

## Profile and Plan Essentials

### Special Education Students

Total Number of Special Education Students 475

Total Student Enrollment 2597

Percent of Special Education Students 18.3

## Steering Committee

Name	Position/Role	Building	Email
Timothy Glasspool	Superintendent	Penncrest SD	tglasspool@penncrest.org
Patti Fiely	Director of Special Education	Penncrest SD	pfiely@penncrest.org
Ken Newman	Director of Curriculum	Penncrest SD	knewman@penncrest.org
Tom Baker	Building Principal	Saegertown JSHS	tbaker@penncrest.org
Erin Fonzo	Building Principal	Maplewood El Sch	efonzo@penncrest.org
Jennifer Slayton	Special Education Teacher	Cambridge Springs JSHS	jslayton@penncrest.org
Kim Thomas	Special Education Teacher	Cambridge Springs El Sch	kthomas@penncrest.org
Katie Sisco	Special Education Teacher	Penncrest SD	ksisco@penncrest.org
Emma Hancox	Special Education Teacher	Maplewood El Sch	ehancox@penncrest.org
Claire Smith	Special Education Teacher	Maplewood JSHS	csmith@penncrest.org
Lori Maxeiner	Special Education Teacher	Saegertown El Sch	lmaxeiner@penncrest.org
Brenda Baker	Special Education Teacher	Saegertown JSHS	bbaker@penncrest.org
Beth Travis	General Education Teacher	Cambridge Springs El Sch	btravis@penncrest.org
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Kim Turner	General Education Teacher	Maplewood El Sch	kturner@penncrest.org
Abby Campbell	Special Education Teacher	Cambridge Springs JSHS	mcampbell@penncrest.org
Matt McClellan	General Education Teacher	Cambridge Springs JSHS	mmclellan@penncrest.org
Debbie Richardson	General Education Teacher	Saegertown El Sch	drichardson@penncrest.org
Dave Wanker	General Education Teacher	Maplewood JSHS	dwanker@penncrest.org
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Brittany Adkins	Other	Penncrest SD	badkins@penncrest.org
Kristin Sherry	Other	Penncrest SD	ksherry@penncrest.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

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.

<b>Identify Trends</b>	<b>Improvement Planning and Activities</b>
The risk ratio for students to be inside the regular education classroom for less than 40% has decreased slightly over time. Our risk for separate school placement also decreased from 2017 to 2019.	Continue current trends and Inclusive practices



## Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

<b>Identify Trends/Notable Observations</b>	<b>Improvement Planning and Activities</b>
The in-school suspension risk ratio was approaching the threshold from 2015-2017, but has declined in 2018 and 2019. The out of school suspension risk ratio has increased steadily from 2015 to 2018; however, we remain below the threshold.	Continue to utilize interventions and alternatives to suspensions.

## Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
<p>There is a slight increase in overall identification for a disability for students of white ethnicity, as well as the identification of the Hispanic population. There is a slight decrease for the multi-racial population. We have had a continuous decrease in students who are identified under the categories of Autism and Intellectual Disability. The risk ratio for students with a Specific Learning Disability has varied slightly but has remained between .7 and 1. The risk ratio for Emotional Disturbance decreased over time until a slight increase is observed in 2019. Other Health Impairment remains one of our higher risk-ratio categories, but there has been a decrease from 2017-2019. The number of students who are identified with a Speech-Language Impairment appears to be increasing over time.</p>	<p>Continue to utilize the prereferral process to intervene and identify. Continue to expand interventions at the tier 2 and 3 level.</p>

## Non-Resident Students Oversight

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

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Bethesda Lutheran Services	Resident Treatment Facility		District	43
Hermitage House	Resident Treatment Facility		District	19

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.)
  1. The district meets obligations under Section 1306 by contracting with the Intermediate Unit to provide special education programming to eligible students. The district provides transportation and transition services to students enrolled in 1306 settings (Bethesda Partial Hospitalization Program, Bethesda Lutheran Services residential program/on-ground school, Hermitage House on-grounds school). The district's Director of Student Services, collaborates with the IU supervisors and Bethesda Administration to discuss educational options and program placement. District staff are available for consultation. Quarterly screening/update meetings between families, and Bethesda staff for students in Partial Hospitalization Program are conducted. The District ensures that students receive a free, appropriate public education in the least restrictive environment by being actively involved in monitoring special education plans for eligible students and working with the IEP team to determine where the appropriate educational placement is located. When appropriate students living in the group homes are educated in the public school setting and we ask for regular consultation updates on current cases. More opportunities exist now than in the past for students who reside at residential facilities (Bethesda, Hermitage House) to attend public school. Previously, most students tended to stay on campus to receive instruction in a more restrictive setting.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
  3. The Director of Student Services meets quarterly with Northwest Tri County 5 representatives and 1306 representatives to review student cases to determine if the placement is appropriate or needs to be adjusted. Meetings are then scheduled with school personnel to ensure there is a smooth transition back to their designated attendance area.

## 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
Crawford County Correctional Facility	county jail	District	3

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).  
 PENNCREST School District operates the Incarcerated Youth Education Program and continues to have an amiable working relationship with the Crawford County Correctional Facility. The warden has worked closely with district administrators and has continued to offer excellent cooperation and collaboration with the school district. A special education certified teacher is employed to provide instruction. The district provides secondary guidance counseling services for all enrolled students. Program Implementation: The CCCF sends a list of all inmates aged 21 and under to the PENNCREST special education office daily. The special education certified teacher of the Incarcerated Youth Program meets with each inmate to complete an information and interest survey indicating that the inmate has not graduated from school and is eligible to participate. This form is sent to the records center, which notifies the student's home school district to send all records to PENNCREST. When the records are received, they are reviewed to determine whether the student had received special education services. The records are also sent to the designated secondary guidance counselor to determine graduation credits which the student has earned and which are still needed to gain a PENNCREST high school diploma. The secondary guidance counselor has also developed a transition curriculum to help prepare the students for a realistic future. This curriculum includes: Individual Meetings . All enrolled students discuss with the special education certified teacher: previous schooling, plans for their future, their learning abilities and reasons/goals for attending school. Career Assessments: Students are given a Career Interests and Aptitude assessment to identify their career areas of interest. Technology: Students have access to computers and iPads to use inside the classroom. Students develop computer literacy skills using Microsoft Excel, PowerPoint, Publisher, and Word, and Google Classroom. Individual Discussions: Resume writing, realistic post-secondary school planning and SAT/ACT preparation Small Group and Individual Groups: Discussion topics include: anger management, decision making, conflict resolution, communication skills, identifying personal strengths and weaknesses, interpersonal skill, goal setting and plans to achieve set goals. Individual Tests: Administers the Keystone Exams to eligible students. If the student is eligible to receive special education services, the parents are notified to participate with PENNCREST principal, psychologist, teacher, and supervisor of special education in the MDT and IEP meeting. The special education office coordinates referrals for special education evaluation for students who are thought to be eligible in cooperation with the parents, assigned teacher, and guidance counselor. Students who are interested in receiving an education leading to a high school diploma and are eligible for public school education are immediately placed into the program while the records review is being conducted. Many students do not remain incarcerated long enough to earn a high school diploma, but during the 2018-2021 school years, 5 students received a PENNCREST diploma. This is a source of pride for the professionals working in the program. Daily curriculum records and progress reports are

maintained and will be sent as requested as the student leaves CCCF, whether to a local school, or to another correctional facility. Each student maintains a school portfolio which may be presented to a judge or a hearing officer at the student's discretion, and many students have taken advantage of this opportunity. The CCCF provides teaching, storage and office space for the program. The program operates daily from 7:35 am to 3:00 pm. The school day may be altered as needed to educate youth who are not permitted, because of CCCF security regulations, to mingle with the other students. These would include females, students with unusual charges, or students with severe educational needs. Students who are on restricted housing or another specialized in-house program are offered the opportunity to complete schoolwork and meet individually with the teacher.

## Least Restrictive Environment

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

PENNCREST School District exceeds the State Performance Plan (SPP) targets for the number of Special Education students inside the regular classroom for 80% or more of the school day (61.5% target – 79.4% PENNCREST). The district also meets the SPP targets for the number of Special Education students inside the regular classroom for less than 40% of the school day (9.6% target – 3.2% PENNCREST). The district was also below the SPP target (4.8% target – 3.7% PENNCREST) for the number of Special Education students in other settings. The district has made an effort to prioritize consideration and participation of Least Restrictive educational environments for all students within the district. Occasionally, a small number of PENNCREST students have a need to be included in higher restrictive educational programs which are run by the Intermediate Unit. These placements are based on IEP team decisions after a full continuum of supplementary aids and services were implemented, discussed, and/or considered. When it is necessary for students to be educated outside of the school district, their cases are regularly reviewed and monitored. The students are returned to the home school district once the IEP team determines that the student needs can be met in a less restrictive environment.

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?

School-wide positive behavior support programs are currently being implemented in all buildings district-wide. The district provided staff from each elementary school (including principals, counselors, special and regular education teachers, psychologists, and IST teachers) with training in the Elementary Student Assistance Program model. The ESAP team in each building is integrated with the IST/BLT process. The district is replicating the following evidence-based programs: School Wide Positive Behavior Support (based on RTII model for behavior, developed in coordination with IU5 and PaTTAN staff), Trauma-Focused Cognitive Behavioral Therapy (in coordination with local mental health agency), school based mental health (in coordination with local mental health agency), Intervention/Extension periods (based on RTII model for instruction), Student Assistance Program (at both Elementary and Secondary levels), Multi-systemic Therapy MST & Youth Advocate Program YAP program (sponsored by local mental health agency, to address truancy issues), Co-Teaching models, and RENEW. PENNCREST School District has implemented a research-based social skills curriculum, Second Step, for students grades K-8 to help supplement Tier 1 social, emotional, and behavioral intervention. The district has also selected universal screeners for mental health to assess student response to Tier 1 for students K-12. Kindergarten through 8th grade utilize Student Risk Screening Scale (SRSS) and student's 7th through 12th grade complete a self-rating called the Behavioral and Emotional Screening System (BESS). The district has also trained staff on the Olweus Bully Prevention Program at the elementary and secondary levels. The district has implemented UKERU and staff are recertified and/or trained on an annual basis. Many district staff members are trained in evidence-based literacy and/or reading intervention programs such as Orton-Gillingham, LLI, Title 1, Lexia, STAR Autism Support Program, Read180, System 44, and Reading Recovery. Math interventions include Math180. The district has implemented an iPad initiative to provide each student with an iPad. This initiative offers our students the ability to better access the general education curriculum. Ongoing professional development opportunities (including literacy, math, behavior, progress monitoring, inclusion and presumed competence, Autism, and differentiated instruction) are provided by district staff, IU, PDE/PaTTAN, or university-based consultants.

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

The elementary and secondary buildings both utilize pre-referral teams to address academic concerns at Tier 1. Interventions that are included at this setting include Leveled Literacy Intervention, Freckle, Xtramath, and small group intervention. The district is committed to providing all district staff members on-going professional development in order to effectively support students with disabilities within the general education setting to the maximum extent possible. There is dedicated Professional Learning Community time 3-4 times per week. Supplemental aids and services are provided as outlined in the individual IEPs within the general education setting and the regular education staff will continue to be supported by the special education staff, which includes special education teachers and paraprofessionals, in the building. At the elementary and secondary level, teams of teachers, principals, and counselors meet weekly in Professional Learning Communities and data review teams to discuss individual student progress and to plan intervention activities. All secondary schools within the district have implemented the RENEW program. Students participating are provided unique resources and opportunities to promote their full participation in their regular education setting. Many district staff members are trained in evidence-based literacy and/or reading intervention programs such as Orton-Gillingham, LLI, Title 1, Read180, System 44, and Reading Recovery. Math interventions includes Math180. The district has implemented an iPad initiative to provide each student with an iPad. This initiative offers our students the ability to better access the general education curriculum. Ongoing professional development opportunities (including literacy, math, behavior, progress monitoring, inclusion, Autism, and differentiated instruction) are provided by district staff, IU, PDE/PaTTAN, or university-based consultants.

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

Through an IEP team discussion, the LEA will determine the individual strengths and needs relative to appropriate supplementary aids and services to ensure meaningful participation of students with disabilities in extracurricular activities. Considerations will be made relative to analysis of the instructional, physical and social environment of the extracurricular environment. The team should review setting variables, identify potential barriers to access, identify strategies and services to eliminate barriers, and discuss appropriate supplementary aids and services to promote meaningful participation of students with disabilities in extracurricular activities.

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?

Our out of district placed students have access to the same district lead extra-curricular activities that are offered to our district student population.

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 PENNCREST School District continues to be committed to providing special education and related services in the least restrictive setting that meets each student's specific needs as determined by the IEP team. IEP teams will continue to determine the setting of service provision on an individual basis remembering that specially designed instruction can be delivered both in and outside of the special education setting and can be supported through the use of individually selected supplemental aids and services. The IEP team considers all of a student's strengths, weaknesses, and needs in identifying appropriate programming options. There is a high percentage of pre-K through grade 12 students who receive the majority of their special education services within the regular education setting and in their home school setting. There are currently no students within the regular school buildings who receive 100% of their programming in a special education setting. Even students with very severe disabilities participate with nondisabled peers to the maximum extent, possible (for example, during specials,

adaptive PE, lunch and morning meeting). In addition, reverse inclusion (peer mentors and tutors) is used to help students with disabilities. Many paraprofessionals and instructional staff support students in a variety of regular education settings as determined by the IEP team. Elementary learning support and life skills support staff participate in case review meetings with the Director of Student Services, building principals, and school psychologists every six weeks to review all students on the caseload to assess progress and ensure the least restrictive environment. Secondary learning support staff participate in monthly drop-out prevention meetings focusing on Indicators 1 and 2 (Graduation Rates and Drop-Out Prevention) with administrators, guidance counselor and the school psychologist in order to discuss special education students. Student's risk factors are analyzed and strategies to support successful continuation of educational programming are developed. PENNCREST operates an elementary level (K-6) Life Skills Support program, and is considering expanding this to the secondary level. Currently there is a specialized learning support classroom that services grades 7-12 that can provide greater opportunity for functional skill development within the least restrictive environment. Emotional support classrooms are provided at the elementary and secondary levels. Emotional support teachers also meet with district psychologists and administration every six weeks to discuss student needs and fine tune programming and to consider any additional supports needed for the student or family. In addition, PENNCREST hosts IU-5 operated Multiple Disabilities Support programs for students in K-12 within the district. PENNCREST has adopted the IU-5 operated Deaf and Hard of Hearing Classroom for grades K-12. PENNCREST has historically accepted students from local residential facilities into the public-school setting. The educational team considers general education in the public school setting first for all students. Whenever it is determined that a student in placement would benefit from attending public school and has been receiving special education services in the placement facility, the facility representative contacts the district special education office and arrangements are made for the student's registration and appropriate programming is developed. In addition, PENNCREST special education staff (including special education supervisor and psychologists) meet monthly to review and update student cases at Bethesda Lutheran Services.

### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Meadville Area High School	Other	Public School in neighboring District	IU 5	Emotional Support	2
Crawford County Career And Technical Center	Other	Public School in neighboring district	IU 5	Life Skills Support	1
Dr. Gertrude Barber Center	Approved Private School (APS)		The Barber Center	Multiple Disabilities Support	2



Dr. Gertrude Barber Center	Approved Private School (APS)		The Barber Center	Autistic Support	2
The Woods	Approved Private School (APS)		The Woods Services	Life Skills Support	1
Bethesda Lutheran Services	Other	Partial Hospitalization	IU 5/Bethesda	Emotional Support	5
Bethesda Lutheran Services	Other	Therapeutic Classroom	IU 5/PENNCREST	Learning Support	3
Bethesda Lutheran Services	Other	Therapeutic Classroom	IU 5/PENNCREST	Emotional Support	1
Bethesda Lutheran Services	Other	Partial Hospitalization	IU 5/PENNCREST	Learning Support	1

## Positive Behavior Support

Date of Approval  
2013-07-02

Uploaded Files  
Policy 113.2[1].pdf

1. How does the district support the emotional, social needs of students with disabilities?  
PENNCREST School District has created community partners to help better meet the emotional and social needs of students with disabilities. We have a school-based mental health program in our schools. Our school counselors teach coping skills, self-regulation, and social skills within the school setting. Across K-12 we have provided opportunities for out-patient counseling, including an option for trauma-focused cognitive behavioral therapy. We utilize a Behavior Specialist Consultant through IU-5 to conduct classroom observations and provide recommendations for how we can better meet the unique needs of our students. All students K-12 are given a universal screener to identify social-emotional needs and monitor progress over time. Our school based teams (Student Assistance Team, Building Level Team, IEP team) review data and add support as needed. This can include having psychological services added as a related service if the need arises. For students who have behaviors that impede learning, we complete functional behavior assessments and develop Positive Behavior Support Plans. These plans value incorporating proactive, trauma-sensitive strategies as well as the development of replacement skills. As a Tier 1 intervention for all students, we utilize the social-emotional curriculum called Second Step. Tier 2 and Tier 3 intervention include Skill Streaming, Aggression Replacement, Coping Cats, Zones of Regulation, and an intensive case management program called RENEW. PENNCREST opened Therapeutic Classrooms (K-6 and 7-12) in order to better support the mental health needs of all students. The classroom staff is trained in responding and supporting mental health needs while students are getting slowly re-acclimated into a traditional school setting.
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.
  1. For individual students with severe needs, and for the three Emotional Support programs, the district contracts with a local BHRS agency to provide Behavior Specialist Support in school. District and contracted staff continue to provide ongoing consultation to IEP teams and in-service training to teachers and paraprofessionals on positive behavior management strategies. Two district staff members are certified by the CPI Institute to be trainers in Non-Violent Physical Crisis Intervention, and these staff provide training leading to certification for other district staff, including administration, counselors, teachers, paraprofessionals, and contracted behavior specialists. PENNCREST has more than 73 staff members trained in Non-Violent Crisis Prevention. Four district staff members are certified UKERU trainers. Each building has a minimum, of 3-5 member teams trained in UKERU. The district currently has 58 trained UKERU team members. UKERU is a safe, comforting, and restraint-free approach to crisis management. This award-winning program has helped behavioral health providers and schools reduce the use of restraint, seclusion, and injury, while lowering workers' compensation costs and employee turnover. In all High Schools, Project RENEW has been implemented. This is a tier 3 intervention to support students who display a high-risk of potential drop-out. The district also provides SAP services through professional counselors along with trained school staff. The SAP program supports students who display problems that

are affecting their success in the academic setting. PENNCREST utilizes the Second Step Social-Emotional Learning (SEL) which gives students the tools to excel in and out of the classroom. In classrooms from early learning through grade 8, students learn invaluable skills that help them navigate their way through school as well as their community. Second Step's age-appropriate games, activities, and media engage students and set children on a path to lifelong success. Based on the latest field research, Second Step Bullying Prevention Unit teaches Kindergarten–Grade 8 students how to recognize, report, and refuse bullying. All elementary schools and two high schools have multi-sensory rooms available for de-escalation intervention or proactive cognitive recesses. The multi-sensory rooms are therapeutic spaces with a variety of equipment that provides students with various needs with personalized sensory input—helps these children calm and focus themselves so they can be better prepared for learning and interacting with others. Every student in the district is screened for social/emotional and mental health risks. Teachers utilize the Student Risk Screening Scale in grades K-8. The BASC-3 BESS, a self-screener, is utilized for students in grades 9-12. This data, along with academic data, are continuously reviewed for action during Professional Learning Communities. Social-emotional interventions available in all buildings include Check and Connect, Check-in Check-out, Aggression Replacement Training, Zones of Regulation, Lunch-bunch groups, Anxiety and Grief groups. PENNCREST has partnered with outside Mental Health partners to offer Outpatient Counseling in all 6 buildings.

3. Describe the district positive school wide support programs.

PENNCREST School District has schoolwide positive behavior support programs in all 6 buildings. 4 buildings have recognized Tier 1 systems in place and 2 buildings have recognized Tier 1 and Tier 2 systems in place. All 6 buildings have trained PBIS coaches and teams. Continued professional development is offered annually.

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

PENNCREST School District has 3 buildings with school-based mental health partnerships embedded full-time. In addition, all 6 buildings have opportunities for students to access outpatient mental health services in the school setting. 2 of the district high schools have contracted with a trauma therapist to service students in need. PENNCREST school district employs 6 school counselors and 3 school psychologists who provide supports and services to students in need. PENNCREST School District has SAP/ESAP in all buildings.

5. Describe the district restraint procedure.

The district procedure for restraints is a last resort option. The district has prioritized UKERU training to reduce the use and occurrences of restraints in all buildings. Since the implementation of UKERU there has been a marked decrease in the number of hands-on restraints as indicated in the chart below. In the event of hands-on restraints the building crisis team assembles to support and document the process using a restraint form to capture the details of the events. Immediately following the event school staff notify the parents or guardians and the Director of Student Services to properly document and report the restraint to PDE. PSD historical restraint data: 2014-15 9 restraint 2015-16 44 restraints 2016-17 44 restraints 2017-18 6 restraints (note: UKERU introduced) 2018-19 2 restraints 2019-20 0 restraints 2020-21 2 restraints



## 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.

1. We do not have any students in intensive interagency. 2. Placement for students with Instruction Conducted in the Home are given a plan within 30 days. Our only student received instruction in the home the next day.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DHOH HS	Secondary	Full-time (1.0)	02/01/2022 01:40 PM

<b>Building Name</b>		
Cambridge Springs JSHS		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		0
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	0 to 0
<b>Age Range Justification</b>		<b>FTE %</b>
		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MDS 3 HS	Secondary	Full-time (1.0)	02/01/2022 01:38 PM

<b>Building Name</b>		
Saegertown JSHS		
<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

Intermediate Unit	Secondary	19 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MDS 2	Elementary	Full-time (1.0)	02/01/2022 01:37 PM

<b>Building Name</b>		
Saegertown El Sch		
<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	15 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Saegertown El Sch		
<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>

	0.12
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MDS 1	Elementary	Full-time (1.0)	02/01/2022 01:35 PM

<b>Building Name</b>		
Saegertown El Sch		
<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	6 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HI- IU	Secondary	Full-time (1.0)	01/31/2022 12:38 PM

<b>Building Name</b>		
Maplewood JSHS		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>



Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	16 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
VI - IU	Multiple	Full-time (1.0)	01/31/2022 12:36 PM

<b>Building Name</b>	
Maplewood El Sch	
<b>Support Type</b>	
Blind And Visually Impaired Support	
<b>Support Sub-Type</b>	
Blind And Visually Impaired Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	1
<b>Identify Classroom</b>	<b>Classroom Location</b>
Intermediate Unit	Elementary
<b>Age Range Justification</b>	<b>FTE %</b>
	0.02

<b>Building Name</b>	
Maplewood JSHS	
<b>Support Type</b>	
Blind And Visually Impaired Support	
<b>Support Sub-Type</b>	
Blind And Visually Impaired Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	1
<b>Identify Classroom</b>	<b>Classroom Location</b>
<b>Age Range Justification</b>	<b>FTE %</b>

Intermediate Unit	Secondary	17 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Saegertown JSHS		
<b>Support Type</b>		
Blind And Visually Impaired Support		
<b>Support Sub-Type</b>		
Blind And Visually Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	14 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
PSD SLP	Multiple	Full-time (1.0)	01/31/2022 11:31 AM

<b>Building Name</b>		
Penncrest SD		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Multiple	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>

	0.02
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<b>Building Name</b>		
Cambridge Springs El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
students are seen individually or in small groups of like ages. Age range waivers if needed are signed by the parent.		0.05

<b>Building Name</b>		
Maplewood El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Maplewood JSHS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Saegertown El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
students are seen individually or in small groups of like ages. Age range waivers if needed are signed by the parent.		0.18

<b>Building Name</b>		
Saegertown JSHS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
students are seen individually or in small groups of like ages. Age range waivers if needed are signed by the parent.		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Maple SLP	Multiple	Full-time (1.0)	01/31/2022 11:27 AM

<b>Building Name</b>		
Maplewood El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		35
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
students are seen individually or in small groups of like ages. Age range waivers if needed are signed by the parent.		0.54

<b>Building Name</b>		
Maplewood JSHS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
students are seen individually or in small groups of like ages. Age range waivers if needed are signed by the parent.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Saeg. SLP	Multiple	Full-time (1.0)	01/31/2022 11:23 AM

<b>Building Name</b>		
Saegertown El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		51
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
students are seen individually or in small groups of like ages. Age range waivers if needed are signed by the parent.		0.78

<b>Building Name</b>		
Saegertown JSHS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CS SLP	Multiple	Full-time (1.0)	01/31/2022 11:24 AM

<b>Building Name</b>		
Cambridge Springs El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		44
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen in individual or small group sessions. They are seen with like age peers. no waiver needed		0.68

<b>Building Name</b>		
Cambridge Springs JSHS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen in individual or small group sessions. They are seen with like age peers. no waiver needed		0.08

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

**Building Name**

Cambridge Springs El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

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

<b>Building Name</b>		
Cambridge Springs JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>



School District	Multiple	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Cambridge Springs JSHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Maplewood El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Maplewood JSHS		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	17 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Maplewood JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
this is a cyber school and students are serviced virtually on an individual basis or by course so they would not be in the same class together		0.2

<b>Building Name</b>		
Saegertown JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	14 to 18

<b>Age Range Justification</b>	<b>FTE %</b>
Students are in a cyber environment and not serviced at the same time.	0.08

<b>Building Name</b>		
Saegertown JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Students are in a cyber environment and not serviced at the same time.		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SHS ES HS	Secondary	Full-time (1.0)	02/01/2022 01:39 PM

<b>Building Name</b>		
Saegertown JSHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Saegertown JSHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Saegertown JSHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		0
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	0 to 0
<b>Age Range Justification</b>		<b>FTE %</b>
		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHS ES JR	Secondary	Full-time (1.0)	01/25/2022 07:51 AM

<b>Building Name</b>
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Saegertown JSHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Saegertown JSHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SHS LS HS	Secondary	Full-time (1.0)	01/25/2022 07:47 AM

<b>Building Name</b>		
Saegertown JSHS		
<b>Support Type</b>		

Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Saegertown JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SHS LS mid	Secondary	Full-time (1.0)	01/25/2022 07:44 AM

<b>Building Name</b>		
Saegertown JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

<b>Building Name</b>		
Saegertown JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SHS LS JR	Secondary	Full-time (1.0)	01/25/2022 07:41 AM

<b>Building Name</b>		
Saegertown JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Saegertown JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES LSS 2	Elementary	Full-time (1.0)	01/18/2022 09:53 AM

<b>Building Name</b>		
Saegertown El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>



School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES LSS 1	Elementary	Full-time (1.0)	01/18/2022 09:52 AM

<b>Building Name</b>		
Saegertown El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES LS 2	Elementary	Full-time (1.0)	01/18/2022 09:50 AM

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

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

<b>Building Name</b>		
Saegertown El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		0
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SES LS 1	Elementary	Full-time (1.0)	01/18/2022 09:48 AM

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

Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
When students are in groups outside the age range, parents have signed an age range waiver.		0.3

<b>Building Name</b>		
Saegertown El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MHS LS 4 Mix	Secondary	Full-time (1.0)	01/18/2022 09:38 AM

<b>Building Name</b>		
Maplewood JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	13 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
When students are in groups outside the age range, parents have signed an age range waiver.		0.6

<b>Building Name</b>		
Maplewood JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	20 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS LS 3 HS	Secondary	Full-time (1.0)	01/18/2022 09:35 AM

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

	0.32
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<b>Building Name</b>		
Maplewood JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS LS 2 Mid	Secondary	Full-time (1.0)	01/18/2022 09:32 AM

<b>Building Name</b>		
Maplewood JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Maplewood JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS LS 1 JRH	Secondary	Full-time (1.0)	01/18/2022 09:30 AM

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

<b>Building Name</b>		
Maplewood JSHS		

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MES LS 2	Elementary	Full-time (1.0)	01/18/2022 09:25 AM

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

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

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MES LS 1	Elementary	Full-time (1.0)	01/18/2022 09:23 AM

<b>Building Name</b>		
Maplewood El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
When students are in groups outside the age range, parents have signed an age range waiver.		0.28

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



<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
When students are in groups outside the age range, parents have signed an age range waiver.		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CSHS Trans	Secondary	Full-time (1.0)	01/18/2022 09:19 AM

<b>Building Name</b>		
Cambridge Springs JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Cambridge Springs JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CSHS LS 4 HS	Secondary	Full-time (1.0)	01/18/2022 09:17 AM

<b>Building Name</b>		
Cambridge Springs JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
parents have signed an age range waiver if student is outside the age range.		0.28

<b>Building Name</b>		
Cambridge Springs JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18

<b>Age Range Justification</b>	<b>FTE %</b>
	0.4

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CSHS LS 3 mid	Secondary	Full-time (1.0)	01/18/2022 09:11 AM

<b>Building Name</b>		
Cambridge Springs JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Cambridge Springs JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CSHS LS 2 Jr. H	Secondary	Full-time (1.0)	01/18/2022 09:07 AM

<b>Building Name</b>		
Cambridge Springs JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.34

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CSHS LS 1 T/Jr H	Secondary	Full-time (1.0)	01/18/2022 09:17 AM

<b>Building Name</b>		
Cambridge Springs JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

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

<b>Building Name</b>		
Cambridge Springs JSHS		
<b>Support Type</b>		

Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		0
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0

<b>Building Name</b>		
Cambridge Springs JSHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		0
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
If student is outside the age range parents have signed the age range waiver.		0

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CSES DHOH	Elementary	Full-time (1.0)	01/17/2022 10:23 AM

<b>Building Name</b>		
Cambridge Springs El Sch		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		

Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	10 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CSES LS 3 Int.	Elementary	Full-time (1.0)	01/17/2022 10:15 AM

<b>Building Name</b>		
Cambridge Springs El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

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

Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CSES LS 2 mid	Elementary	Full-time (1.0)	01/17/2022 10:12 AM

<b>Building Name</b>		
Cambridge Springs El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Cambridge Springs El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>



School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CSES LS 1 primary	Elementary	Full-time (1.0)	01/17/2022 10:09 AM

<b>Building Name</b>		
Cambridge Springs El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen in small groups. If they are in the room with a student outside the age range, parents are signed a waiver		0.32

<b>Building Name</b>		
Cambridge Springs El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>

	0.05
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CSES ES	Elementary	Full-time (1.0)	02/01/2022 01:43 PM

<b>Building Name</b>		
Cambridge Springs El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen in small groups and if a student is with a group outside of the age range, Parent has signed a waiver.		0.06

<b>Building Name</b>		
Cambridge Springs El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Cambridge Springs El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		0
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	0 to 0
<b>Age Range Justification</b>		<b>FTE %</b>
		0

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Cambridge Springs El Sch		E56
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
39 feet, 0 inches x 13 feet, 0 inches	507sqft	18
<b>Implementation Date</b>		
2022-01-31		
<b>Uploaded Files</b>		
CSES Map.pdf		

### 1Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Cambridge Springs El Sch		D 44
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 0 inches x 24 feet, 0 inches	864sqft	30
<b>Implementation Date</b>		
2022-01-31		
<b>Uploaded Files</b>		
CSES Map.pdf		

2 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Cambridge Springs El Sch		D 38
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 0 inches x 12 feet, 0 inches	252sqft	9
<b>Implementation Date</b>		
2022-01-31		
<b>Uploaded Files</b>		
CSES Map.pdf		

3 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Cambridge Springs El Sch		A 10
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 0 inches x 25 feet, 0 inches	900sqft	32
<b>Implementation Date</b>		
2022-01-31		
<b>Uploaded Files</b>		
CSES Map.pdf		

#### 4Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Cambridge Springs El Sch		C 23
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 0 inches x 25 feet, 0 inches	900sqft	32
<b>Implementation Date</b>		
2022-01-31		
<b>Uploaded Files</b>		
CSES Map.pdf		

5 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Cambridge Springs El Sch		A 9
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 0 inches x 25 feet, 0 inches	900sqft	32
<b>Implementation Date</b>		
2022-01-31		
<b>Uploaded Files</b>		
CSES Map.pdf		

6 Assurance Check

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

<b>Building Name</b>	<b>Room #</b>
Cambridge Springs JSHS	119

<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25
<b>Implementation Date</b>		
2022-01-31		
<b>Uploaded Files</b>		
CSHS map.pdf		

#### 7Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Cambridge Springs JSHS		113
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
18 feet, 0 inches x 22 feet, 0 inches	396sqft	14
<b>Implementation Date</b>		
2022-01-31		
<b>Uploaded Files</b>		
CSHS map.pdf		

#### 8Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Cambridge Springs JSHS		213
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
<b>Implementation Date</b>		
2022-01-31		
<b>Uploaded Files</b>		
CSHS map.pdf		

#### 9Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Cambridge Springs JSHS		120
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
<b>Implementation Date</b>		
2022-01-31		
<b>Uploaded Files</b>		
CSHS map.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Cambridge Springs JSHS		100
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
12 feet, 0 inches x 14 feet, 0 inches	168sqft	6
<b>Implementation Date</b>		
2022-01-31		
<b>Uploaded Files</b>		
CSHS map.pdf		

11Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Cambridge Springs JSHS		104 JRH
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 28 feet, 0 inches	616sqft	22
<b>Implementation Date</b>		
2022-01-31		
<b>Uploaded Files</b>		
CSHS map.pdf		

12Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Maplewood El Sch		218
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 30 feet, 0 inches	690sqft	24

<b>Implementation Date</b>
2022-01-31
<b>Uploaded Files</b>
MES Map.pdf

13 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Maplewood El Sch		173 SLP
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
12 feet, 0 inches x 22 feet, 0 inches	264sqft	9
<b>Implementation Date</b>		
2022-01-31		
<b>Uploaded Files</b>		
MES Map.pdf		

14 Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
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<b>Building Name</b>		<b>Room #</b>
Maplewood El Sch		164
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 30 feet, 0 inches	810sqft	28
<b>Implementation Date</b>		
2022-01-31		
<b>Uploaded Files</b>		
MES Map.pdf		

15 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Maplewood JSHS		119
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
46 feet, 0 inches x 32 feet, 0 inches	1472sqft	52
<b>Implementation Date</b>		
2022-01-31		

<b>Uploaded Files</b>
MHS Map.pdf

16 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Maplewood JSHS		212
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 3 inches x 23 feet, 6 inches	687sqft	24
<b>Implementation Date</b>		
2022-01-31		
<b>Uploaded Files</b>		
MHS Map.pdf		

17 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Maplewood JSHS		132
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 0 inches x 32 feet, 0 inches	1088sqft	38
<b>Implementation Date</b>		
2022-01-31		
<b>Uploaded Files</b>		
MHS Map.pdf		

18Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Maplewood JSHS		130
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 6 inches x 25 feet, 6 inches	828sqft	29
<b>Implementation Date</b>		
2022-01-31		
<b>Uploaded Files</b>		

MHS Map.pdf

19 Assurance Check

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

Building Name		Room #
Saegertown El Sch		105 SLP
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 30 feet, 0 inches	420sqft	15
Implementation Date		
2022-01-31		
Uploaded Files		
SES Map.pdf		

20 Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
Saegertown El Sch		306
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 38 feet, 0 inches	836sqft	29
<b>Implementation Date</b>		
2022-01-31		
<b>Uploaded Files</b>		
SES Map.pdf		

21Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Saegertown El Sch		305
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 28 feet, 0 inches	616sqft	22
<b>Implementation Date</b>		
2022-01-31		
<b>Uploaded Files</b>		

SES Map.pdf

22 Assurance Check

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

Building Name		Room #
Saegertown El Sch		103
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2022-01-31		
Uploaded Files		
SES Map.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Saegertown El Sch		304
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 38 feet, 0 inches	874sqft	31
<b>Implementation Date</b>		
2022-01-31		
<b>Uploaded Files</b>		
SES Map.pdf		

24Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Saegertown El Sch		214
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
<b>Implementation Date</b>		
2022-01-31		
<b>Uploaded Files</b>		

SES Map.pdf

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 #
Saegertown JSHS		114
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 11 inches x 30 feet, 4 inches	846sqft	30
Implementation Date		
2022-01-31		
Uploaded Files		
SHS Map.pdf		

26Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Saegertown JSHS		117
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 6 inches x 33 feet, 5 inches	985sqft	35
<b>Implementation Date</b>		
2022-01-31		
<b>Uploaded Files</b>		
SHS Map.pdf		

27Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Saegertown JSHS		116
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 6 inches x 29 feet, 0 inches	884sqft	31
<b>Implementation Date</b>		
2022-01-31		
<b>Uploaded Files</b>		

SHS Map.pdf

28 Assurance Check

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

Building Name		Room #
Saegertown JSHS		222
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 2 inches x 30 feet, 7 inches	892sqft	31
Implementation Date		
2022-01-31		
Uploaded Files		
SHS Map.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Saegertown JSHS		208
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 7 inches x 29 feet, 4 inches	809sqft	28
<b>Implementation Date</b>		
2022-01-31		
<b>Uploaded Files</b>		
SHS Map.pdf		

30Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Saegertown JSHS		213
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 2 inches x 30 feet, 6 inches	889sqft	31
<b>Implementation Date</b>		
2022-01-31		
<b>Uploaded Files</b>		

SHS Map.pdf

31 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Penncrest SD		cyber
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
19 feet, 0 inches x 25 feet, 0 inches	475sqft	16
<b>Implementation Date</b>		
2022-01-31		
<b>Uploaded Files</b>		
SES Map.pdf		

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	



<b>Building Name</b>		<b>Room #</b>
Cambridge Springs JSHS		121- DHOH
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 28 feet, 0 inches	616sqft	22
<b>Implementation Date</b>		
2022-02-01		
<b>Uploaded Files</b>		
CSHS map.pdf		

### 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	

<b>Building Name</b>		<b>Room #</b>
Maplewood JSHS		102 SLP/Hi
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
43 feet, 0 inches x 21 feet, 0 inches	903sqft	32
<b>Implementation Date</b>		
2022-02-01		
<b>Uploaded Files</b>		

MHS Map.pdf
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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	

<b>Building Name</b>		<b>Room #</b>
Maplewood El Sch		100 VI
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
10 feet, 0 inches x 11 feet, 0 inches	110sqft	3
<b>Implementation Date</b>		
2022-02-01		
<b>Uploaded Files</b>		
MES Map.pdf		

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	



## Special Education Support Services

### 36Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1.0	District Wide	District
Transition Coordinator	.8	District Wide	District
School Psychologist	3	District Wide	District
Behavior Specialist	1	Elementary	Contractor
Behavior Specialist	2	Secondary	Contractor
Guidance Counselor	3	Elementary	District
Guidance Counselor	3	Secondary	District
Paraprofessionals	16	Elementary	District
Paraprofessionals	14	Secondary	District

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
Staff will receive an overview of common characteristics of students on the Autism Spectrum, as well as learn research-based interventions to help improve social skills, communication, and incorporation of sensory strategies.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU 5		2023-24	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Increasing home-school connections and transfer of skills from one setting to another.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU 5		2022-23	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	Intermediate Unit Other	Parents Special Education Teachers

<b>Description of Training</b>			
presumed competence			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
School Psychologists		2022-23 & 2023-24	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	1	District	Building Administrators General Education Teachers Paraprofessionals

			Special Education Teachers
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### Positive Behavior Support

<b>Description of Training</b>			
UKERU- de-escalation			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District UKERU trainers		2022-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
4	8	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>			
SWPBIS- School Wide Positive Behavior Intervention and Support			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Kevin Webber/District Coaches		2022-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1 per year	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
ACES/Trauma training			
Lead Person/Position		Year of Training	
Agency- Parkside		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Youth Mental Health First Aide			
Lead Person/Position		Year of Training	
District Trainers		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	6	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

[Paraprofessional](#)

Description of Training
Inclusion, Positive Behavior Interventions and Supports,

<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Student Services/IU 5		2022-23	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District	Paraprofessionals

<b>Description of Training</b>			
YMHFA- Youth Mental Health First Aid			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Trainers		2022-23	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
8	1	District PaTTAN	Paraprofessionals

<b>Description of Training</b>			
CPR & First Aid			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Meadville Ambulance Service			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Other	Paraprofessionals

### Transition

<b>Description of Training</b>			
Transition Overview for Building Level Administrators			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Transition Facilitator & Director of Student Services		2022, 2023, 2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>



1	1 per year	District	Building Administrators Central Office Administrators Special Education Teachers
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Description of Training			
Transition Overview for Building Level Administrators			
Lead Person/Position		Year of Training	
Transition Facilitator & Director of Student Services		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1 per year	District	Building Administrators Central Office Administrators

### Science of Literacy

Description of Training			
READ 180 Intervention			
Lead Person/Position		Year of Training	
Agency- HMH		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
8	3	Other	General Education Teachers Special Education Teachers

Description of Training			
Orton Gillingham			
Lead Person/Position		Year of Training	
Multi-sensory Institute			
Hours Per Training	Number of Sessions	Provider	Audience

30	1	Other	General Education Teachers Special Education Teachers
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### Parent Training

<b>Description of Training</b>			
YMHFA- Youth Mental Health First Aide Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
PENNCREST Trainers		2023-24	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
8	1	District	Parents Paraprofessionals

<b>Description of Training</b>			
Community Services for Parents of Students with Disabilities			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU 5		2024-25	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	Intermediate Unit	Parents Paraprofessionals Special Education Teachers

### IEP Development

<b>Description of Training</b>	
IEP Development, procedures, guidelines and compliance	
<b>Lead Person/Position</b>	<b>Year of Training</b>

Patti Fiely/ Director of Student Services		2022-2025 annually	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators Special Education Teachers

## Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

