

## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>	
Easton Area SD		120483302	
<b>Address 1</b>			
1801 Bushkill Drive			
<b>Address 2</b>			
<b>City</b>		<b>State</b>	<b>Zip</b>
Easton		PA	18040
<b>Director of Special Education Name</b>			
Sean Killen			
<b>Director of Special Education Email</b>			
killens@eastonsd.org			
<b>Director of Special Education Phone Number</b>		<b>Director of Special Education Ext</b>	
610-250-2400		35073	
<b>Chief Administrator Name</b>			
Tracy A Piazza			
<b>Chief Administrator Email</b>			
piazzat@eastonsd.org			

### Special Education Students

**Total Number of Students Receiving Special Education**

1747

**School District Total Student Enrollment**

8129

**Percent of Students Receiving Special Education**

21.5

## Steering Committee

<b>Name</b>	<b>Position/Role</b>	<b>Building</b>	<b>Email</b>
Tracy Piazza	Superintendent	Easton Area SD	piazzat@eastonsd.org
Josh Ziatyk	Assistant Superintendent	Easton Area SD	ziatykj@eastonsd.org
Sean Killen	Director of Special Education	Easton Area SD	killens@eastonsd.org
Gemella McNally	Supervisor of Special Education	Easton Area SD	mcnallyg@eastonsd.org
Candice Davis	Supervisor of Special Education	Easton Area SD	davisc@easton.org
Ashley Breidinger	Supervisor of Special Education	Easton Area SD	breidingera@eastonsd.org
Elizabeth Brill	Supervisor of Special Education	Easton Area SD	brille@eastonsd.org
Kyle Yanders	Building Principal	Easton Area SD	yandersk@easton.org
Tracy Wartman	Building Principal	Easton Area HS	wartmant@eastonsd.org
Marisa Meixsell	Special Education Teacher	Shawnee El Sch	meixsellm1@eastonsd.org
Karyn Cirulli	Special Education Teacher	March El Sch	cirullik@eastonsd.org
Jennifer Hilton	Director of Curriculum	Easton Area SD	hiltonj@eastonsd.org
Jamie Geiger	General Education Teacher	Palmer El Sch	geigerj@eastonsd.org
Kelly Corpora	Supervisor of Community Services	Easton Area SD	corporak@eastonsd.org
Alison Fink	General Education Teacher	Paxinosa El Sch	finka@eastonsd.org
Tonianne Falcone	General Education Teacher	Cheston El Sch	falconet@eastonsd.org
Jessica Krecker	Parent	Easton Area SD	jessicahartrum@gmail.com
Katherine Reilly	Other	Easton Area MS	reillyk@eastonsd.org
Tyra Caudill	Parent	Easton Area SD	tcaudill@ciu20.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)

<b>Improvement and Planning Activity</b>
Indicator 11 was identified as “Did Not Meet Target” based on 2019–2020 data. Since that time, the district has implemented corrective actions and has subsequently met the established target, demonstrating compliance and improvement in this area.

### 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)

<b>Improvement and Planning Activity</b>
Increase the participation of students with IEPs in the assessment program by establishing formal communication channels and family education opportunities that emphasize the role of individualized supports in ensuring equitable access to testing.
Train Special Education Teachers to implement state and local assessment accommodations effectively, ensuring that families are fully informed of the specific supports their students will receive.
Provide administrators and educators with the specialized training necessary to accurately identify students who meet the criteria for PASA (Pennsylvania Alternative System of Assessment) participation.
Implementing the Opt-out Process with Fidelity. Reviewed process with counselors and principals. Upon receiving the first opt-out, confirm the process was followed with fidelity.

### Education Environments (Indicator 5)

<b>Improvement and Planning Activity</b>
Special Education Teachers will collaborate with general education partners to identify and implement Specially Designed Instruction (SDI) within the regular classroom setting. This will ensure that students with IEPs receive individualized support while increasing their time spent in the least restrictive environment.
General Education Teachers will receive targeted training on practical classroom modifications for students with an Autism diagnosis. The focus will be on using visual supports and structured routines to help students remain successful and engaged in the regular education environment for a greater portion of the school day.
Paraprofessionals will participate in training focused on facilitating student independence within the regular education classroom. This training will provide actionable techniques for supporting students' academic and social goals without over-relying on one-to-one adult intervention.
Each IEP team, at least annually, will review the student's needs and identify how the student can be best supported in the least restrictive setting, while making educational benefit from the student's program.

### 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 School District's method for identifying students with specific learning disabilities.

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
---------------	-----	---------------	-----	------------------

## Non-Resident Students Oversight

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

Yes

.1. P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Northampton County Detention Center	Detention Home		Other	21
Northampton County Prison	Other	Prison	Other	3

### 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.)

The Easton Area School District serves as the host district for students placed at the Northampton County Prison and the Northampton County Juvenile Detention Center. The District has established a collaborative partnership to ensure the provision of a free appropriate public education (FAPE) for all eligible students, including those with disabilities, in accordance with state and federal regulations. The District contracts with Colonial Intermediate Unit #20 to operate the educational program within both facilities. The program is staffed by one certified special education teacher who serves as the case manager, along with access to related service providers, including Speech and Language Therapists, Occupational Therapists, and School Psychologists. The certified special education teacher/case manager is responsible for implementing Child Find procedures, including identifying and screening students who may be eligible for special education services upon entry into the facility. This includes the timely review and collection of educational records, coordination with sending school districts, and initiation of evaluations when appropriate. When a parent or guardian is not available, the District ensures that surrogate parent responsibilities are fulfilled in accordance with regulatory requirements to protect the student's educational rights.

The District ensures that each student with a disability has an appropriate educational program and placement that aligns with the least restrictive environment (LRE) requirements, taking into consideration the unique setting of the facility. Individualized Education Programs (IEPs) are developed, reviewed, and revised as needed, with consideration of the student's current levels of performance, goals, and access to the general education curriculum to the maximum extent appropriate. Re-evaluations are conducted within timelines, and all required IEP team members are included in the decision-making process. Ongoing educational oversight is maintained through regular communication between the facility-based educational staff, the Intermediate Unit, and the Easton Area School District. The case manager monitors student progress, ensures implementation of IEPs, and collaborates with District personnel to support credit accrual and graduation pathways. To support a successful transition back to the home school, the District has established a clear communication process. This includes timely notification to the student's home school district before release, sharing of updated educational records (including IEPs, evaluation reports, progress monitoring data, and transcripts), and coordination between the facility staff and school personnel. When possible, transition meetings are held to plan for appropriate placement, services, and supports upon reentry. This coordinated approach ensures continuity of services and supports the student's return to the least restrictive environment in their home school setting.

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

Individualized Education Program (IEP) teams convene to determine the most appropriate services and placements tailored to each student's unique requirements. When prior educational records are unavailable, the District proactively initiates the evaluation process to identify necessary supports. To safeguard student rights when a parent or guardian is unreachable, the District appoints a surrogate. Currently, there are no institutional barriers preventing the District from fulfilling its obligations to non-resident students. Furthermore, the transition process for students returning to school involves the IEP team conducting a comprehensive assessment of academic and behavioral needs. This includes a full review of placement options and, if necessary, implementing a modified transition schedule. Throughout this period, the Local Education Agency (LEA) serves as a vital link between 1306 facilities and the student's new placement, ensuring a unified understanding of the student's profile.

## Incarcerated Students Oversight

### 1. Does the School 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
Northampton County Detention Center	Detention Center	Other	11
Northampton County Prison	Prison	Other	2

### 1. Describe the system of oversight the School 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).

The Easton Area School District is the host for both the Northampton County Prison and the Northampton County Detention Center. The District has formed a partnership for the delivery of services in both facilities. It has a formal process for identification in place to provide FAPE for each student entering into either site. The Easton Area School District contracts with the Colonial Intermediate Unit #20 to provide thirty-five hours per week of instruction to every student entering the Northampton County Detention Center. Certified teachers provide the general education curriculum aligned with the Easton Area School District to both general education and special education students. In addition, the Easton Area School District contracts with Colonial Intermediate Unit #20 to run the Adult Prison Education Program. The Easton Area School District and Colonial Intermediate Unit #20 have developed and approved a system of oversight to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated, and, when deemed eligible, are offered FAPE.

In accordance with provisions outlined in IDEA, the following procedures will be used regarding inmates at the Northampton County Prison: On receipt of an inmate through the age of 21 or until the student turns 22 before June 30 of the current school year, the Easton Area School District will secure records from the student's last district. If the inmate is found to have been a special education student before incarceration in the adult facility, the provision of FAPE will be provided. The ER and IEP process in place will be initiated by the Easton Area School District. The Provision of FAPE will be offered to all inmates with disabilities with the exception of those students 18-21 who were not identified as having been a child with a disability under Section 602(3) of the Act or did not have an IEP, in accordance with the aforementioned amendments, a general screening will not take place. After an IEP has been developed, the program will be provided through agencies contracted by Northampton County Prison and/or, as necessary, by EASD or their contracted agency. In line with requirements, a copy of the Annual Notice has been forwarded to the Warden in English and Spanish. Other language notices will be provided upon request. Accounting will be in accordance with Pennsylvania Child Accounting guidelines as they apply to inmates/institutionalized children.

## Least Restrictive Environment

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

These are the LEA percentage vs. the state's percentage for Indicator 5: Educational Environments.

Special Education students are inside the regular education classroom 80% or more of the day:

LEA 59.7% State 61.7%

Special Education Students inside the regular education classroom less than 40% or more of the day:

LEA 18.0% State 10.3%

Special Education Students in other settings:

LEA 3.9% State 4.4%

Based on our current data, the District's primary focus remains on reducing the percentage of students educated in the regular classroom for less than 40% of the day, which stands at 18.0%, significantly higher than the state average of 10.3%. To bridge this gap and increase our inclusion rate to 80% or more (currently 59.7%), we are committed to providing general education teachers with the specific instructional tools and strategies needed to support diverse learners in a Tier 1 setting.

Total Enrollment:

LEA: 8,129 State: 1,678,973

Total Special Education Enrollment:

LEA: 1,747 State: 336,850

Percent Special Education:

LEA: 21.5% State: 20.1%

Percent of Special Education Enrollment by Disability:

	LEA	State
Autism	12.9%	13.9%
Deaf-Blindness	---	0.0%
Emotional Disturbance	3.5%	7.9%
Hearing Impairment Including Deafness	---	0.7%
Intellectual Disability (Mental Retardation)	4.6%	6.1%
Multiple Disabilities	0.6%	0.9%
Orthopedic Impairment	---	0.2%
Other Health Impairment	16.3%	18.3%
Specific Learning Disability	46.8%	37.6%
Speech or Language Impairment	14.7%	13.9%
Traumatic Brain Injury	---	0.2%
Visual Impairment Including Blindness	---	0.3%

**2. What universal practices does the School District utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?**

The Easton Area School District remains committed to building staff capacity in Trauma-Informed Practices through ongoing professional development and collaboration. In a trauma-responsive K–12 system, educators, administrators, support staff, families, and community partners understand how traumatic stress can influence a student’s behavior, relationships, emotional regulation, and academic performance—and adjust their responses accordingly. Students who have experienced trauma may demonstrate behaviors such as withdrawal, inattention, or acting out, which can interfere with learning. By embedding trauma-informed approaches into daily practice, the District works to ensure that students feel safe, supported, and ready to engage in school. Developing trauma-sensitive schools requires a coordinated, districtwide effort. School leaders, faculty, support staff, and families work together to examine policies, strengthen practices, and create environments that reflect the needs of each building community. As part of this work, Positive Behavioral Interventions and Supports (PBIS) is implemented across all nine schools and is supported by the Student Services Department.

PBIS provides a consistent, proactive framework for establishing clear expectations, reinforcing positive behaviors, and delivering tiered supports to students who need additional assistance. To further strengthen student supports, the District partners with community agencies, including Lehigh Valley Health Network, St. Luke's Health Network, Center for Humanistic Change, and Communities In Schools, to provide tiered counseling and prevention services. Additionally, two elementary schools operate as Community Schools. A Community School functions as both a neighborhood hub and a collaborative partnership model, integrating academics with health and social services,

youth development, and family engagement. This comprehensive approach helps improve student outcomes while strengthening families and the broader community.

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

The Easton Area School District is committed to educating students with disabilities alongside their non-disabled peers to the greatest extent appropriate. A continuum of inclusive practices is available across the District, including co-teaching models, differentiated instruction, flexible grouping, and cooperative learning structures. These instructional approaches are designed to ensure that students with IEPs can meaningfully access grade-level curriculum within the general education setting, when appropriate. IEP teams are trained to carefully consider Least Restrictive Environment (LRE) requirements and to prioritize placement in the school a student would attend if not identified as exceptional. The LEA representative facilitates this discussion at each IEP meeting and consults with Special Education Administration as needed to ensure compliance and thoughtful decision-making.

Throughout the evaluation and reevaluation process, parent input and multidisciplinary expertise guide the development of individualized programming and placement decisions.

Services are determined based on documented student needs, and the IEP outlines the level and location of supports, whether delivered within the general education classroom, a supplemental learning support setting, or a more specialized environment. Accommodations, specially designed instruction, adapted materials, alternative assessments, and paraprofessional support are provided as warranted by the student's needs. The majority of students eligible for special education services are served within their neighborhood school, with supports delivered across all grade levels. When additional related services or specialized programming are required, the District partners with Colonial Intermediate Unit 20 to provide therapies, consultation, and select classroom placements both within District buildings and, when necessary, in neighboring districts. Students receiving IU-supported services within Easton schools are fully included in school activities and educational opportunities. The District also operates the Easton Area Cyber Academy, which serves both general education and special education students and may be considered as a placement option based on individual student needs and team recommendations.

When a student's needs cannot be appropriately addressed within District-operated programs, the team may consider out-of-district placements to ensure the provision of a Free Appropriate Public Education (FAPE). In alignment with LRE principles, the District first explores options in neighboring public school settings before considering more restrictive environments. If a student is not making meaningful progress or requires a highly structured program, placement in an Approved Private School or other specialized setting may be pursued. In all cases, the District makes deliberate efforts to monitor progress and plan for potential reintegration into District programs when appropriate. The Easton Area School District continuously evaluates its programming to expand in-district opportunities and strengthen transition processes for students returning from more restrictive placements.

Ongoing professional development remains a priority. With support from PDE, PaTTAN, the Colonial Intermediate Unit, and additional partner agencies, staff participate in districtwide, building-based, and team-based training focused on evidence-based interventions, disability-specific strategies, and the effective use of supplemental aids and services. Past collaborations with organizations such as the Lehigh Valley Center for Independent Living, The Arc of Pennsylvania, Brett DiNovi and Associates, Glenn Koch and Associates, the Office of Vocational Rehabilitation, and the Northampton County Office of Developmental Programs have strengthened staff capacity to support students with diverse learning and transition needs. Continued training ensures that both general and special education teachers, including those in co-teaching roles, and paraprofessionals are equipped with current, research-based practices that promote meaningful educational benefit for all students.

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

All schools within the Easton Area School District offer a wide range of extracurricular opportunities that are open to all students, including those receiving special education services. These opportunities include athletics, music and performing arts, academic clubs, and a variety of special interest activities designed to engage students beyond the school day. When students require additional support to participate fully, the District ensures appropriate accommodations and services are in place. Relevant, specially designed instruction and related service information are shared with activity advisors, coaches, and sponsors as appropriate to support student access.

Supports may include accommodations such as preferential seating, repeated or clarified directions, frequent checks for understanding, structured routines, behavioral supports, or, when warranted, paraprofessional assistance. To proactively address student needs, IEP teams consider extracurricular participation when reviewing supplementary aids and services. When necessary, Special Education Administrators collaborate directly with club advisors and coaches to discuss individual student needs and confirm that appropriate supports are implemented. Through this coordinated approach, the District ensures that students with disabilities have equitable access to extracurricular programs and meaningful opportunities to participate alongside their peers.

**5. Describe the School District procedures that ensure, 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-led extracurricular activities.**

The Easton Area School District employs four Special Education Supervisors who serve as LEA representatives and oversee the delivery and quality of special education programming across the District. In addition to supporting in-district programs, they monitor out-of-district placements to ensure students continue to receive appropriate educational opportunities and access to extracurricular activities alongside their non-disabled peers whenever possible. When a student with a disability participates in extracurricular programming, the LEA reviews the IEP to determine which supplementary aids, services, or accommodations may be necessary in that setting. Appropriate supports are then coordinated with staff to promote full participation and student success.

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

The District is continuing to expand inclusive programming across grade levels. We are currently developing additional classrooms throughout the District to support special education students, specifically students with Autism, thereby increasing opportunities for students to be educated in their home schools while receiving appropriate supports. We established three full-time learning support classrooms in our elementary schools to serve students whose needs may previously have required placement in Colonial Intermediate Unit 20 programs. This expansion allows us to provide more specialized instruction within the District while maintaining connections to students' neighborhood schools. We are continuing this expansion of K-12 to provide a continuum of service for students. At the secondary level, we are working on expanding transition programs at the high school to further strengthen inclusive practices. Additionally, the District is exploring the creation of additional internal programming to enhance service delivery and better meet our students' needs.

## Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Centennial School	Approved Private School (APS)		Centennial School (Lehigh University)	Emotional Support	6
Meridian Academy	Other	Private Facility/Non Residential	Larken Associates	Learning Support	2
Mahoning Valley Academy	Licensed Private Academic		Behavior Health Associates	Autistic Support	1
Pride Ashfield Academy	Licensed Private Academic		Behavior Health Associates	Emotional Support	1
Camphill School Beaver Farm Campus	Approved Private School (APS)		PDE	Life Skills Support	1
Woods School	Approved Private School (APS)		Woods Services	Autistic Support	1
Hillside School	Licensed Private Academic		The Hillside School	Learning Support	1
The Center School	Licensed Private Academic		The Center School	Emotional Support	1
Five Points Elementary	Other	AS Classroom	Colonial IU #20	Autistic Support	2
Washington Elementary School (Bangor)	Other	AS Classroom	Colonial IU #20	Autistic Support	4
Asa Packer Elementary School	Other	PHP Classroom	Colonial IU #20	Emotional Support	2
Farmersville Elementary School	Other	MDS/PHP Classrooms	Colonial IU #20	Multiple Disabilities Support	6
Broughal Middle School	Other	PHP Classroom	Colonial IU #20	Emotional Support	1
Nitschmann Middle School	Other	PHP Classroom	Colonial IU #20	Emotional Support	2
Northeast Middle School	Other	MDS/TES Classrooms	Colonial IU #20	Emotional Support	4
Liberty High School	Other	DHH/MDS Classrooms	Colonial IU #20	Multiple Disabilities Support	3
Colonial Academy	Other	PHP Classrooms	Colonial IU #20	Emotional Support	10
Nazareth Middle School	Other	LSS/PHP Classrooms	Colonial IU #20	Emotional Support	7
Nazareth High School	Other	AS Classroom	Colonial IU #20	Autistic Support	4

George Wolf Elementary	Other	LSS Classrooms	Colonial IU #20	Life Skills Support	6
Lehigh Elementary (Northampton)	Other	PHP Classroom	Colonial IU #20	Emotional Support	4
Northampton Middle School	Other	TES Classrooms	Colonial IU #20	Emotional Support	2
Northampton High School	Other	MDS/PS Classrooms	Colonial IU #20	Multiple Disabilities Support	6
Wind Gap Middle School	Other	LSS Classroom	Colonial IU #20	Life Skills Support	4
Pen Argyl High School	Other	LSS Classrooms	Colonial IU #20	Life Skills Support	18
Pleasant Valley Middle School	Other	TES Classroom	Colonial IU #20	Emotional Support	2
Saucon Valley Middle School	Other	AS Classrooms	Colonial IU #20	Autistic Support	4
Williams Township Elementary	Other	LSS Classroom	Colonial IU #20	Life Skills Support	5
Wilson High School	Other	LSS Classroom	Colonial IU #20	Life Skills Support	8
CIU 20 Office (Wilson)	Other	LSS Classroom	Colonial IU #20	Life Skills Support	7

## Positive Behavior Support

### Date of Approval

2025-01-28

### Uploaded Files

PBIS Board Policy.pdf

#### **1. How does the School District support the emotional, social needs of students with disabilities?**

Our Student and Community Services Department provides a wide range of supports to address the social and emotional needs of students with disabilities across the district. The department's mission is to assist all students in achieving optimal health and personal, interpersonal, academic, and career development so they may become contributing and productive members of society. Each staff member is committed to serving as a student advocate, promoting high expectations, and supporting the creation and maintenance of a positive school climate and a safe, orderly learning environment. This mission is achieved through effective coordination among home, school, and community resources. Social-Emotional Learning (SEL) is provided to all students in grades K–8 through the Second Step program as a Tier 1 intervention. In addition, Tier 2 and Tier 3 interventions are available for students requiring more targeted or intensive support. SEL and PBIS systems are aligned to ensure a cohesive approach to supporting student behavior and well-being. PowerSchool is utilized as the district's data management system, and PBIS supports have been implemented in all nine district buildings serving students in grades K–12.

#### **2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques, and responses to behavior that may require immediate intervention.**

The Easton Area School District utilizes training and professional development opportunities through IU20, PaTTAN, and several private agencies to strengthen behavioral supports for students. Over the past three years, staff training has been delivered through a variety of formats, including asynchronous online modules, Zoom sessions, and in-person professional development. The district is also expanding verbal de-escalation training to all staff members, rather than limiting it to crisis response teams, to ensure a consistent approach to supporting students across all settings. All staff have received training in trauma-informed practices and de-escalation techniques through the TACT2 program. In addition, both Paxinosa Elementary School and Easton Area Middle School have participated in a multi-year professional development partnership with Lakeside, which has also provided training and support across all nine district buildings serving students in grades K–12. These efforts are designed to build staff capacity to effectively respond to behavioral and social-emotional needs while maintaining safe and supportive learning environments.

#### **3. Describe the School District's positive school wide support programs.**

The PBIS program across our nine schools reflects the unique culture and theme of each building. While implementation may vary, all

elementary PBIS programs focus on supporting students' behavioral, academic, social, emotional, and mental health needs. Across both elementary and secondary schools, key components of Social-Emotional Learning (SEL), trauma-informed practices, and DEI are incorporated to guide effective PBIS practices and support positive student outcomes. In addition, all schools use the MTSS (Multi-Tiered System of Supports) and CST (Child Study Team) frameworks to assess student needs, analyze data, and implement appropriate interventions to support student success.

**4. Describe the School District's school-based behavior health services.**

The Easton Area School District has two Community Schools funded by United Way. They enable schools to serve our students in a variety of areas. We also have contracts with Lehigh Valley Health Network, St. Luke's, The Center for Humanistic Change, and Communities in Schools. Our district also employs 22 school counselors who can meet with students and assist them with any mental health concerns.

**5. Describe the School District's restraint procedure.**

Each building in the Easton Area School District employs staff who are trained in TACTII and are responsible for responding when a student is at risk of harming themselves or others. A physical restraint occurs only as a last resort when a child is a danger to himself/herself or others. The use of restraint is listed in the child's IEP, with parental agreement, and is used in conjunction with a PBSP (based on the Functional Behavioral Assessment (FBA) and teaching socially appropriate behaviors to replace the negative behavior. Staff are trained in physical intervention strategies, and there is a plan to eventually eliminate the use of restraints through the PBSP. When a restraint is used, the Local Educational Agency (LEA) must notify the parent(s) immediately, within 24 hours, of the restraint, and an IEP meeting must be scheduled within 10 school days of the restraint. The parent/s and LEA can agree to waive the restraint meeting. Typically, the district will permit the parent(s) to waive the first meeting; however, the district encourages meeting after subsequent restraints. During the meeting, the student's behavior will be discussed, as well as any necessary revisions to the child's IEP, FBA, PBSP, or if a change of placement may be warranted. In addition to convening the IEP team to review the restraint, the staff conducting the restraint completes a report, as all restraints must be reported to the state within 30 days of the restraint through the Restraint Information System Collection (RISC) website. Each time a restraint occurs, the child must be seen by the nurse as a precautionary measure. If an injury occurs to the child or a staff member, this injury is reported to the state within 24 hours of the LEA being notified.

## Intensive Interagency

**Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.**

There are currently no areas of concern that pertain to 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.

## Special Education Support Services

<b>Special Education Support Services</b>	<b>Numerical Value</b>	<b>Primary Location</b>	<b>Contractor or District</b>
Director of Special Education	1	District Wide	District
Director of Pupil Services	1	District Wide	District
Paraprofessionals	34	Secondary	District
Paraprofessionals	52	Elementary	District
Guidance Counselor	24	District Wide	District
School Psychologist	9	District Wide	District
Physical Therapist	2	District Wide	Contractor
Occupational Therapist	11	District Wide	Contractor
Other	16	District Wide	Contractor
Behavior Specialist	2	District Wide	Contractor

### 1 Special Education Support Services

## Special Education Personnel Development

### Autism

Description of Training			
Autism Training			
Lead Person/Position		Year of Training	
Director of Special Education		2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Autism Inclusion Best Practices			
Lead Person/Position		Year of Training	
Director of Special Education		2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers Parents Paraprofessionals Special Education Teachers

## Positive Behavior Support

Description of Training			
Positive Behavior Support Training			
Lead Person/Position		Year of Training	
Director of Elementary Ed		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

## Paraprofessional

Description of Training			
TACT II Verbal De-Escalation			
Lead Person/Position		Year of Training	
Director of Special Education		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Paraprofessionals

## Transition

Description of Training			
Transition Planning for Secondary Special Education Teachers			
Lead Person/Position		Year of Training	
Director of Special Education		2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Building Administrators Central Office Administrators Special Education Teachers

## Science of Literacy

Description of Training			
Science of Reading			
Lead Person/Position		Year of Training	
Director of Elementary Education, Director of Curriculum and Instruction		2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	General Education Teachers Parents Special Education Teachers

## Parent Training

Description of Training			
Special Education Parent Engagement Night			
Lead Person/Position		Year of Training	
Director of Special Education		2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

## IEP Development

<b>Description of Training</b>			
Writing Legally Defensible IEPs			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	Other	Building Administrators Special Education Teachers

## Least Restrictive Environment and Calculations

<b>Description of Training</b>			
Least Restrictive Environment - Calculation			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Cheston El Sch		210
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 30 feet, 0 inches	840sqft	30
<b>Implementation Date</b>		
2023-04-30		
<b>Uploaded Files</b>		

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

### 2 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Cheston El Sch		305
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 30 feet, 0 inches	840sqft	30
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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

The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

### 3 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Forks El Sch		203
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 27 feet, 0 inches	756sqft	27
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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

### 4 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Tracy El Sch		113
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 31 feet, 0 inches	837sqft	29
<b>Implementation Date</b>		
2023-05-01		

<b>Uploaded Files</b>

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

5 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Paxinosa El Sch		107
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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

6 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Paxinosa El Sch		310
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 25 feet, 0 inches	675sqft	24
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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

7 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Paxinosa El Sch		308
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 25 feet, 0 inches	650sqft	23
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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

The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

8 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Shawnee El Sch		177A
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
18 feet, 0 inches x 19 feet, 0 inches	342sqft	12
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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

9 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Easton Area MS		B347
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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

10 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Easton Area MS		C433
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 28 feet, 0 inches	812sqft	29
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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

11 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Easton Area MS		B346
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 29 feet, 0 inches	841sqft	30
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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

12 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Easton Area MS		B341
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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

The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

13 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Easton Area MS		A328
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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

14 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Easton Area MS		C415
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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

15 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Easton Area MS		C228
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 29 feet, 0 inches	783sqft	27
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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

16 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Easton Area HS		D206
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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

17 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Easton Area HS		J202
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 29 feet, 0 inches	754sqft	26
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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

The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

18 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Easton Area HS		D115
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 26 feet, 0 inches	702sqft	25
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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

19 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Easton Area HS		H316
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 27 feet, 0 inches	783sqft	27
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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

20 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Easton Area HS		D113
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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

21 Assurance Check

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Easton Area HS		H318
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 26 feet, 0 inches	754sqft	26
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

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

### 22 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Cheston El Sch		105
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 0 inches x 27 feet, 0 inches	837sqft	29
<b>Implementation Date</b>		
2025-08-25		
<b>Uploaded Files</b>		

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

The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

23 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Cheston El Sch		215
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 27 feet, 0 inches	702sqft	25
<b>Implementation Date</b>		
2025-08-25		
<b>Uploaded Files</b>		

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

24 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Forks El Sch		201
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 23 feet, 0 inches	736sqft	26
<b>Implementation Date</b>		
2025-08-25		

<b>Uploaded Files</b>

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

25 Assurance Check

<b>Building Name</b>		<b>Room #</b>
March El Sch		314
<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>
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
<b>Implementation Date</b>		
2025-08-25		
<b>Uploaded Files</b>		

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

26 Assurance Check

<b>Building Name</b>		<b>Room #</b>
March El Sch		302
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 15 feet, 0 inches	360sqft	12
<b>Implementation Date</b>		
2026-03-15		
<b>Uploaded Files</b>		

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

27 Assurance Check

<b>Building Name</b>		<b>Room #</b>
March 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>
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
<b>Implementation Date</b>		
2025-08-25		
<b>Uploaded Files</b>		

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

The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

28 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Palmer El Sch		215
<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 28 feet, 0 inches	756sqft	27
<b>Implementation Date</b>		
2025-08-25		
<b>Uploaded Files</b>		

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

29 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Palmer El Sch		216
<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 28 feet, 0 inches	756sqft	27
<b>Implementation Date</b>		
2025-08-25		
<b>Uploaded Files</b>		

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

30 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Palmer El Sch		301
<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 28 feet, 0 inches	756sqft	27
<b>Implementation Date</b>		
2025-08-25		
<b>Uploaded Files</b>		

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

31 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Palmer El Sch		302
<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 28 feet, 0 inches	756sqft	27
<b>Implementation Date</b>		
2026-03-15		
<b>Uploaded Files</b>		

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

[32 Assurance Check](#)

<b>Building Name</b>		<b>Room #</b>
Paxinosa El Sch		105
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 0 inches x 20 feet, 0 inches	720sqft	25
<b>Implementation Date</b>		
2025-08-25		
<b>Uploaded Files</b>		

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

33 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Paxinosa El Sch		107
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
38 feet, 0 inches x 21 feet, 0 inches	798sqft	28
<b>Implementation Date</b>		
2025-08-25		
<b>Uploaded Files</b>		

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

34 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Paxinosa El Sch		300
<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 22 feet, 0 inches	616sqft	22
<b>Implementation Date</b>		
2026-03-15		
<b>Uploaded Files</b>		

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

The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

35 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Paxinosa El Sch		312
<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>
34 feet, 0 inches x 22 feet, 0 inches	748sqft	26
<b>Implementation Date</b>		
2025-08-25		
<b>Uploaded Files</b>		

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

36 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Shawnee El Sch		142
<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>
30 feet, 0 inches x 25 feet, 0 inches	750sqft	26
<b>Implementation Date</b>		
2025-08-25		

<b>Uploaded Files</b>

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

37 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Tracy El Sch		114
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 0 inches x 32 feet, 0 inches	1056sqft	37
<b>Implementation Date</b>		
2026-03-15		
<b>Uploaded Files</b>		

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

38 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Tracy El Sch		115
<b>School Building</b>		<b>Building Description</b>

Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 0 inches x 32 feet, 0 inches	1056sqft	37
<b>Implementation Date</b>		
2025-08-25		
<b>Uploaded Files</b>		

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

39 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Easton Area MS		A326
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 24 feet, 0 inches	768sqft	27
<b>Implementation Date</b>		
2025-08-25		
<b>Uploaded Files</b>		

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

40 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Easton Area MS		A327
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 24 feet, 0 inches	696sqft	24
<b>Implementation Date</b>		
2025-08-25		
<b>Uploaded Files</b>		

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

41 Assurance Check

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Easton Area MS		C237
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
44 feet, 0 inches x 24 feet, 0 inches	1056sqft	37
<b>Implementation Date</b>		
2025-08-25		
<b>Uploaded Files</b>		

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

### 42 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Easton Area MS		B329
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 24 feet, 0 inches	672sqft	24
<b>Implementation Date</b>		
2025-08-25		
<b>Uploaded Files</b>		

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

The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

43 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Easton Area HS		J305
<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>
26 feet, 0 inches x 25 feet, 0 inches	650sqft	23
<b>Implementation Date</b>		
2025-08-25		
<b>Uploaded Files</b>		

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

44 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Easton Area HS		J307
<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>
26 feet, 0 inches x 25 feet, 0 inches	650sqft	23
<b>Implementation Date</b>		
2025-08-25		

<b>Uploaded Files</b>

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

45 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Easton Area HS		J119
<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>
37 feet, 0 inches x 34 feet, 0 inches	1258sqft	44
<b>Implementation Date</b>		
2025-08-25		
<b>Uploaded Files</b>		

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

46 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Shawnee El Sch		170B
<b>School Building</b>		<b>Building Description</b>

		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
19 feet, 0 inches x 17 feet, 0 inches	323sqft	11
<b>Implementation Date</b>		
2026-03-24		
<b>Uploaded Files</b>		

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

47 Assurance Check

<b>Building Name</b>		<b>Room #</b>
Shawnee El Sch		170A
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
19 feet, 0 inches x 17 feet, 0 inches	323sqft	11
<b>Implementation Date</b>		
2026-03-24		
<b>Uploaded Files</b>		

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

48 Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAHS 24	Secondary	Full-time (1.0)	03/19/2026 12:19 PM

<b>Building Name</b>			
Easton Area HS			
<b>Support Type</b>			
Learning Support			
<b>Support Sub-Type</b>			
Learning Support			
<b>Level of Support</b>			<b>Case Load</b>
Itinerant (20% or Less)			21
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Secondary	14 to 17
<b>Age Range Justification</b>			<b>FTE %</b>
			0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAHS 23	Secondary	Full-time (1.0)	03/19/2026 12:19 PM

<b>Building Name</b>			
Easton Area HS			
<b>Support Type</b>			
Learning Support			
<b>Support Sub-Type</b>			
Learning Support			
<b>Level of Support</b>			<b>Case Load</b>
Itinerant (20% or Less)			21
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Secondary	14 to 17
<b>Age Range Justification</b>			<b>FTE %</b>
			0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Tracy 4	Elementary	Full-time (1.0)	03/19/2026 12:19 PM

<b>Building Name</b>			
Tracy El Sch			
<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)			9
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Elementary	6 to 7
<b>Age Range Justification</b>			<b>FTE %</b>
			0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Paxinosa 7	Elementary	Part-time (0.5)	03/19/2026 12:19 PM

<b>Building Name</b>			
Paxinosa 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)			5
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Elementary	5 to 10
<b>Age Range Justification</b>			<b>FTE %</b>
Cover multiple grade levels throughout the day.			0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
EAHS 22	Secondary	Full-time (1.0)	03/11/2026 02:50 PM

<b>Building Name</b>		
Easton Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<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>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
EAHS 21	Secondary	Full-time (1.0)	03/11/2026 02:50 PM

<b>Building Name</b>		
Easton Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Covers multiple grade levels and transition age students.		0.4

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
EAHS 20	Secondary	Full-time (1.0)	03/11/2026 02:49 PM

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
EAHS 19	Secondary	Full-time (1.0)	03/11/2026 02:49 PM

<b>Building Name</b>		
Easton Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		22
<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>
		0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAHS 18	Secondary	Full-time (1.0)	03/11/2026 02:48 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAHS 17	Secondary	Full-time (1.0)	03/11/2026 02:48 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAHS 16	Secondary	Full-time (1.0)	03/11/2026 02:48 PM

<b>Building Name</b>			
Easton Area HS			
<b>Support Type</b>			
Learning Support			
<b>Support Sub-Type</b>			
Learning Support			
<b>Level of Support</b>			<b>Case Load</b>
Itinerant (20% or Less)			22
<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>
			0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAHS 15	Secondary	Full-time (1.0)	03/11/2026 02:48 PM

<b>Building Name</b>			
Easton Area HS			
<b>Support Type</b>			
Learning Support			
<b>Support Sub-Type</b>			
Learning Support			
<b>Level of Support</b>			<b>Case Load</b>
Itinerant (20% or Less)			19
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Secondary	15 to 18
<b>Age Range Justification</b>			<b>FTE %</b>
			0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAHS 14	Secondary	Full-time (1.0)	03/11/2026 02:48 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAHS 13	Secondary	Full-time (1.0)	03/11/2026 02:47 PM

<b>Building Name</b>			
Easton Area HS			
<b>Support Type</b>			
Learning Support			
<b>Support Sub-Type</b>			
Learning Support			
<b>Level of Support</b>			<b>Case Load</b>
Itinerant (20% or Less)			21
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Secondary	14 to 17
<b>Age Range Justification</b>			<b>FTE %</b>
			0.42

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
EAHS 12	Secondary	Full-time (1.0)	03/11/2026 02:47 PM

<b>Building Name</b>			
Easton Area HS			
<b>Support Type</b>			
Learning Support			
<b>Support Sub-Type</b>			
Learning Support			
<b>Level of Support</b>			<b>Case Load</b>
Itinerant (20% or Less)			22
<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>
			0.44

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
EAHS 11	Secondary	Full-time (1.0)	03/11/2026 02:47 PM

<b>Building Name</b>			
Easton Area HS			
<b>Support Type</b>			
Learning Support			
<b>Support Sub-Type</b>			
Learning Support			
<b>Level of Support</b>			<b>Case Load</b>
Itinerant (20% or Less)			24
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Secondary	14 to 21
<b>Age Range Justification</b>			<b>FTE %</b>
Covers multiple grade levels and transition age students.			0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAHS 10	Secondary	Full-time (1.0)	03/11/2026 02:46 PM

<b>Building Name</b>		
Easton Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		21
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAHS 9	Secondary	Full-time (1.0)	03/11/2026 02:46 PM

<b>Building Name</b>		
Easton Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		19
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Covers multiple grade levels and transition age students.		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAHS 8	Secondary	Full-time (1.0)	03/11/2026 02:44 PM

<b>Building Name</b>			
Easton Area HS			
<b>Support Type</b>			
Learning Support			
<b>Support Sub-Type</b>			
Learning Support			
<b>Level of Support</b>			<b>Case Load</b>
Itinerant (20% or Less)			22
<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>
			0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAHS 7	Secondary	Full-time (1.0)	03/11/2026 02:44 PM

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

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAHS 6	Secondary	Full-time (1.0)	03/11/2026 02:44 PM

<b>Building Name</b>			
Easton Area HS			
<b>Support Type</b>			
Learning Support			
<b>Support Sub-Type</b>			
Learning Support			
<b>Level of Support</b>			<b>Case Load</b>
Itinerant (20% or Less)			22
<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>
			0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAHS 5	Secondary	Full-time (1.0)	03/11/2026 02:53 PM

<b>Building Name</b>			
Easton Area HS			
<b>Support Type</b>			
Learning Support			
<b>Support Sub-Type</b>			
Learning Support			
<b>Level of Support</b>			<b>Case Load</b>
Itinerant (20% or Less)			23
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Secondary	15 to 18
<b>Age Range Justification</b>			<b>FTE %</b>
			0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAHS 4	Secondary	Full-time (1.0)	03/11/2026 02:43 PM

<b>Building Name</b>			
Easton Area HS			
<b>Support Type</b>			
Learning Support			
<b>Support Sub-Type</b>			
Learning Support			
<b>Level of Support</b>			<b>Case Load</b>
Itinerant (20% or Less)			25
<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>
			0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAHS 3	Secondary	Full-time (1.0)	03/11/2026 02:43 PM

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
EAHS 2	Secondary	Full-time (1.0)	03/11/2026 02:43 PM

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
EAHS 1	Secondary	Full-time (1.0)	03/11/2026 02:43 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAMS 19	Secondary	Full-time (1.0)	03/11/2026 02:30 PM

<b>Building Name</b>		
Easton Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAMS 18	Secondary	Full-time (1.0)	03/11/2026 02:29 PM

<b>Building Name</b>		
Easton Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAMS 17	Secondary	Full-time (1.0)	03/11/2026 02:29 PM

<b>Building Name</b>		
Easton Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		14
<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>
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAMS 16	Secondary	Full-time (1.0)	03/19/2026 12:19 PM

<b>Building Name</b>		
Easton Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		15
<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>
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAMS 15	Secondary	Full-time (1.0)	03/11/2026 02:29 PM

<b>Building Name</b>		
Easton Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<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>
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAMS 14	Secondary	Full-time (1.0)	03/11/2026 02:28 PM

<b>Building Name</b>		
Easton Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAMS 13	Secondary	Full-time (1.0)	03/11/2026 02:28 PM

<b>Building Name</b>		
Easton Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAMS 12	Secondary	Full-time (1.0)	03/11/2026 02:27 PM

<b>Building Name</b>		
Easton Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAMS 11	Secondary	Full-time (1.0)	03/11/2026 02:27 PM

<b>Building Name</b>			
Easton Area MS			
<b>Support Type</b>			
Learning Support			
<b>Support Sub-Type</b>			
Learning Support			
<b>Level of Support</b>			<b>Case Load</b>
Itinerant (20% or Less)			19
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Secondary	12 to 14
<b>Age Range Justification</b>			<b>FTE %</b>
			0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAMS 10	Secondary	Full-time (1.0)	03/11/2026 02:27 PM

<b>Building Name</b>			
Easton Area MS			
<b>Support Type</b>			
Learning Support			
<b>Support Sub-Type</b>			
Learning Support			
<b>Level of Support</b>			<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)			19
<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>
			0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAMS 9	Secondary	Full-time (1.0)	03/19/2026 12:19 PM

<b>Building Name</b>		
Easton Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAMS 8	Secondary	Full-time (1.0)	03/11/2026 02:27 PM

<b>Building Name</b>		
Easton Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		19
<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>
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAMS 7	Secondary	Full-time (1.0)	03/11/2026 02:26 PM

<b>Building Name</b>			
Easton Area MS			
<b>Support Type</b>			
Learning Support			
<b>Support Sub-Type</b>			
Learning Support			
<b>Level of Support</b>			<b>Case Load</b>
Itinerant (20% or Less)			19
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Secondary	12 to 14
<b>Age Range Justification</b>			<b>FTE %</b>
			0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAMS 6	Secondary	Full-time (1.0)	03/11/2026 02:26 PM

<b>Building Name</b>			
Easton Area MS			
<b>Support Type</b>			
Learning Support			
<b>Support Sub-Type</b>			
Learning Support			
<b>Level of Support</b>			<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)			17
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Secondary	11 to 13
<b>Age Range Justification</b>			<b>FTE %</b>
			0.85

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAMS 5	Secondary	Full-time (1.0)	03/11/2026 02:26 PM

<b>Building Name</b>			
Easton Area MS			
<b>Support Type</b>			
Learning Support			
<b>Support Sub-Type</b>			
Learning Support			
<b>Level of Support</b>			<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)			17
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Secondary	11 to 13
<b>Age Range Justification</b>			<b>FTE %</b>
			0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAMS 4	Secondary	Full-time (1.0)	03/11/2026 02:25 PM

<b>Building Name</b>			
Easton Area MS			
<b>Support Type</b>			
Learning Support			
<b>Support Sub-Type</b>			
Learning Support			
<b>Level of Support</b>			<b>Case Load</b>
Itinerant (20% or Less)			18
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Secondary	11 to 13
<b>Age Range Justification</b>			<b>FTE %</b>
			0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAMS 3	Secondary	Full-time (1.0)	03/11/2026 02:25 PM

<b>Building Name</b>			
Easton Area MS			
<b>Support Type</b>			
Learning Support			
<b>Support Sub-Type</b>			
Learning Support			
<b>Level of Support</b>			<b>Case Load</b>
Itinerant (20% or Less)			19
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Secondary	11 to 13
<b>Age Range Justification</b>			<b>FTE %</b>
			0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAMS 2	Secondary	Full-time (1.0)	03/11/2026 02:25 PM

<b>Building Name</b>			
Easton Area MS			
<b>Support Type</b>			
Learning Support			
<b>Support Sub-Type</b>			
Learning Support			
<b>Level of Support</b>			<b>Case Load</b>
Itinerant (20% or Less)			20
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Secondary	11 to 13
<b>Age Range Justification</b>			<b>FTE %</b>
			0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EAMS 1	Secondary	Full-time (1.0)	03/11/2026 02:24 PM

<b>Building Name</b>			
Easton Area MS			
<b>Support Type</b>			
Learning Support			
<b>Support Sub-Type</b>			
Learning Support			
<b>Level of Support</b>			<b>Case Load</b>
Itinerant (20% or Less)			18
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Secondary	11 to 13
<b>Age Range Justification</b>			<b>FTE %</b>
			0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Palmer 4	Elementary	Full-time (1.0)	03/11/2026 02:21 PM

<b>Building Name</b>			
Palmer El Sch			
<b>Support Type</b>			
Learning Support			
<b>Support Sub-Type</b>			
Learning Support			
<b>Level of Support</b>			<b>Case Load</b>
Itinerant (20% or Less)			13
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Elementary	8 to 10
<b>Age Range Justification</b>			<b>FTE %</b>
			0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Palmer 3	Elementary	Full-time (1.0)	03/11/2026 02:21 PM

<b>Building Name</b>		
Palmer 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%)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Cover multiple grade levels throughout the day.		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Palmer 2	Elementary	Full-time (1.0)	03/11/2026 02:20 PM

<b>Building Name</b>		
Palmer 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	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Palmer 1	Elementary	Full-time (1.0)	03/11/2026 02:19 PM

<b>Building Name</b>			
Palmer 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	9 to 11
<b>Age Range Justification</b>			<b>FTE %</b>
			0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Tracy 3	Elementary	Full-time (1.0)	03/11/2026 02:19 PM

<b>Building Name</b>			
Tracy 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%)			20
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Elementary	7 to 11
<b>Age Range Justification</b>			<b>FTE %</b>
Cover multiple grade levels throughout the day.			1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Tracy 2	Elementary	Full-time (1.0)	03/11/2026 02:18 PM

<b>Building Name</b>			
Tracy 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)			23
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Elementary	6 to 11
<b>Age Range Justification</b>			<b>FTE %</b>
Cover multiple grade levels throughout the day.			0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Tracy 1	Elementary	Full-time (1.0)	03/11/2026 02:17 PM

<b>Building Name</b>			
Tracy El Sch			
<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)			9
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Elementary	5 to 6
<b>Age Range Justification</b>			<b>FTE %</b>
			0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Shawnee 4 (.5)	Elementary	Part-time (0.5)	03/11/2026 02:15 PM

<b>Building Name</b>			
Shawnee 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)			9
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Elementary	6 to 12
<b>Age Range Justification</b>			<b>FTE %</b>
Cover multiple grade levels throughout the day.			0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Shawnee 3	Elementary	Full-time (1.0)	03/11/2026 02:16 PM

<b>Building Name</b>			
Shawnee El Sch			
<b>Support Type</b>			
Learning Support			
<b>Support Sub-Type</b>			
Learning Support			
<b>Level of Support</b>			<b>Case Load</b>
Itinerant (20% or Less)			13
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Elementary	6 to 12
<b>Age Range Justification</b>			<b>FTE %</b>
Cover multiple grade levels throughout the day.			0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Shawnee 2	Elementary	Full-time (1.0)	03/11/2026 02:15 PM

<b>Building Name</b>		
Shawnee El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Cover multiple grade levels throughout the day.		0.6

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Shawnee 1	Elementary	Full-time (1.0)	03/11/2026 02:15 PM

<b>Building Name</b>		
Shawnee El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Cover multiple grade levels throughout the da		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Paxinosa 6	Elementary	Full-time (1.0)	03/11/2026 02:13 PM

<b>Building Name</b>			
Paxinosa El Sch			
<b>Support Type</b>			
Learning Support			
<b>Support Sub-Type</b>			
Learning Support			
<b>Level of Support</b>			<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)			13
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Elementary	9 to 11
<b>Age Range Justification</b>			<b>FTE %</b>
			0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Paxinosa 5	Elementary	Full-time (1.0)	03/11/2026 02:12 PM

<b>Building Name</b>			
Paxinosa El Sch			
<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)			10
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Elementary	5 to 6
<b>Age Range Justification</b>			<b>FTE %</b>
			0.83

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Paxinosa 4	Elementary	Full-time (1.0)	03/11/2026 02:11 PM

<b>Building Name</b>		
Paxinosa El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.65

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Paxinosa 3	Elementary	Full-time (1.0)	03/11/2026 02:11 PM

<b>Building Name</b>		
Paxinosa 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	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Paxinosa 2	Elementary	Full-time (1.0)	03/11/2026 02:10 PM

<b>Building Name</b>			
Paxinosa El Sch			
<b>Support Type</b>			
Learning Support			
<b>Support Sub-Type</b>			
Learning Support			
<b>Level of Support</b>			<b>Case Load</b>
Itinerant (20% or Less)			13
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Elementary	10 to 12
<b>Age Range Justification</b>			<b>FTE %</b>
			0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Paxinosa 1	Elementary	Full-time (1.0)	03/11/2026 02:10 PM

<b>Building Name</b>			
Paxinosa 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 10
<b>Age Range Justification</b>			<b>FTE %</b>
			0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
--------	--------------------	----------------------------------	---------

Forks 2	Elementary	Full-time (1.0)	03/11/2026 02:13 PM
---------	------------	-----------------	---------------------

<b>Building Name</b>		
Forks 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%)		18
<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>
		0.9

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Forks 1	Elementary	Full-time (1.0)	03/11/2026 02:05 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
March 4	Elementary	Full-time (1.0)	03/11/2026 02:03 PM

<b>Building Name</b>			
March El Sch			
<b>Support Type</b>			
Learning Support			
<b>Support Sub-Type</b>			
Learning Support			
<b>Level of Support</b>			<b>Case Load</b>
Itinerant (20% or Less)			8
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Elementary	6 to 11
<b>Age Range Justification</b>			<b>FTE %</b>
Cover multiple grade levels throughout the day.			0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
March 3	Elementary	Full-time (1.0)	03/11/2026 02:13 PM

<b>Building Name</b>			
March 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%)			9
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Elementary	6 to 11
<b>Age Range Justification</b>			<b>FTE %</b>
Cover multiple grade levels throughout the day.			0.45

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
March 2 (.5)	Elementary	Part-time (0.5)	03/11/2026 02:03 PM

<b>Building Name</b>			
March 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)			3
<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>
			0.06

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
March 1	Elementary	Full-time (1.0)	03/15/2026 10:12 AM

<b>Building Name</b>			
March 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)			7
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Elementary	7 to 10
<b>Age Range Justification</b>			<b>FTE %</b>
			0.14

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Cheston 4	Elementary	Full-time (1.0)	03/15/2026 10:12 AM

<b>Building Name</b>			
Cheston El Sch			
<b>Support Type</b>			
Learning Support			
<b>Support Sub-Type</b>			
Learning Support			
<b>Level of Support</b>			<b>Case Load</b>
Itinerant (20% or Less)			24
<b>Identify Classroom</b>		<b>Classroom Location</b>	<b>Age Range</b>
School District		Elementary	10 to 12
<b>Age Range Justification</b>			<b>FTE %</b>
			0.48

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Cheston 3	Elementary	Full-time (1.0)	03/15/2026 10:12 AM

<b>Building Name</b>			
Cheston 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%)			17
<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>
			0.85

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Cheston 2	Elementary	Full-time (1.0)	03/15/2026 10:12 AM

<b>Building Name</b>		
Cheston El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Cheston 1	Elementary	Full-time (1.0)	03/15/2026 10:12 AM

<b>Building Name</b>		
Cheston 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	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

## 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**