records, students will participate in one of the following: An Alternative Education Program; Special Education Program - as defined by Individual Educational Plan (IEP); or GED Program operated by Cumberland County Prison review Special Education documents to ensure timeline compliance - IEP, RR data across prior school years. The following sources of assessment data and scores will be considered when determining failure to meet age- or grade-level standards: progress monitoring scores – 3 consecutive data points or 4 out of 6 data points below the goal line (goal established by national standards) PSSA scores - within the low Basic or Below Basic range Norm-referenced achievement test scores - below the 16th percentile or below an 85 standard score Two or more sources of data must show below state-approved grade-level standards. 2. Discrepancy: Pattern of strengths & weakness Students in the CVSD will be administered norm-referenced measures of intellectual ability and achievement levels in order to determine if the student exhibits a pattern of strengths and needs, relative to intellectual ability, as defined by a severe discrepancy between intellectual ability and achievement. If using the simple difference method for determining a discrepancy between ability and achievement, a student's achievement will be at least one standard deviation (15 standard score points) below his/her measured intellectual ability. If using the predicted ability/regression formula method, the discrepancy will be statistically significant and occur in less than/equal to 10% of the population (base rate of 10% or below) or will be at least 1.5 SD x SEe (Standard Error of Estimate) below ability Or MTSS: Lack of progress in response to scientifically based instruction. The CVSD does not have a MTSS plan approved by the Dept. of Ed. at this time; however, the district has implemented many components of MTSS. The CVSD is hopeful that it will be able to submit a MTSS plan for the elementary level in the near future. Currently, the district utilizes a research-based core curriculum in literacy and math, benchmark measures at least three times a year in literacy and math, progress monitoring of at-risk students in the literacy and math areas at least every two weeks, standard protocol and other research-based intervention materials, a consistent intervention block for each grade-level, and data team meetings for every grade level one time per month. B. Exclusionary 3. Rule out: Vision, hearing, or motor/orthopedic problems/disabilities; Intellectual Disability; Emotional disturbance; Cultural factors and/or limited English proficiency; or Environmental or economic disadvantage The CVSD will document

that each of the above factors has been excluded from consideration either through screening or through evaluation, if warranted. Vision, hearing, or motor/orthopedic problems/disabilities: All students in the district have vision and hearing screenings completed regularly. These results will be checked. If concerns are present, the student will be re-screened. If there continues to be concern, the student will be referred to an optometrist, ophthalmologist, and/or audiologist to rule-out that the student's learning problems are primarily the result of a vision or hearing problem. If the student evidences motor problems, a screening by the occupational therapist will occur. If there are concerns, a referral for an evaluation by the occupational therapist will be made to rule-out that the student's learning problems are not primarily the result of a motor problem. Intellectual Disability: All students referred for an evaluation to determine eligibility for a specific learning disability diagnosis will be administered a measure of intellectual ability. If sub-average general intelligence is revealed, measures of adaptive behavior and another measure of intellectual ability will be administered to rule-out mental retardation as the cause of a student's learning problems. Emotional disturbance: The student's discipline record will be reviewed. If the student displays behavioral/emotional concerns, behavior rating scales will be completed by teachers and parents and systematic observations of the student's behavior will be completed. If significant behavioral issues occur that cannot be managed through a classroom management system, a functional behavior assessment will be completed and a behavioral intervention plan will be developed. The district behavior specialist will be consulted. For a student displaying behavior problems, the evaluation team will determine whether the student's learning problems are instigating the behavior or whether underlying emotional problems are impacting the student's ability to perform academically. Cultural factors and/or limited English proficiency: All students entering the district are required to complete a questionnaire regarding the primary language spoken in the home. Students considered at risk are assessed by the English as a Second Language teacher to determine their level of English proficiency. If a student is an English Language Learner or has issues related to his/her acculturation experience, the team will rule-out this as a causative factor when considering a diagnosis of SLD. Environmental or economic disadvantage: In order to rule-out environmental or economic issues as a primary cause of a student's learning difficulties, the parent will be interviewed by the school counselor as part of the referral process. The parent will also be asked to complete a parent input form, which serves as a developmental and medical history form. The student's attendance records will be checked and the school nurse will complete an input form. If significant issues are found, the district will be contacted to further investigate. The team will determine if the student's learning issues are primarily the result of environmental or economic factors if they are revealed. Rule out lack of instruction by documenting: Appropriate instruction by qualified personnel Repeated assessments The CVSD will ensure that all students receive effective instruction utilizing research-based instructional strategies and materials in the core program. All students will receive core reading instruction that emphasizes the essential components of reading namely phonemic awareness, phonics, vocabulary, fluency, and comprehension. All regular education students needing intervention in the literacy area will be provided with intervention utilizing research-based instructional strategies and programs through Tier II intervention. All primary students will receive Tier III reading intervention by a certified reading specialist. All students will receive core math instruction plus calendar math. All regular education students needing intervention in the math area will be provided with intervention utilizing research-based instructional strategies and programs through Tier II interventions. All teachers employed by the school district are certified by the PA Dept. of Ed. to teach in their area of certification. All special education teachers are highly qualified. The principal, assistant principal, and supervisor will observe the teachers and ensure that strategies and materials are implemented as specified. The instructional specialists will provide peer support to ensure that strategies and interventions are implemented as specified. Core, grade-level team meetings in the areas of literacy and math are held following each benchmark period to generate supplemental strategies for the core program based on data. Additionally, a member or members of the evaluation team will observe the student in the regular education classroom setting and, in the area(s) of difficulty. Formal observation procedures that yield quantifiable results rather than anecdotal recordings will be used. Repeated assessments using Fast Bridge, On-Line Math Assessment, and PSSA are completed. Results of these assessments as well as intervention groups are communicated to the parents through report cards, parent-

teacher conferences, separate mailings, and child study team meetings. Enrollment Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities. The data is publicly available via the Penn Data website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataatAGlance/tabid/2523/Default.aspx> The Cumberland Valley School District has experienced significant growth in the last 5 years. Our largest sub category across the district within our student population is the Asian Category. With that being the largest sub category across the district, we have also seen a correlation with the rise in the Asian sub category receiving special education services. The Cumberland Valley School District has also experienced significant growth in the disability Category of Autism. With the increased enrollment within the district, has brought an increase of students moving into our district to receive Autism Services. The addition of Verbal Behavior programming within our continuum of services has been leading factor of additional families moving to our district to receive our services.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public-School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public-School Code?

Currently, there are no facilities located in our school district providing services to nonresident student as per Section 1306 of the Public-School Code. However, if a facility providing services to 1306 students were to move into the Cumberland Valley School District, we would follow the following state guidelines : Educational Programs for Students in "Non-Educational" Placements 22 Pa. Code Section 14.102 (a)(2)(xiii) **HOST SCHOOL DISTRICT RESPONSIBILITIES** Under Section 1306 of the Pennsylvania School Code, the host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The host district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a "free appropriate public education" for eligible children with Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA) and for "qualified handicapped students" with Service Agreements in accordance with § 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15. The host school district cannot refuse to educate a student in a regular or special education program in a regular public school unless 1) a court order requires that the child be educated at the residential facility; 2) a current IEP and NOREP, or a service agreement under 22 PA Code Chapter 15, requires a different placement; 3) the child is currently expelled from his or her last educational placement due to a weapons offense (see, 24 P.S. § 13-1317.2(e.1)) or 4) the student is in an "interim alternative educational setting" and placed in accordance with the IDEA (see, 34 C.F.R. § 300.530 (c), (d)(5), and (g)). Students may not be presumptively assigned to alternative education programs for disruptive youth; such placements must be made in accordance with federal and state disciplinary protections referenced in the BECs; (1) Alternative Education for Disruptive Youth (http://www.education.state.pa.us/portal/server.pt/community/purdon%27s_statutes/7503/alter_native_education_for_disruptive_youth/507342), and (2) Enrollment of Students (http://www.education.state.pa.us/portal/server.pt/community/purdon%27s_statutes/7503/enrollment_ofstudents/507350).

For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host district must consider the educational placement options to educate the student in the host district's public schools. If the host district and parent through the IEP or Service Agreement process determine that an alternative educational setting will appropriately address the student's educational needs, the host school district is responsible for providing the student with a Free Appropriate Public Education (FAPE) and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and §504 of the Rehabilitation Act. For students eligible for services under Chapter 14, this means the host school district is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. Similarly, the host school district is responsible for conferring or meeting with the family and for developing a Service Agreement for a "qualified handicapped student" pursuant to Chapter 15.

Child Find Responsibility In addition to ensuring that an appropriate educational program is provided, the

host school district has Child Find responsibility for children “thought-to-be” eligible for special education services and/or accommodations within the host school district’s jurisdiction. This responsibility includes locating, identifying, and evaluating all §1306 students with suspected disabilities, including but not limited to evaluating students for whom a request for an evaluation has been made. In fulfilling the Child Find obligation, the host school district cannot rely entirely on information from the facility, but must make independent efforts to ascertain whether eligible students are present. If a host school district suspects that a child may be eligible for special education or for a Service Agreement under 22 PA Code Chapter 15, the host district must seek informed consent to initiate evaluation procedures from an individual who meets the definition of parent in the IDEA, a surrogate parent appointed by the host district, or a person appointed by a court to provide such consent. If a child who is “handicapped” under Section 504 or is identified by a school district as thought-to-be disabled and in possible need of specially designed instruction under IDEA and Chapter 14, the host school district should procedurally move forward with a special education evaluation under IDEA and Chapter 14. One indication that a child is thought-to-be-eligible may include a determination by the host district, parent, or a professional that the child’s educational needs cannot be met in a regular public-school setting. For children suspected as IDEA eligible students, the host district is responsible for maintaining contact with the student’s district of residence for the purpose of keeping the district of residence informed of its plans for educating the student and seeking the advice of that district with respect to the student. Educational Decision-makers

If neither the parent of a child who is eligible or thought-to-be eligible for special education nor an individual who meets the definition of parent in the IDEA can be located, the host district must appoint a surrogate parent. Transferring Students During the §1306 student’s tenure in the children’s institution, the host school district must ensure that: all students have access to education; students with disabilities receive FAPE in accordance with their IEPs or Service Agreements; and all mandated procedural protections are provided. Host and district of residence may agree in writing to a different arrangement for the division of educational and procedural responsibilities for students identified as IDEA eligible, but they must receive approval by PDE after notice to and an opportunity for comment by the parents of the student. If the student has an IEP from the previous school district, the host school district must without delay convene an IEP meeting to determine whether the child’s IEP should be revised, whether the student can be educated in the public schools of the host district, or whether some other placement option is appropriate for the child. If the child’s parent cannot attend the IEP meeting in person, the host school district must take steps to ensure that the parents are included in the IEP meeting, including informing parents they can participate through a teleconference call or other appropriate means in the same way the host school district would facilitate the participation of the parents of its resident children. Until a new IEP is developed for the child by the IEP team including the parent, the child must receive services comparable to those in the existing IEP. The host district is responsible for monitoring the educational progress and reviewing educational services for the student on a continuous basis and at least as often as report cards are issued. The host school district is also responsible for maintaining contact with the resident school district with respect to the student’s placement and progress. The parent and the host district should, if feasible, decide as to the appropriate educational placement of the child before the student arrives at the facility. However, in any case, the student must be attending a school program within five school days of the student’s admission to the institution. If the information or an individual necessary to make an informed decision about the appropriate educational placement of the child is not available within the 5-day period, and if the parent agrees, the host school district can arrange for or authorize the child’s education at a school program located at the facility until the host district and parent can make a formal decision regarding the student’s educational placement. If no parent can be identified, the child can temporarily be educated at the facility if there is a clinical recommendation that the child should not attend public school. In either case, the final decision regarding the child’s education placement must be made without delay. In order to facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host district should attempt to work with the resident school district to prepare for the student’s discharge from the institution at least 2 weeks prior to the student’s planned discharge from the residential program, if possible. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new

host district. In making a decision about where to educate a student, consideration should be given to the courses that would be available to the child in the proposed program, the qualifications of the staff, the program's ability to provide FAPE and comply with the other requirements of IDEA and Chapter 14 or §504 of the Rehabilitation Act and Chapters 15 or 16 of Title 22 of the Pennsylvania Code (as applicable to the individual child), and whether the program will prepare the student to meet any applicable promotion and/or graduation requirements.

Incarcerated Students Oversight 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).

Incarcerated Students - Oversight for Cumberland County Prison Annual Public Notice is provided to the Prison Warden and is posted on site. Warden facilitates completion of the following forms and forwards to Cumberland Valley School District: Cumberland Valley SD Pupil Registration Form; Cumberland County Prison Alternative Education Program Interview Form; and Records Request Form. Cumberland Valley SD forwards request to the Correction Education Records Center. Cumberland Valley SD - 1306.2 (PDE-4605A) completed and sent to student's home school district. Cumberland Valley SD - while waiting for receipt of records, students are provided with instruction in alternative education course (Language Arts, Mathematics, Science, and Social Studies). Credit for Life Skills and Health /PE are given toward graduation and provided by Cumberland County Prison. Upon receipt of records, students will participate in one of the following : An Alternative Education Program; Special Education Program - as defined by Individual Educational Plan (IEP); or GED Program operated by Cumberland County Prison.

review Special Education documents to ensure timeline compliance - IEP, RR ; schedule IEP review meeting (written invitation) with student to revise/adopt educational plan appropriate to student's education needs and with respect to the limits imposed based on the prison setting. Parents are restricted from attending meetings with their child at the Cumberland County Prison. Copies of final IEP, NOREP, and Procedural Safeguards are presented to the student. (Originals maintained at district office, and copies mailed to parent for review and signature.) Copies of the IEP and recent RR are provided to the tutor providing instruction to the student. Director of Special Education - remains available to oversee and provide consultative support to the student's educational program. Lapsed records (i.e. IEP, RR) or thought to be disabled prison - the re-evaluation process is initiated. Upon receipt of records, Director of Special Education / Assistant Superintendent to : Review Special Education documents to ensure timeline compliance - IEP, RR ; Schedule IEP review meeting (written invitation) with student to revise/adopt educational plan appropriate to student's education needs and with respect to the limits imposed based on the prison setting. Parents are restricted from attending meetings with their child at the Cumberland County Prison. Copies of final IEP, NOREP, and Procedural Safeguards are presented to the student. (Originals maintained at district office, and copies mailed to parent for review and signature. Copies of the IEP and recent RR are provided to the tutor providing instruction to the student. Director of Special Education - remains available to oversee and provide consultative support to the student's educational program. Lapsed records (i.e. IEP, RR) or thought to be disabled prison - the re-evaluation process is initiated.

Least Restrictive Environment

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

A review of the districts last 3 years (2018-2021) of LRE data shows that Cumberland Valley School District has continued to lower the number of students that attend out of district placements from 5.4% to 4.0%. With the decrease in the percentage of students attending out of district placements, the districts percentage of students attending regular education classes for less than 40% have increased from 12.8% to 14.2 %. Although this percentage is above the state benchmark, this is still a strength of the district that there is the capacity to provide the supports for students to remain within their home district. Cumberland Valley will continue to work on adding additional layers of support and services to allow students to be included out in regular education setting to their fullest extent 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?

Within the Cumberland Valley School District, we utilize the following universal practices to address the academic and social/emotional needs of all students: * bench marking in the areas of reading fluency, reading comprehension, math fluency, math application and writing in grade K-5 * Responsive classroom morning meetings to address social and emotional well-being in grades K-5 * use of reading specialist and instructional specialist to provide additional instructional interventions in grades k-5 * Student Assistance Teams at both elementary and secondary levels * Executive Functioning instruction for all students in 6th grade and again in 9th grade * Social workers to address social and emotional needs * Therapy dog

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

All teachers within Cumberland Valley School District have received training in inclusive practices within regular education environments. All teachers have received training in the area of differentiation, accommodations, and modifications. Teachers have also received the PATTAN handout in the area of inclusive practices as a reference.

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

Cumberland Valley School District ensures that all students with disabilities are able to have meaningful participation in extracurricular activities by providing supplementary aids and services as deemed appropriate by the student's IEP team. Some of these supplementary aids and services that Cumberland Valley have utilized are para-professionals attending events with students to provide support and supervision; special transportation to and from events. Special education teachers work closely with extracurricular advisors and coaches to provide any supports and services necessary for students with disabilities to participate.

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 Cumberland Valley School District provides a continuum of service and support options for students identified with a disability and need for Special Education services and/or a 504 Service Plan. The starting point on the continuum is the general education curriculum and program offerings. Through pre-screening and evaluation/identification procedures, building based teams (MDE/IEP) identify the students with disabilities and focus on designing a program to maximize positive involvement with their peers in the regular education setting and align instructional goals/objectives with the district's general education curriculum and state standards. In addition, Learning Enrichment is an option available to any student in need of enrichment and/or advancement in a general education program. The Cumberland Valley Special Education Department is currently serving 95% of our total population of students with IEPs within the thirteen district buildings. The district offers a K-12 continuum of intervention levels (itinerant, supplemental and full time)

and programs (Autistic Support, Emotional Support, Learning Support, Life Skills/MDS Support) to support the wide variety of student needs. Supplemental Support and related services are provided by nine (9) school psychologists, ten (10) Speech/Language Pathologists, Four (4) Occupational therapists, and two (2) Autistic Support Consultants. All students with IEPs are integral members of their school community and have equal access to participation in school activities and instructional programs, as appropriate to their educational strengths, needs, and ability to make meaningful progress toward their IEP goals and within the general education curriculum. A wide variety of supplemental support and services as well as special designed instruction are provided to support access and meaningful educational benefit to the students throughout their day. Students and families are reminded that they are eligible to participate in all extracurricular activities offered by the district. This is discussed at all IEP team and progress meetings. In addition, information is posted on the district website for activity involvement.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

The Cumberland Valley School district has built great capacity to provide a solid continuum of services for our students. Our out of district placement number of students continue to decrease and every year we average 2-3 new classrooms being opened to provide the programming within our own buildings.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Hilltop Academy	Other	Other Public Facility	Capital Area Intermediate Unit	Emotional Support	4
Hilltop Academy	Other	Other Public Facility	Capital Area Intermediate Unit	Autistic Support	4
Hilltop Academy	Other	Other Public Facility	Capital Area Intermediate Unit	Life Skills Support	1
Capital Academy	Licensed Private Academic		Specialized Education of PA	Emotional Support	1
Diakon Wilderness Center Point Day Program	Other	Other Private Facility	Capital Area Intermediate Unit	Emotional Support	1
Mechanicsburg Area High School	Other	Neighboring School District	Mechanicsburg Area School District	Life Skills Support	1

Mechanicsburg Area Middle School	Other	Neighboring School District	Mechanicsburg Area School District	Deaf and Hard of Hearing Support	1
Elmwood Elementary School	Other	Neighboring School District	Mechanicsburg Area School District	Deaf and Hard of Hearing Support	1
Merakey	Other	Other Private Facility	Merakey	Autistic Support	2
New Story	Licensed Private Academic		New Story	Autistic Support	5
New Story	Licensed Private Academic		New Story	Emotional Support	1
River Rock Academy	Other	Other Private Facility	River Rock Academy	Emotional Support	1
Yellow Breeches Middle School	Other	Other Public-School Building	Capital Area Intermediate Unit	Autistic Support	1
Susquehanna Township High School	Other	Other Public School	Capital Area Intermediate Unit Classroom	Autistic Support	1
Vista School	Approved Private School (APS)		The Vista School	Autistic Support	6
Western Pennsylvania School for the Deaf	Approved Private School (APS)		Western Pennsylvania School for the Deaf	Deaf and Hard of Hearing Support	1
Yellow Breeches Education Center	Licensed Private Academic		Yellow Breeches Educational Center	Emotional Support	6

Positive Behavior Support

Date of Approval
2021-02-01

Uploaded Files
Behavior Support Policy.docx

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

The Cumberland Valley School District has adopted School Board Policy #113.1 entitled Behavioral Support Policy and Implementation Guidelines and #113.2 entitled Discipline of Students with Disabilities. Both policies align with PDE's guidelines and procedures. All staff and community members have access to these policies posted on the district website.

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 provides information, training, and assistance to teachers and administrators regarding the analysis of student behavior and development of intervention plans. This process includes the identification of behavioral concerns, file reviews, management techniques, building and classroom level intervention plans, individual positive behavioral intervention plans, child study teams, Student Assistance (elementary and secondary level), Functional Behavioral Assessment, and linkages to outside agencies.

3. Describe the district positive school wide support programs.

The Cumberland Valley School District is committed to establishment and growth of a proactive systems approach for creating and maintaining safe and effective learning environments in our schools, and providing opportunities to support all students in addressing their social/emotional skills to support their success at school and beyond the school setting. It focuses on efficient use of data to guide decisions for improving schools. • A proactive approach to discipline that promotes appropriate student behavior and increased learning. • A system based upon a three-tiered model (Universal, Secondary, and Tertiary). • A research-based systems approach for establishing the social culture and behavioral supports needed for our schools to be effective learning environments for all students. • A systems model that guides schools to design, implement, and evaluate effective school- wide, classroom and student-specific instructional plans around behavior, social skills and academics. • A broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. * Use of Responsive classroom at the elementary level * Exploring restorative justice training for secondary level * Addition of district wide BCBA * Contracting for additional BCBA and RBT supports School Wide Positive Behavioral Supports targets the prevention of inappropriate behavior through teaching and reinforcing appropriate behaviors/skills across levels and grades. PA School Wide Positive Behavioral Supports is a process that aligned with the core principles of MTSS Similar to MTSS, PBIS offers a range of interventions that are systematically applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to development and improvement of behavior problems. Both MTSS and PBIS are grounded in differentiated instruction. Each approach delineates critical factors and components to be in place at the universal (Tier 1), targeted group (Tier 2), and individual (Tier 3) levels.

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

The Cumberland Valley School District has built a strong partnership with Laurel Life. A mental health agency that provides both schools based mental health services accessible for all students within the district and mental health therapist within the district's emotional support programs. Currently, the Cumberland Valley School District contracts for 3 full-time mental health therapist that provide daily counseling services to K-12 students within the emotional support programs. The district also contracts with Laurel Life for behaviors coaches that help to support emotional support programs and autism support programs within the district.

5. Describe the district restraint procedure.

If a student needs a restraint or intrusive procedures, this is outlined within the student's individual positive behavioral support plan (PBSP). For students with an IEP, the BIP is an integral part of the student's overall educational plan. The district has three (3) certified trainers in the JKM model of Safe Crisis Management. District and IU training opportunities in SCM are provided during both the school year and summer sessions. If a restraint is preformed, staff complete a google form reporting the required information as well as contacting the family to offer an IEP meeting or a waiver for an 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 Cumberland Valley School District is committed to work with state and local agencies and area districts to provide quality services to eligible children. The district does at times have difficulty in locating a program to ensure provision of FAPE in the LRE. Over the course of years, the district has participated in the CASSP meetings that have resulted in the provision of FAPE in the LRE by meeting complex needs through an approved private school, residential treatment facility or local agency services that are provided at the school or home setting. Historically, the district has been successful in locating services for students. Depending on the complexity of needs presented by the student, he/she may be placed on an interim basis until recommended services can begin. County and regional coordination is provided through the CASSP meetings. When appropriate, representatives from county agencies are included in IEP meetings to define educational and transitional programming options. The collaborative process has the ability to improve programming options for students when there is a shared vision and shared sense of ownership in the process. Methods: When a student experiences educational difficulty as a result of other factors, a CASSP meeting is scheduled. These meetings are a direct result of various mental health, drug alcohol., family, or psycho/social issues that severely impacts the student's ability to access programs and services as outlined on the IEP. When such problems occur, the district (generally the Director of Special Education) contacts the inter-agency representatives who schedules a CASSP meeting. Once the parents (and students over the age of 14) consent for exchange of confidential information is secured, both the district and parents (student), as well as various agency representatives are invited to attend. The team of representatives works to design a program that meets the needs of the student's educational and human service needs. Generally, students with severe emotional disturbance who are exhibiting mental health needs, are the most challenging to place in anything but the most restrictive environments. The District continues to review our processes to ensure FAPE for every student that enrolls within our buildings. The Cumberland Valley School District also continually reviews data and analyzes trends with out of district placements. LEAs must also report students with disabilities who are placed on instruction conducted in the home or who receive home bound instruction in accordance with BEC 34 CFR §300.26(a)(1), Instruction Conducted in the Home, in the Special Education Students @ Home Reporting System, so that the Department can determine whether these students require intensive inter-agency coordination

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0061	Secondary	Full-time (1.0)	07/25/2022 09:59 AM

Building Name		
Cumberland Valley HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0085	Secondary	Full-time (1.0)	06/29/2022 11:45 AM

Building Name		
Cumberland Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24

Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0084	Secondary	Full-time (1.0)	06/29/2022 12:22 PM

Building Name	
Cumberland Valley HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	19
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	FTE %
	0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0083	Secondary	Full-time (1.0)	07/04/2022 02:18 PM

Building Name	
Cumberland Valley HS	
Support Type	

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0082	Secondary	Full-time (1.0)	07/04/2022 02:20 PM

Building Name		
Cumberland Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0081	Secondary	Full-time (1.0)	07/04/2022 02:21 PM

Building Name		
Cumberland Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0080	Secondary	Full-time (1.0)	07/04/2022 02:23 PM

Building Name		
Cumberland Valley HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0079	Secondary	Full-time (1.0)	07/04/2022 02:24 PM

Building Name		
Cumberland Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	6	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification	FTE %	
	0.12	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0078	Secondary	Full-time (1.0)	07/04/2022 02:27 PM

Building Name		
Cumberland Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	15	
Identify Classroom	Classroom Location	Age Range

School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0077	Secondary	Full-time (1.0)	07/04/2022 02:29 PM

Building Name		
Cumberland Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
076	Secondary	Full-time (1.0)	07/04/2022 02:30 PM

Building Name		
Cumberland Valley HS		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support	Case Load	
Itinerant (20% or Less)	11	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification	FTE %	
	0.22	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0075	Secondary	Full-time (1.0)	07/26/2022 02:54 PM

Building Name		
Cumberland Valley HS		
Support Type		
Speech and Language Support		
Support Sub-Type		
Speech and Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		65
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
The speech therapist for the high school provides services to all building programs including the life skills support. The students within that program stay until age 21.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0074	Secondary	Full-time (1.0)	07/25/2022 09:47 AM

Building Name		
Cumberland Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0073	Secondary	Full-time (1.0)	07/25/2022 09:48 AM

Building Name		
Cumberland Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %

	0.18
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0072	Secondary	Full-time (1.0)	07/25/2022 09:49 AM

Building Name		
Cumberland Valley HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0071	Secondary	Full-time (1.0)	07/25/2022 09:50 AM

Building Name		
Cumberland Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0070	Secondary	Full-time (1.0)	07/25/2022 09:51 AM

Building Name		
Cumberland Valley HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0069	Secondary	Full-time (1.0)	08/22/2022 07:54 PM

Building Name

Cumberland Valley HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Students within this classroom have the option to staying until 21 if the IEP team determines it to be appropriate		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0068	Secondary	Full-time (1.0)	07/25/2022 09:53 AM

Building Name		
Cumberland Valley HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0067	Secondary	Full-time (1.0)	07/25/2022 09:54 AM

Building Name		
Cumberland Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0066	Secondary	Full-time (1.0)	07/25/2022 09:54 AM

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

	0.28
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0065	Secondary	Full-time (1.0)	07/25/2022 09:55 AM

Building Name		
Cumberland Valley HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0064	Secondary	Full-time (1.0)	07/25/2022 09:56 AM

Building Name		
Cumberland Valley HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 21
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0063	Secondary	Full-time (1.0)	07/25/2022 09:57 AM

Building Name		
Cumberland Valley HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Students within this program have the option to stay until 21 if decided it's appropriate by the IEP team		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0062	Secondary	Full-time (1.0)	07/25/2022 09:58 AM

Building Name

Cumberland Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0060	Secondary	Full-time (1.0)	07/25/2022 10:00 AM

Building Name		
Cumberland Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0059	Secondary	Full-time (1.0)	07/25/2022 10:01 AM

Building Name		
Mountain View MS		
Support Type		
Speech and Language Support		
Support Sub-Type		
Speech and Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		64
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.98

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0058	Secondary	Full-time (1.0)	07/25/2022 10:11 AM

Building Name		
Mountain View MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %

	0.6
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0057	Secondary	Full-time (1.0)	07/26/2022 06:35 AM

Building Name		
Mountain View MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0056	Secondary	Full-time (1.0)	07/26/2022 06:35 AM

Building Name		
Mountain View MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0055	Secondary	Full-time (1.0)	07/26/2022 06:36 AM

Building Name		
Mountain View MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0054	Secondary	Full-time (1.0)	07/26/2022 06:37 AM

Building Name

Mountain View MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.38

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0053	Secondary	Full-time (1.0)	07/26/2022 06:39 AM

Building Name		
Mountain View MS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	15	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification	FTE %	
	0.3	

Building Name		
Mountain View MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Supplemental (Less Than 80% but More Than 20%)	4	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification	FTE %	
	0.2	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0052	Secondary	Full-time (1.0)	07/26/2022 06:40 AM

Building Name		
Mountain View MS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.32

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0051	Secondary	Full-time (1.0)	07/26/2022 06:42 AM

Building Name		
Mountain View MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.36

Building Name		
Mountain View MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0050	Secondary	Full-time (1.0)	07/26/2022 06:44 AM

Building Name		
Mountain View MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range

School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.26

Building Name		
Mountain View MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0049	Secondary	Full-time (1.0)	07/26/2022 02:56 PM

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

	0.28
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Building Name		
Mountain View MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0048	Secondary	Full-time (1.0)	07/26/2022 06:47 AM

Building Name		
Eagle View MS		
Support Type		
Speech and Language Support		
Support Sub-Type		
Speech and Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		49
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0047	Secondary	Full-time (1.0)	07/26/2022 07:19 AM

Building Name		
Eagle View MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support	Case Load	
Supplemental (Less Than 80% but More Than 20%)	9	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification	FTE %	
	0.45	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0046	Secondary	Full-time (1.0)	07/26/2022 07:22 AM

Building Name		
Eagle View MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support	Case Load	

Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0045	Secondary	Full-time (1.0)	07/26/2022 02:56 PM

Building Name		
Eagle View MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0044	Secondary	Full-time (1.0)	07/26/2022 07:25 AM

Building Name
Eagle View MS

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

Building Name		
Eagle View MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0043	Secondary	Full-time (1.0)	07/26/2022 08:03 AM

Building Name		
Eagle View MS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.3

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0042	Secondary	Full-time (1.0)	07/26/2022 02:57 PM

Building Name		
Eagle View MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.28

Building Name		
Eagle View MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0041	Secondary	Full-time (1.0)	07/26/2022 08:10 AM

Building Name	
Eagle View MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	15

Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.3

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0040	Secondary	Full-time (1.0)	07/26/2022 08:12 AM

Building Name		
Eagle View MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14

Age Range Justification	FTE %
	0.24

Building Name		
Eagle View MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0039	Secondary	Full-time (1.0)	07/26/2022 08:15 AM

Building Name		
Eagle View MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.24

Building Name		
Eagle View MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0038	Elementary	Full-time (1.0)	07/26/2022 02:58 PM

Building Name		
Sporting Hill El Sch		
Support Type		
Speech and Language Support		
Support Sub-Type		
Speech and Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		64
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 14
Age Range Justification		FTE %
		0.98

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0037	Elementary	Full-time (1.0)	07/26/2022 08:32 AM

Building Name		
Winding Creek El Sch		
Support Type		
Speech and Language Support		
Support Sub-Type		
Speech and Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		65
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
students are seen in age appropriate groups or individually for speech services		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0036	Elementary	Full-time (1.0)	07/26/2022 02:59 PM

Building Name		
Shaull El Sch		
Support Type		
Speech and Language Support		
Support Sub-Type		
Speech and Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		65
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 10
Age Range Justification		FTE %
students are seen in age appropriate groups or individually		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0035	Elementary	Full-time (1.0)	08/22/2022 07:56 PM

Building Name		
Green Ridge El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
students are seen in age appropriate groups or individually		0.46

Building Name		
Silver Spring El Sch		
Support Type		
Speech and Language Support		
Support Sub-Type		
Speech and Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 10
Age Range Justification		FTE %

students are seen in age appropriate groups or individually	0.38
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0034	Elementary	Full-time (1.0)	07/26/2022 09:12 AM

Building Name		
Middlesex El Sch		
Support Type		
Speech and Language Support		
Support Sub-Type		
Speech and Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		65
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
students seen in age appropriate groups or individually		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0033	Elementary	Full-time (1.0)	07/26/2022 09:13 AM

Building Name		
Monroe El Sch		
Support Type		
Speech and Language Support		
Support Sub-Type		
Speech and Language Support		

Level of Support		Case Load
Itinerant (20% or Less)		64
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
students seen in age appropriate groups or individually		0.98

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0032	Elementary	Full-time (1.0)	07/26/2022 09:17 AM

Building Name		
Winding Creek El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0031	Elementary	Full-time (1.0)	07/26/2022 09:19 AM

Building Name

Winding Creek El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0030	Elementary	Full-time (1.0)	07/26/2022 09:21 AM

Building Name		
Winding Creek El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0029	Elementary	Full-time (1.0)	07/26/2022 09:23 AM

Building Name		
Winding Creek El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.24

Building Name		
Winding Creek El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0028	Elementary	Full-time (1.0)	07/26/2022 02:59 PM

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

Building Name		
Winding Creek El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0027	Elementary	Full-time (1.0)	07/26/2022 09:30 AM

Building Name		
Winding Creek El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.3

Building Name		
Winding Creek El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0026	Elementary	Full-time (1.0)	07/26/2022 10:11 AM

Building Name		
Sporting Hill El Sch		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.24

Building Name		
Sporting Hill El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0025	Elementary	Full-time (1.0)	07/26/2022 10:14 AM

Building Name		
Sporting Hill El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.4

Building Name		
Sporting Hill El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0024	Elementary	Full-time (1.0)	07/26/2022 10:16 AM

Building Name		
Hampden El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0023	Elementary	Full-time (1.0)	07/26/2022 03:00 PM

Building Name		
Hampden El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0022	Elementary	Full-time (1.0)	07/26/2022 10:20 AM

Building Name

Hampden El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	8	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification	FTE %	
	0.16	

Building Name		
Hampden El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Supplemental (Less Than 80% but More Than 20%)	2	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification	FTE %	
	0.1	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0021	Elementary	Full-time (1.0)	07/26/2022 10:22 AM

Building Name		
Hampden El Sch		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.2

Building Name		
Hampden El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0020	Elementary	Full-time (1.0)	07/26/2022 10:23 AM

Building Name		
Shaul El Sch		
Support Type		
Autistic Support		
Support Sub-Type		

Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0019	Elementary	Full-time (1.0)	07/26/2022 10:24 AM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0018	Elementary	Full-time (1.0)	07/26/2022 10:27 AM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0017	Elementary	Full-time (1.0)	07/26/2022 10:30 AM

Building Name		
Shauli El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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0016	Elementary	Full-time (1.0)	07/26/2022 10:31 AM
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Building Name		
Shaull El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0015	Elementary	Full-time (1.0)	07/26/2022 03:01 PM

Building Name		
Shaull El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11

Age Range Justification	FTE %
	0.3

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0014	Elementary	Full-time (1.0)	07/26/2022 10:36 AM

Building Name		
Shaull El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.16

Building Name		
Shaul El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0013	Elementary	Full-time (1.0)	07/26/2022 10:38 AM

Building Name		
Green Ridge El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.22

Building Name		
Green Ridge El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0012	Elementary	Full-time (1.0)	07/26/2022 10:40 AM

Building Name		
Green Ridge El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.3

Building Name		
Green Ridge El Sch		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0011	Elementary	Full-time (1.0)	07/26/2022 10:42 AM

Building Name		
Silver Spring El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0010	Elementary	Full-time (1.0)	07/26/2022 10:43 AM

Building Name		
Silver Spring El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0009	Elementary	Full-time (1.0)	07/26/2022 10:45 AM

Building Name		
Silver Spring El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %

	0.24
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Building Name		
Silver Spring El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0008	Elementary	Full-time (1.0)	07/26/2022 10:47 AM

Building Name		
Silver Spring El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.38

Building Name		
Silver Spring El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0007	Elementary	Full-time (1.0)	07/26/2022 10:48 AM

Building Name		
Middlesex El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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0006	Elementary	Full-time (1.0)	07/26/2022 10:50 AM
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Building Name		
Middlesex El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0005	Elementary	Full-time (1.0)	07/26/2022 10:51 AM

Building Name		
Middlesex El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9

Age Range Justification	FTE %
	0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0004	Elementary	Full-time (1.0)	07/26/2022 10:53 AM

Building Name		
Middlesex El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.14

Building Name		
Middlesex El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0003	Elementary	Full-time (1.0)	07/26/2022 10:55 AM

Building Name		
Middlesex El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.28

Building Name		
Middlesex El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0001	Elementary	Full-time (1.0)	07/26/2022 03:02 PM

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

Building Name		
Monroe El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0002	Elementary	Full-time (1.0)	07/26/2022 12:46 PM

Building Name		
Monroe El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.22

Special Education Facilities

Building Name		Room #
Monroe El Sch		1
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Monroe El Sch		2
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

2Assurance Check

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

Building Name		Room #
Middlesex El Sch		1
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

3Assurance Check

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

Building Name		Room #
Middlesex El Sch		2
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Middlesex El Sch		3
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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5Assurance Check

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

Building Name		Room #
Middlesex El Sch		4
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

6Assurance Check

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

Building Name		Room #
Middlesex El Sch		5
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Middlesex 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
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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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	

Building Name		Room #
Silver Spring El Sch		1
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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	

Building Name		Room #
Silver Spring El Sch		2
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Silver Spring El Sch		3
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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11 Assurance Check

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

Building Name		Room #
Silver Spring El Sch		4
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

12 Assurance Check

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

Building Name		Room #
Silver Spring El Sch		5
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 6 inches x 17 feet, 0 inches	212sqft	7
Implementation Date		
2022-07-26		
Uploaded Files		

13Assurance Check

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

Building Name		Room #
Green Ridge El Sch		1
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 20 feet, 0 inches	300sqft	10
Implementation Date		
2022-07-26		
Uploaded Files		

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14 Assurance Check

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

Building Name		Room #
Green Ridge El Sch		2
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 20 feet, 0 inches	300sqft	10
Implementation Date		
2022-07-26		
Uploaded Files		

15 Assurance Check

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

Building Name		Room #
Green Ridge El Sch		3
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 6 inches x 17 feet, 0 inches	212sqft	7
Implementation Date		
2022-07-26		
Uploaded Files		

16Assurance Check

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

Building Name		Room #
Shaull El Sch		1
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 25 feet, 0 inches	500sqft	17
Implementation Date		
2022-07-26		
Uploaded Files		

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17 Assurance Check

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

Building Name		Room #
Shaul El Sch		2
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 25 feet, 0 inches	500sqft	17
Implementation Date		
2022-07-26		
Uploaded Files		

18 Assurance Check

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

Building Name		Room #
Shaull El Sch		3
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

19Assurance Check

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

Building Name		Room #
Shaull El Sch		4
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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20 Assurance Check

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

Building Name		Room #
Shaul El Sch		5
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

21 Assurance Check

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

Building Name		Room #
Shaull 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
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

22Assurance Check

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

Building Name		Room #
Hampden El Sch		1
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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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	

Building Name		Room #
Hampden El Sch		2
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

24 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 #
Hampden El Sch		3
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

25Assurance 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 #
Hampden El Sch		4
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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26 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 #
Hampden El Sch		5
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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	

Building Name		Room #
Sporting Hill El Sch		1
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

28Assurance Check

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

Building Name		Room #
Sporting Hill El Sch		2
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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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	

Building Name		Room #
Sporting Hill El Sch		3
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 6 inches x 17 feet, 0 inches	212sqft	7
Implementation Date		
2022-07-26		
Uploaded Files		

30 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 #
Hampden 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
12 feet, 0 inches x 17 feet, 0 inches	204sqft	7
Implementation Date		
2022-07-26		
Uploaded Files		

31Assurance Check

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

Building Name		Room #
Winding Creek El Sch		1
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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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	

Building Name		Room #
Winding Creek El Sch		2
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

33 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 #
Winding Creek El Sch		3
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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	

Building Name		Room #
Winding Creek El Sch		4
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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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	

Building Name		Room #
Winding Creek El Sch		5
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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	

Building Name		Room #
Winding Creek 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
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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	

Building Name		Room #
Winding Creek El Sch		7
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 20 feet, 0 inches	300sqft	10
Implementation Date		
2022-07-26		
Uploaded Files		

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38 Assurance Check

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

Building Name		Room #
Eagle View MS		1
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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	

Building Name		Room #
Eagle View MS		2
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

40Assurance Check

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

Building Name		Room #
Eagle View MS		3
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 20 feet, 0 inches	300sqft	10
Implementation Date		
2022-07-26		
Uploaded Files		

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41 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 #
Eagle View MS		4
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 20 feet, 0 inches	300sqft	10
Implementation Date		
2022-07-26		
Uploaded Files		

42 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 #
Eagle View MS		5
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 20 feet, 0 inches	300sqft	10
Implementation Date		
2022-07-26		
Uploaded Files		

43Assurance Check

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

Building Name		Room #
Eagle View MS		6
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 20 feet, 0 inches	300sqft	10
Implementation Date		
2022-07-26		
Uploaded Files		

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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	

Building Name		Room #
Eagle View MS		7
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

45 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 #
Eagle View MS		8
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

46Assurance Check

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

Building Name		Room #
Eagle View MS		9
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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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	

Building Name		Room #
Eagle View MS		10
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 17 feet, 0 inches	204sqft	7
Implementation Date		
2022-07-26		
Uploaded Files		

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	

Building Name		Room #
Mountain View MS		1
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

49Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	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 #
Mountain View MS		2
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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50 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 #
Mountain View MS		3
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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	

Building Name		Room #
Mountain View MS		4
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

52Assurance Check

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

Building Name		Room #
Mountain View MS		5
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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53 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 #
Mountain View MS		6
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

54 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 #
Mountain View MS		7
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

55Assurance Check

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

Building Name		Room #
Mountain View MS		8
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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56 Assurance Check

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

Building Name		Room #
Mountain View MS		9
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

57 Assurance Check

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

Building Name		Room #
Mountain View MS		10
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 20 feet, 0 inches	300sqft	10
Implementation Date		
2022-07-26		
Uploaded Files		

58Assurance Check

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

Building Name		Room #
Cumberland Valley HS		1
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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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	

Building Name		Room #
Cumberland Valley HS		2
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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	

Building Name		Room #
Cumberland Valley HS		3
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

61Assurance Check

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

Building Name		Room #
Cumberland Valley HS		4
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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62 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 #
Cumberland Valley HS		5
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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	

Building Name		Room #
Cumberland Valley HS		6
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

64Assurance Check

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

Building Name		Room #
Cumberland Valley HS		7
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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65 Assurance Check

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

Building Name		Room #
Cumberland Valley HS		8
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

66 Assurance Check

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

Building Name		Room #
Cumberland Valley HS		9
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

67Assurance 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 #
Cumberland Valley HS		10
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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68 Assurance Check

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

Building Name		Room #
Cumberland Valley HS		11
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

69 Assurance Check

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

Building Name		Room #
Cumberland Valley HS		12
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

70Assurance Check

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

Building Name		Room #
Cumberland Valley HS		13
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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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	

Building Name		Room #
Cumberland Valley HS		14
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

72 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 #
Cumberland Valley HS		15
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

73Assurance Check

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

Building Name		Room #
Cumberland Valley HS		17
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 6 inches x 17 feet, 0 inches	212sqft	7
Implementation Date		
2022-07-26		
Uploaded Files		

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74 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 #
Cumberland Valley HS		18
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 6 inches x 17 feet, 0 inches	212sqft	7
Implementation Date		
2022-07-26		
Uploaded Files		

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	

Building Name		Room #
Cumberland Valley HS		19
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

76Assurance Check

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

Building Name		Room #
Cumberland Valley HS		20
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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77 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 #
Cumberland Valley HS		21
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

78 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 #
Cumberland Valley HS		22
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

79Assurance Check

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

Building Name		Room #
Cumberland Valley SD		1
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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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	

Building Name		Room #
Cumberland Valley SD		2
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

81 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 #
Cumberland Valley SD		3
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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	

Building Name		Room #
Cumberland Valley SD		4
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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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	

Building Name		Room #
Cumberland Valley SD		5
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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	

Building Name		Room #
Cumberland Valley HS		16
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-07-26		
Uploaded Files		

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	

Building Name		Room #
Monroe El Sch		3
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 6 inches x 17 feet, 0 inches	212sqft	7
Implementation Date		
2022-07-26		
Uploaded Files		

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86 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 #
Shaul El Sch		7
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 25 feet, 0 inches	500sqft	17
Implementation Date		
2022-07-26		
Uploaded Files		

87 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

88Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Paraprofessionals	180	District Wide	District
Transition Coordinator	1	Secondary	District
School Psychologist	9	District Wide	District
Physical Therapist	2	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Occupational Therapist	4	District Wide	District
Social Worker	3	District Wide	District
Guidance Counselor	24	District Wide	District
Other	2	District Wide	District
Other	1	District Wide	District
Other	100	District Wide	District
Other	5	District Wide	District
Other	2	District Wide	District
Director of Pupil Services	1	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
PATTAN Autism Initiative- Continued Collaboration / Training with PATTAN with target staff (to include 1 Autism Specialist) in all of the district Verbal Behavior Autism Program (6bldgs).			
Lead Person/Position		Year of Training	
Internal Coach/PaTTAN Consultants		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	PaTTAN	General Education Teachers Paraprofessionals

Description of Training			
Supporting Students with Autism within the General Education Environment			
Lead Person/Position		Year of Training	
Autism Consultants/Other Agencies		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	4	District Intermediate Unit PaTTAN Other	Building Administrators Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Functional Behavior Assessments			
Lead Person/Position		Year of Training	
Special Education Administration/BCBA		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience

3	3	District	Building Administrators Special Education Teachers
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Description of Training			
School Based Mental Health Supports and Services			
Lead Person/Position		Year of Training	
Special Education Administration and Contracted Agency		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Safe Crisis Management			
Lead Person/Position		Year of Training	
SCM trainers		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
8	10	District	Building Administrators General Education Teachers Paraprofessionals

Paraprofessional

Description of Training

Paraeducators are required to have 20 hours of staff development annually. Cumberland Valley School District will be provided annual training for all paraeducators to attain and maintain 100% level of highly qualified personnel			
Lead Person/Position		Year of Training	
Special Education Administration		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
5	4	District Intermediate Unit PaTTAN Other	Paraprofessionals

Transition

Description of Training			
The district will train / retrain all secondary special education staff (grades 7/8 - 12) and secondary school counselors in the use of a multi-year (cyclical) transition planning process to include: Annual assessment activities to clarify student's interests and strengths or aptitudes; Identification of Post-secondary Outcomes (Post-secondary training, Employment, and/or Independent Living); Identification of education, training, and experiences required to attain identified outcome;			
Lead Person/Position		Year of Training	
Transition Coordinator and District Special Education Administration		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	6	District	Special Education Teachers

Science of Literacy

Description of Training			
LETRS			
Lead Person/Position		Year of Training	
School District or other contracted agency		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
7	3	District Intermediate Unit	Building Administrators General Education Teachers

		PaTTAN Other	Special Education Teachers
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Description of Training			
Sunday Training			
Lead Person/Position		Year of Training	
Outside Agency/Special Education Administration		2012-2024	
Hours Per Training	Number of Sessions	Provider	Audience
7	3	District Other	Special Education Teachers

Description of Training			
AIM Reading Cohort			
Lead Person/Position		Year of Training	
AIM trainer/instructor		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
8	4	Other	Special Education Teachers

Parent Training

Description of Training			
Behavior Strategies and Supports			
Lead Person/Position		Year of Training	
District Personnel		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	6	District	Parents

Description of Training			
Executive Functioning Strategies and Supports			
Lead Person/Position		Year of Training	
District Personnel		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	6	District	Parents

IEP Development

Description of Training			
Review of Best Practices when writing IEPs			
Lead Person/Position		Year of Training	
Special Education Administration and District Solicitor		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators Special Education Teachers

Description of Training			
Legal Overview in writing IEPs and implementing IEPs within the school environments			
Lead Person/Position		Year of Training	
District Solicitor		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	Other	Building Administrators General Education Teachers Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

