

Profile and Plan Essentials

Special Education Students

Total Number of Special Education Students 1289

Total Student Enrollment 6371

Percent of Special Education Students 20.2

Steering Committee

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School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Improvement and Planning Activity
Review the data (academic, discipline and attendance) for targeted students in their corresponding cohorts for grades 9-12 to develop a plan for interventions for both academic and behavior supports. Who: high school special education administration, guidance counselors, social workers, tech team, director of special education, graduation coach.
ATSI Plan - Goal 3, early warning system Who: Early warning system (EWS), grades attendance discipline reports for all students, professional development consult with PaTTAN/initial meeting to use the system.
Convene team prior to the start of the school year to review lists of at risk students, as well as, identify and align available resources to student needs (ATSI Plan - Goal 3, early warning system). Who: PA Counseling, CIS, OVR, guidance, social workers, behavioral specialists, IEP case managers, LEA, district data team, interagency collaboration (if active with student), probation.
Bi-weekly meetings for status update on students that are at risk, develop strategies for students, and/or revise current IEPs to address areas of need (ATSI Plan - Goal 3, early warning system). Who: administration, case managers, IEP team members, parents, guidance counselors, related service providers, behavioral specialist, social workers, mental health workers, PA counselors, CIS, OVR, LEA, district data team, interagency collaboration (if active with student), probation.
Continue to provide intervention times (in the areas of reading and math) for all incoming 9th graders, as well as, students who have been retained (credit recovery program). Who: trained special education teachers, read 180/Math 180 consultants.
universal intervention block designated for all students (including those with IEPs) in the core subjects of reading and math Who: system 44, read 180, math 180, additional licenses, ilit, agile minds, IT additional laptops/tablets, funding academic support center, Tuesday and Thursday tutoring and Saturday School.
Identify students who are in need of behavioral and/or mental health supports, develop and implement subsequent plans for them. Who: PA Counseling, CIS, OVR, Guidance, social workers, behavioral specialists, IEP case manager, LEA, district data team, interagency collaboration (if active with students), probation, school police officers, attendance officers, parents, student.
Review student data to ensure accuracy of the disability, as well as, monitoring their progress toward graduation through daily attendance, class/period attendance, academic progress, (grades), and discipline records. Who: building administrators, guidance, social workers, case managers, special education, office staff Materials: sapphire system, PaTTAN publications.
Engaging families and community partners in the high school process for students with disabilities. Who: communities in schools, PA Counseling, school counselors, building administration, office of special education, social workers, behavioral specialists, parent liaisons and parent coordinators. Materials: parent workshops, PaTTAN Publications.
Provide a minimum of 4 professional development sessions related to differentiated instruction for students, trauma informed care, IEP tool kit and inclusion strategies. Who: special education teachers, regular education teachers, related service providers, administration, para-educators, social workers, behavior specialists, psychologists, school police officers.

Drop Out (Indicator 2)

Improvement and Planning Activity
Analyze the data (academic, discipline and attendance) for targeted students in their corresponding cohorts for grades 9-12 to develop a plan for intervention in both academic and behavioral areas. What: EWS - early warning system: grades, attendance, discipline reports for all students.
Convene team prior to the start of the school year to review lists of at risk students, as well as, identify and align available resources to meet student needs. Who: PA Counseling, CIS, OVR, guidance, social workers, behavioral specialists, IEP case managers, LEA, district data team, interagency collaboration (if active with student), probation.
Continue to provide intervention times (in the areas of reading and math) for all incoming 9th graders and students who have been retained. Universal Intervention Block designated for all students (including those with IEP's) in the core subjects of reading and math. Who: Trained special education teachers, Read 180/ Math 180 Consultants. What/ Resources: Systems 44, Read 180 and Math 180 additional licenses, IT, additional laptops/ tablets, funding academic Support center, Tuesday and Thursday tutoring and Saturday school, ATSI plan.
In alignment with Act 339 portfolios, identify targeted interests of students with disabilities to increase their motivation and career focus through interest surveys, career plans, sign in sheets for college trips and career fairs. Who: School counselors, transition coordination, regular education teachers, special education teachers, LEA, OVR coordinator, job coaches, school social worker, interagency collaboration (if active with student). Materials: Students surveys, parent meetings, transition, component of the IEP, transportation for college trips.
Monthly meetings for status update on students that are at risk determined by the Early Warning System. Who: PA Counseling, CIS, OVR, Guidance, Social Workers, Behavioral Specialists, IEP case managers, LEA, District Data Team, Interagency Collaboration (if active with student), probation.
The ability to recover credits/ marking period grades for classes failed for all students with IEP's. Who: Regular education teachers, special education teachers, school counselors and administrators. Materials: Credit recovery during Saturday school and/ or Tuesday/ Thursday after school tutoring.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Improvement and Planning Activity
The Office of Special Education will conduct district - wide professional development on "Educational Placement - VII" decisions and Part VIII calculation of service. Who: Special education administrators, Consultants from LIU 12 and PaTTAN, Identified teachers to serve as IEP support in schools, LEA, related service providers
The Office of Special Education will sponsor a teacher summer workshop on the IEP toolkit that will focus on decision making for developing appropriate IEPs. Who: Special education team, administrators, consultant for district. Materials: IEP toolkit manual ACCESS funding for teacher training.
The office of special education will develop a plan to distinguish students who would benefit from the use of life skills program verses a learning support 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)

Improvement and Planning Activity

Notify parents of the exit interview with their child to inform them of contact that will be made in a year to update their child post secondary outcome.
Send a letter to the house concerning the follow-up contact that will be made in 6 more months concerning post secondary outcomes. In addition the former case manager can reach out to the family concerning notification of the follow-up survey concerning their graduate.
At the exit interview get the cell number of the student for the following year.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Hope's Haven - York PA	Residential Setting		District	2
Cornerstone Youth Home	Residential Setting		District	1

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 district locates students which are thought to be exceptional in 1306 placements through the Child Find process. This process occurs throughout the year and provides information regarding the evaluation and IEP process. Several mediums are used to notify the public of the child find process. Child Find notices appear in local newspapers, are displayed on the district website, and information is at the district office regarding contact information for students who may need an evaluation to determine eligibility and a need for special education services. The district works closely with the Lincoln Intermediate Unit 12 (LIU12) to ensure they are informing the public about child find requirements through their own website and newspaper notifications on behalf of the district. The district ensures students are receiving a free appropriate public education (FAPE) in the least restrictive environment by starting the discussion at the IEP meeting. The IEP team discusses what supplementary aids and services are to be included in the general education environment. Students who transfer into the district with an existing IEP participate in an IEP meeting. At this meeting records are reviewed, and the IEP is accepted and implemented immediately. The district works collaboratively with sending districts, agencies, parents, and students to ensure that all information is received in a timely manner. The records may include evaluation reports (ER), IEPs, health records, transcripts, discipline records and any other pertinent information to ensure that the student receives services detailed in an IEP that is approved by the parent in the least restrictive environment. Problems and barriers may exist when the records are incomplete, outdated or received at a later time. Another barrier may include records from another state due to services differing from state to state. Communication occurs immediately with the sending district upon notification that a student with an IEP has registered with our district registrar. The district hosts students under section 1306 who reside at the Hope's Haven. Students who are admitted to Hope's Haven and attend the school district are enrolled with the district and attend the district's schools/programs. The school district provides FAPE and implements/adopts the IEP that was initiated by the previous LEA. If the ER/RR and/or IEP are not current, the school district will immediately implement the last agreed upon IEP to the extent possible until a RR can be generated, and new IEP developed. A permission to reevaluate (PTR) is issued, and the re-evaluation process initiated, culminating in a RR, IEP, and NOREP. The individual will receive special education programming and services while the special education evaluation process is completed. All students attend their neighborhood school unless their IEP indicates a need for a specialized program that is provided in a district wide program/alternate private school. Upon enrollment, the district reviews the current IEP, gathers information from agencies, home district, parent/surrogate(s) and implements or adopts the current IEP. A NOREP/PWN is issued to the individual with educational rights. If appropriate, a data review/reevaluation is held. At minimum a new IEP is developed at that time.

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

Students that currently live at Hope's Haven are placed through children, youth, and families (CYF) across the state of Pennsylvania from the county of origin for the student. The process begins with a best interest determination (BID) meeting to include CYF representatives, home school district, and the district of residence. After this meeting the teams exchange information to include medical and special education paperwork. The facility is generally in contact with the home CYF representatives. Information is communicated to the district at this BID meeting. If a student transitions away from the residential facility, the district is notified through the home agencies and a withdrawal is completed if the student moves from the residential facility. The office of special education completes a visit of the 1306 facility to understand the structure and supports that are in place for the students. The visiting members may include the director of special education, special education administration, social workers, and/or other team members within district as needed for the student. The district is in contact with the facility for any additional supports needed for educational services or supports.

Incarcerated Students Oversight

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

No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).
The School District of the City of York provides oversight for all incarcerated students who are in need of specially designed instruction. Procedures for ensuring free appropriate public education (FAPE) for incarcerated students consist of ongoing monitoring of reporting data generated by Lincoln Intermediate Unit 12 (LIU12) to the district's child accounting coordinator (verification of residence). The LIU12 contacts the district to request records and coordinate the course of study for students. Information is sent to the school administrators, guidance counselors, student support offices, and the office of special education. As stipulated in Brian B. v. Commonwealth of PA, information for students that have been identified as receiving services is sent to the respective facilities within the designated time frame. The LIU12 provides special education services for all incarcerated students who are eligible for special education services. A student is eligible for a diploma when the high school principal of the local or home district determines that the work completed by the student meets the school district's criteria for graduation.

Least Restrictive Environment

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

The School District of the City of York is committed to ensuring free appropriate public education (FAPE) for all students with disabilities in the least restrictive environment (LRE). Once the multidisciplinary team determines a student is eligible for specialized instruction, the team develops an individualized education program (IEP) that is based on the student's present level of performance, strengths, and areas of need that is driven by the evaluation or re-evaluation report. After the team establishes the student's IEP goals and objectives, specially designed instruction (SDI's), and supplementary aids and services, the team then determines how the student's educational program will be implemented within the LRE. The regular education setting is the first LRE consideration with supplementary aids and services for all students regardless of disability of program needs. The LEA offers a continuum of services, within the itinerant, supplemental, and full-times levels of support, for students receiving learning support, emotional support, autistic support, deaf and hard of hearing support, life skills support, speech and language support, and multi-disabilities support. These services are provided within district buildings encompassing grades K through 12. Data from the initial evaluation or re-evaluation report, in conjunction with progress monitoring, support the IEP team in the LRE decision-making process. The district recognizes that some students require unique supports which require intensive intervention that is provided in an out-of-district placement. Special education supervisors and social workers coordinate with parents and the school-based IEP team to identify an appropriate placement that can meet these students' complex needs. The district has worked with the following placements: Bridges partial hospitalization program (PHP), High Road School of York County, High Road of School Southern York, New Story, River Rock Academy, Soaring Heights School of York, Paradise School, York Learning Center, and Lincoln Intermediate Unit 12 (LIU12) for students that have a higher level of need in the area of deaf/heard of hearing & blind/ visually impaired. If it is determined that the student cannot be supported by services provided within a district building, the LEA actively monitors and attends team meetings for students in out-of-district placements to ensure FAPE and LRE are consistent with the student's academic, behavior, and social-emotional needs. LRE placement data indicates that The School District of the City of York utilizes High Road School of Southern York, Paradise School, and York Learning Center - LIU12 most frequently when student needs exceed services offered at any of our comprehensive schools. However, the students who are receiving services in out-of-district placements are placed in LRE's such as youth detention centers at the discretion of the criminal justice system, child welfare system or have met medical necessity criteria (MNC) for placement in either a residential or day-treatment mental health/medical facility. Given that the district already utilizes several medical assistance funded mental health services such as community school-based behavioral health (CSBBH) and school-based outpatient (SBO) therapy located in every building across the district, areas of improvement most likely highlight the need to reduce the amount of offensive behaviors and mental health concerns some students exhibit in the community. Partnerships with community providers like Pennsylvania Counseling Services (PCS), Pressley Ridge, and local police precincts are active collaborations developed to help mitigate these circumstances.

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

The School District of the City of York believes that educational equity is an inherent human right and must shape our mindsets. It is the expectation that we establish and sustain equitable school system policies, procedures, and practices. The district's mission ensures all stakeholders are centered in the care of implementing and modeling practices for continuous growth and reflection. Along with equity practices, the district also adopts a trauma-informed approach to education that realizes the widespread impact of trauma and understands potential paths for recovery by recognizing the signs and symptoms of trauma in students, families, staff, and others involved with the school district and responds to this awareness by fully integrating knowledge about trauma into policies, procedures, and practices that seek to actively resist re-traumatization. The district is implementing the Multi-Tiered System of

Supports (MTSS) model in lieu of the former Comprehensive Student Support Team (CSST) utilized by the district to identify students who are academically and behaviorally at-risk. Given that this is in the initial implementation stage, the district is focusing on providing supportive literacy interventions for students in grades K - 2. As this initiative expands, this process will promote interventions based upon student needs and will include procedures that monitor effectiveness of this universal practice. Early in the identification process, the MTSS specialist will make contact with the parent and schedule a meeting with the school team. The school team and stakeholders might include the parent(s), student, regular education teachers, school psychologist, building administration, speech and language pathologist, building social worker, school nurse, occupational therapist, physical therapist, district board certified behavior analyst (BCBA), PaTTAN's Autism initiative internal coach, hearing impaired teacher, community agencies/providers, and any other court-appointed representation. Results from the team meeting may include a recommendation to evaluate for Chapter 14 support and services. Included within the MTSS framework is school-wide positive behavior interventions and support (SWPBIS) as an additional universal practice the district is using to facilitate a tier 1 support system for all students. This practice works to improve school climate and student behaviors throughout the district. Each building has a PBIS team that establishes events and activities for students to reinforce a positive learning environment and better facilitate learning throughout the day. Through an analysis of student's office referrals, daily observations, and student team meetings, each building examines disruptive behaviors and creates specific interventions that are implemented, monitored, and adjusted to improve negative student behavior. The district identified five guiding principles that comprise the core of a safe learning environment. These principles apply to all staff, students, and visitors. They rely on guidance from the staff with a gradual release of external control to guide students in becoming self-aware, self-actualized, and self-disciplined. These principles, preparation, respect, integrity, determination, and engaged, create the acronym P.R.I.D.E. and is utilized during daily PRIDE lessons taught by classroom teachers during prescribed periods. Integrated within the MTSS framework is an evidence-based social-emotional learning (SEL) initiative, Positive Action. Positive Action is a comprehensive SEL curriculum that teaches students skills for improving their self-concept, using positive actions for a healthy body and mind, managing themselves responsibly, treating others the way they like to be treated, telling themselves the truth, improving themselves continually, and developing skills for setting and achieving goals. As a result of integrating an evidence-based social-emotional curriculum within the larger MTSS framework, the continuum of instruction and support becomes more robust and comprehensive. These skills also improve student and staff resilience. In addition to PBIS and Positive Action, another universal practice created and facilitated within some buildings is restorative practices. The restorative practice approach is about building community and strengthening relationships. Instead of using punishments and rewards to influence students' behavior, restorative practices seek to address the underlying reasons for a student's hurtful behavior and nurture their intrinsic desire to treat others with care and respect. In the buildings where this practice is utilized, it is incorporated within the MTSS framework and serves as an additional intervention to address the social/emotional needs of its students. Pennsylvania Counseling Services (PCS) provides school-based outpatient (SBO) counseling services in all buildings. Utilizing 17 therapist and servicing over 450 students district-wide, this program is monitored by building social workers who facilitate referrals from school team members. The therapist is able to refer students to outpatient individual or family counseling, medication management, and intensive behavioral health services (IBHS) services. SBO services are delivered in school and funded through medical assistance (MA) or in an office setting if covered by private insurance. Pressley Ridge provides community and school-based behavioral health (CSBBH) services in three K-8 buildings. Utilizing a total of nine therapists divided into three teams, this program provides voluntary mental health services for students who have severe emotional and/or behavioral concerns that interfere with their learning and/or functioning in school, home, and community. Funded through MA and monitored/referred by the building social worker, the CSBBH teams provide clinical support to students during the school day and are available to students and their families after school hours, on weekends, at home, and over the summer. Although the student is the identified patient, the teams deliver individual and family counseling services to all family members and is

designed to prevent the student from escalating and having to access more restrictive care or out-of-home placements by teaching the child new ways to better manage their behaviors and feelings, so that they can learn and get along better with others.

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

The School District of the City of York provides a variety of programming options for our students with disabilities to participate in the general education curriculum. All staff members are trained and given access to the various programs through the technology department. The various professional development sessions occur throughout the school year on designated days; such as the district scheduled half-day Wednesdays. Virtual learning, that occurs when students are unable to be in-person, occurs through live zoom lessons, Google suite, and Clever. In Clever, teachers have a variety of programming resources to supplement lessons, for all learners. These programs include IXL, Boom Learning cards, LiveSchool, ClassDojo, Remind, Headsprout, Reading A-Z, Raz Kids, Foundations, Benchmark, Odysseyware, Khan Academy, Unique Learning Systems, and Pathblazer.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. Positive Action is a social and emotional learning (SEL) curriculum which promotes the idea that when you feel good about yourself, you do good things. Positive Action lessons build confidence and insight for students to explore new experiences available in extracurricular activities. Healthy Relationships is a program that supports adolescents and young adults with various special needs who are missing out on critical social skills and life skills, impacting their ability to function effectively in society. Without this solid foundation, they can face lifelong struggles when it comes to forming meaningful social relationships. Healthy Relationships curriculum contains essential lessons or activities for young people that provides the life and social skills they will need to transition to post-secondary opportunities.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

The School District of the City of York believes that ensuring children with disabilities that are placed in private institutions are educated with non-disabled peers and have opportunities to participate in district lead extracurricular activities to extent that is most appropriate and beneficial for the individual child. To ensure our children have these opportunities, we as the district, attend weekly, monthly, and annual IEP and/or team meetings to discuss progress and appropriate opportunities for all of our children. Also, during the intake meetings, we review all current documents/paperwork and existing accommodations that have been used with the child. As a team, we also make revisions based upon comparable services that placement provides. Students with disabilities are afforded opportunities to participate on sports teams and other extracurricular activities, e.g., homecoming, prom, etc., with their non-disabled peers.

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

The district has expanded its Bearcat Cyber online education program. Through PaTTAN's autism initiative expansion, we currently have 13 classes and plan to open an additional four. The district has further developed it's STEAM (Science, Technology, Engineering, Arts and Math) program, the multiple disabilities support (MDS) classroom's use of home health aides (HHAs) and private-duty nurses allow these medically fragile and vulnerable students to safely attend school daily with their peers, life skills support (LSS) classrooms now utilize Unique Learning and Healthy Relationships as academic and supplemental social and emotional learning (SEL) curriculums, all classrooms incorporate Positive Action lessons in each building's school-wide positive behavior interventions and supports (SWPBIS) program, we hired additional school police officers (SPOs) and hall monitors to promote behavioral

compliance, certified six Crisis Prevention Institute (CPI) district trainers for crisis de-escalation, and certified one trainer for Quality Behavioral Solutions (QBS) - Safety Care for crisis de-escalation needs in the Autistic support (AS) program.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Yorkshire Academy at York Learning Center - LIU12	Other	Other public facility (non-residential)	Lincoln Intermediate Unit 12	Multiple Disabilities Support	1
High Road School of Southern York	Other	Private facility (non-residential)	SESI	Autistic Support	3
New Story	Other	Private Facility (Non-residential)	New Story	Emotional Support	2
River Rock Academy - Red Lion	Other	Private facility (Non-residential)	River Rock	Emotional Support	10
Paradise School	Other	Public Facility (non-residential)	Lincoln Intermediate Unit 12	Emotional Support	6
Yorkshire Learning Center Lion's Pride	Other	Public facility (Non-residential)	Lincoln Intermediate 12	Emotional Support	4
High Road School of York	Other	Private facility (Non-residential)	SESI	Emotional Support	1
Yorkshire Learning Center TES Center-based High School	Other	Public Facility (Non-residential)	Lincoln Intermediate Unit 12	Emotional Support	8
Yorkshire Learning Center Dual-Diagnosis Class	Other	Public Facility (Non-residential)	Lincoln Intermediate Unit 12	Life Skills Support	2
Red Lion Area Senior High School	Other	Public School	Red Lion Area School District	Blind and Visually Impaired Support	1
Dover High School TES	Other	Public School	Dover Area School District- Lincoln Intermediate Unit 12	Emotional Support	1
Spring Grove High School TES	Other	Public School	Spring Grove School District- Lincoln Intermediate Unit 12	Emotional Support	1

Wallace Elementary	Other	Public School	West York Area School District	Life Skills Support	1
Spring Forge Intermediate School	Other	Public School	Northeastern School District - LIU 12	Deaf and Hard of Hearing Support	1
Northeastern High School	Other	Public School	Northeastern Senior High School - LIU 12	Emotional Support	1
York Haven Elementary	Other	Public School	Northeastern School District - LIU 12	Life Skills Support	1

Positive Behavior Support

Date of Approval
2018-11-20

Uploaded Files
Board Policy.pdf

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

A behavior support plan is developed for a student whose behavior impedes the student's learning or the learning of others. In the behavior support plan, positive techniques must be used to improve the student's opportunities for learning and achievement of academic standards. Behavior support plans are based on a functional assessment of behavior and include a variety of research-based techniques. Data is collected on which research based strategies would be effective for each student. A functional behavior assessment (FBA) is conducted during which the data is analyzed along with parent and teacher observations and input. This is completed prior to the development and implementation of the positive behavior support plan (PBSP) to hypothesize the function of the student's behavior. The evidence-based social/emotional curriculum, Positive Action, is being taught across all grade levels in the school district. Positive Action is based on the intuitive philosophy that we feel good about ourselves when we do positive actions. The thoughts-actions-feelings circle (TAF) illustrates how this works in life: our thoughts lead to actions and those actions lead to feelings about ourselves which in turn lead to more thoughts. When this cycle is negative, students do not want to learn. When this cycle is positive, students want to learn. The essence of the program is to emphasize those actions that promote a healthy and positive cycle. The Positive Action program works through these concepts in a systematic way. The special education department has three licensed social workers who provide social work as a related service when students need more individualized services to develop their social skills. If a student needs more supportive therapeutic services, the team refers the student to Pennsylvania Counseling Services (PCS).

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 LEA provides annual training to staff on research-based practices, using the nonviolent crisis intervention (NCI) model developed by the Crisis Prevention Institute (CPI). The philosophy of the program focuses on crisis prevention and the creation of restraint-free environments through a commitment to care, welfare, safety, and security. All physical interventions and supports are used as a last resort when the student is in danger of hurting him/herself or others. CPI focuses on a verbal de-escalation continuum and staff's responses to student behavior. Our district contracts with a board certified behavior analyst (BCBA) who provides training and support to our teachers on functional behavioral assessments (FBAs), positive behavior support plans, and intervention for our students. The social workers and BCBA train and support the teachers regarding safety planning for students who need more intensive supports.

3. Describe the district positive school wide support programs.

The School District of the City of York (SDCY) is committed to creating and sustaining positive, equitable, and trauma-sensitive learning experiences for all students, staff, and families. As a result of our commitment, SDCY implements evidence-based practices through multi-tiered systems of support (MTSS).

The multi-tiered framework enhances academic, behavior, and social-emotional skills for all students and includes positive behavior interventions and supports (PBIS). PBIS is a district-wide, evidence-based approach that serves as the basis for the district's code of student conduct. It uses an MTSS framework to teach and reinforce positive behavioral expectations for all students, including students with disabilities. A core feature of the MTSS/PBIS framework emphasizes a set of universal and culturally responsive practices that focus on strengthening the student-staff relationship. SDCY has identified the following universal practices:

1. Teaching socially and culturally relevant behavioral expectations and rules across all learning environments.
2. Reinforcing and acknowledging student demonstration of prosocial behaviors. 3. Responding to behavior errors through proactive, instructive, and/or restorative approaches. 4. Assuring individual student needs are met with equitable supports in all learning experiences. Fidelity of implementation of PBIS is vital for ensuring positive outcomes are sustainable for all students.

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

School-based behavioral health services are provided in all buildings. These services include the following: 1. School counselors (8): These individuals support and maintain the Chapter 339 guidance plan by addressing the academic, personal/social and career needs of our students. They provide guidance curriculum, individual planning, responsive services and system support to our students, staff, parents, and community. School counselors coordinate 504 plans and student assistance program (SAP) teams and support the MTSS process, peer mediation, transition services, and leadership programming. 2. Licensed school social workers (13): These individuals provide a myriad of services, including supportive counseling, social skills training, case management, crisis management, referrals for additional services, community involvement, family engagement, and home visits. School social workers support families, teachers, and other staff in supporting the overall goals of increasing academic success for all students. 3. School psychologists (8): They provide psychological services, including psychological educational evaluations, crisis assessments, and teacher consultation. Each building has an assigned psychologist. The district's psychologist are an integral part of the MTSS team and process. 4. Communities in schools (CIS): Site coordinators work inside the school to provide integrated student supports. They work with school leadership and staff to connect students and families with communities resources that help to address both academic and nonacademic needs. 5. Pennsylvania Counseling Services (PCS): The agency provides school-based outpatient (SBO) counseling in every building. The therapist refers students to outpatient individual/family counseling, medication management, and intensive behavior health services (IBHS) as appropriate. These services are delivered in school through medical assistance (MA) or out of school through commercial insurance. 6. Community and school-based behavioral health (CSBBH): Pressley Ridge provides voluntary mental health services for students who have severe emotional and/or behavioral concerns that interfere with learning and/or functioning in school, home, and community. The CSBBH team is physically housed at Davis K-8 School, McKinley K-8 School, and Hannah Penn K-8 School. They provide clinical support to students during the day and are available to students and their families after school hours, on weekends, at home, and during the summer. 7. Check and Connect mentors: A service contracted through PCS and funded by York county office of children, youth, and families (CYF) that provide truancy interventions and goal setting. 8. Student assistance program (SAP): Screens and identifies at-risk students for mental health and drug/alcohol problems. The York county office of mental health and intellectual developmental disabilities (MH-IDD) assist with mental health and TrueNorth Wellness services. 9. TrueNorth Wellness Services provides mobile crisis unit for on-site crisis management: This service is available to all students in the K-8 buildings and the high school. The mobile crisis unit will access mental health issues such as suicide, homicide, and out of control behaviors.

5. Describe the district restraint procedure.

Restraints to control acute or episodic aggressive behavior are allowed only as a last resort when the student is a clear and present danger to himself/herself or to others and when less restrictive and researched based practices and measures, including de-escalation techniques, have proven to be ineffective.

- May not be in the prone position (i.e., child held down facing the floor) which is prohibited altogether.
- Allowed in the IEP only

upon specified conditions, including that restraints will be used as a last resort, staff is authorized to use the procedure and have received the appropriate training required according to the model employed, and that positive behavior supports will be used in conjunction with the teaching of socially acceptable alternative skills. • If restraint is included in the IEP, there is also inclusion of a plan to eliminate the future use of restraints through the application of the positive behavior support plan (PBSP). • Requires timely parent notification (occurring within one school day of a restraint unless other procedures are written in the student's IEP) and the scheduling an IEP team meeting to occur within 10 school days after each restraint unless the parent agrees to waive their right to the meeting in writing after receiving the IEP meeting invitation. Even when the parent waives their right to attend the IEP meeting, the team may still convene to determine if changes need to be made to the PBSP or IEP. Exclusions to this rule include when a police officer is called to assist with or conduct a physical restraint, then an IEP team meeting must occur regardless to whether or not the parent waives the meeting. • The IEP team must review the current IEP including the PBSP for appropriateness and effectiveness. • Requires Pennsylvania Department of Education (PDE) prescribed data collection and reporting for cyclical compliance monitoring.

Intensive Interagency

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

The School District of the City of York provides education for students with medical concerns. This begins with a note from a medical provider that includes a beginning and end date, reason why instruction can not be provided in a regular education school (medical condition), and a medical provider's signature. This letter is submitted to district student services and the forms or applications are given to the designated home buildings to be returned for parent signatures. Those documents are submitted to student services where a certified special education teacher is located along with other related service providers. The IEP team will meet to determine whether a student would receive the most appropriate educational placement outside the district offered classes. The special education administration will research placement options and availability. In a circumstance where a student is waiting for an academic placement, the student will continue to attend school in-person or is offered a virtual learning option depending on the IEP team's decision. There have been parent requests for take-home printed work packets and teacher check-ins if the virtual learning environment was not conducive to the student's learning. This occurs until an intake is completed for the appropriate education placement.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AlbrightL	Multiple	Full-time (1.0)	04/18/2022 12:34 PM

Building Name		
York City SD		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Multiple	15 to 17
Age Range Justification		FTE %
		0.06

Building Name		
York City SD		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Multiple	18 to 18
Age Range Justification		FTE %
		0.05

Building Name		
York City SD		

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Multiple	14 to 14
Age Range Justification		FTE %
		0.08

Building Name		
York City SD		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Multiple	17 to 18
Age Range Justification		FTE %
		0.25

Building Name		
York City SD		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Multiple	9 to 16
Age Range Justification		FTE %

Age limits exceed the state mandated limits but services are not collateral	0.42
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Building Name		
York City SD		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Multiple	13 to 15
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HaydenC	Multiple	Full-time (1.0)	04/18/2022 12:28 PM

Building Name		
York City SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		36
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 18
Age Range Justification		FTE %
Age limits exceed the state mandated age limits but services are not collateral		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LappA	Multiple	Full-time (1.0)	04/18/2022 12:26 PM

Building Name		
York City SD		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Multiple	16 to 18
Age Range Justification		FTE %
		0.08

Building Name		
York City SD		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Multiple	15 to 18
Age Range Justification		FTE %
Age limits exceed the state mandated age limits but services are not collateral		0.2

Building Name		
York City SD		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		27
Identify Classroom	Classroom Location	Age Range
School District	Multiple	15 to 19
Age Range Justification		FTE %
Age limits exceed the state mandated age limits but services are not collateral		0.54

Building Name		
York City SD		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Multiple	18 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DerricksonJ	Multiple	Full-time (1.0)	04/18/2022 12:17 PM

Building Name
York City SD

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Multiple	15 to 15
Age Range Justification		FTE %
		0.12

Building Name		
York City SD		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 14
Age Range Justification		FTE %
Age limits exceed the state mandated age limits but services are not collateral		0.08

Building Name		
York City SD		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Multiple	6 to 12
Age Range Justification		FTE %

Age limits exceed the state mandated age limits but services are not collateral	0.5
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MarcelloE	Multiple	Full-time (1.0)	04/18/2022 12:13 PM

Building Name		
York City SD		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Multiple	15 to 18
Age Range Justification		FTE %
Age limits exceed the state mandated age limit but services are not collateral		0.64

Building Name		
York City SD		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 11
Age Range Justification		FTE %
Age limits exceed the state mandated age limit but services are not collateral		0.1

Building Name		
York City SD		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Multiple	14 to 14
Age Range Justification		FTE %
Age limits exceed the state's mandated age limit but services are not collateral		0.05

Building Name		
York City SD		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Multiple	12 to 12
Age Range Justification		FTE %
Age limits exceed the state mandated age limit but services are not collateral		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BooseK	Elementary	Full-time (1.0)	04/11/2022 09:15 AM

Building Name	
Edgar Fahs Smith STEAM Academy	

Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 13
Age Range Justification		FTE %
Age limits exceed the limits mandated by the state but services are not collateral		0.22

Building Name		
Devers Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		38
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 13
Age Range Justification		FTE %
Age limits exceed the limits mandated by the state but services are not collateral		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
McIntoshE	Multiple	Full-time (1.0)	04/11/2022 09:12 AM

Building Name		
Davis Sch		
Support Type		
Speech And Language Support		

Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 15
Age Range Justification		FTE %
Age limits exceed the limits mandated by the state but services are not collateral		0.22

Building Name		
William Penn SHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		38
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
Age limits exceed the limits mandated by the state but services are not collateral		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FisherC	Elementary	Full-time (1.0)	04/11/2022 09:09 AM

Building Name		
Davis Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		

Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 13
Age Range Justification		FTE %
Age limits exceed the limits mandated by the state but services are not collateral		0.37

Building Name		
Jackson Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 15
Age Range Justification		FTE %
Age limits exceed the limits mandate by the state but services are not collateral		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Wetzela	Elementary	Full-time (1.0)	04/08/2022 02:35 PM

Building Name	
McKinley Sch	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	Case Load
Itinerant (20% or Less)	65

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 15
Age Range Justification	FTE %	
Age limits exceed the state's mandated age limit but services are not collateral	1	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WhiteM	Elementary	Full-time (1.0)	04/08/2022 02:32 PM

Building Name		
Hannah Penn		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		49
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 15
Age Range Justification	FTE %	
Age limits exceed the state's mandated age limits but services are not collateral	0.75	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ShafferK	Elementary	Full-time (1.0)	04/08/2022 02:31 PM

Building Name		
Hannah Penn		
Support Type		

Speech And Language Support			
Support Sub-Type			
Speech And Language Support			
Level of Support			Case Load
Itinerant (20% or Less)			59
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	5 to 14	
Age Range Justification			FTE %
Age limits exceed the state's mandated age limits but services are not collateral			0.91

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MeansR	Elementary	Full-time (1.0)	04/08/2022 02:28 PM

Building Name			
Ferguson Sch			
Support Type			
Speech And Language Support			
Support Sub-Type			
Speech And Language Support			
Level of Support			Case Load
Itinerant (20% or Less)			58
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	5 to 15	
Age Range Justification			FTE %
Age limits exceed the state's mandated age limits but services are not collateral			0.89

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HooverJ	Elementary	Full-time (1.0)	04/08/2022 02:25 PM

Building Name		
Goode Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		61
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 15
Age Range Justification		FTE %
Age limits exceed the state's mandated age limit but services are not collateral		0.94

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
StambaughM	Secondary	Full-time (1.0)	04/08/2022 02:15 PM

Building Name		
William Penn SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandated age limits but services are not collateral		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
QueenanS	Secondary	Full-time (1.0)	04/08/2022 02:13 PM

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state mandated age limit but services are not collateral		0.22

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's age limit mandate but services are not collateral		0.3

Building Name	
William Penn SHS	
Support Type	

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandated age limits but services are not collateral		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PalmerM	Secondary	Full-time (1.0)	04/08/2022 02:06 PM

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandated age limit but services are not collateral		0.04

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandated age limit but services are not collateral		0.1

Building Name		
William Penn SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandated age limit but services are not collateral		0.25

Building Name		
William Penn SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's age limit mandate but services are not collateral		0.4

Building Name

William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandated age limit but services are not collateral		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
OstromK	Secondary	Full-time (1.0)	04/08/2022 02:00 PM

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandated age limit but services are not collateral		0.16

Building Name		
William Penn SHS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's age limit mandate but services are not collateral		0.15

Building Name		
William Penn SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the states age limit mandate but services are not collateral		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MitrovichM	Secondary	Full-time (1.0)	04/08/2022 01:53 PM

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandated age limit but services are not collateral		0.14

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandated age limits but services are not collateral		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LoBiancoM	Secondary	Full-time (1.0)	04/08/2022 01:49 PM

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandated age limits but services are not collateral		0.28

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandated age limits but services are not collateral		0.15

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandated age limits but services are not collateral		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LincolnK	Secondary	Full-time (1.0)	04/08/2022 01:43 PM

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.14

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.1

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.25

Building Name		
William Penn SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.27

Building Name		
William Penn SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.05

Building Name

William Penn SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MassaR	Secondary	Full-time (1.0)	04/08/2022 11:04 AM

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.34

Building Name		
William Penn SHS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KnabyJ	Secondary	Full-time (1.0)	04/08/2022 10:57 AM

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.3

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.22

Building Name		
William Penn SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FalzoneB	Secondary	Full-time (1.0)	04/08/2022 10:44 AM

Building Name		
William Penn SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandated limits but services are not collateral		0.05

Building Name		
William Penn SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandated limits but services are not collateral		0.08

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandated limits but services are not collateral		0.16

Building Name		
William Penn SHS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandated limits but services are not collateral		0.05

Building Name		
William Penn SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandated limits but services are not collateral		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DarbouzeN	Secondary	Full-time (1.0)	04/08/2022 10:34 AM

Building Name	
William Penn SHS	
Support Type	
Life Skills Support	
Support Sub-Type	

Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.07

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.08

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.25

Building Name

William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MascoM	Secondary	Full-time (1.0)	04/11/2022 09:22 AM

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.02

Building Name		
William Penn SHS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.25

Building Name		
William Penn SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.1

Building Name		
William Penn SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.07

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WayB	Secondary	Full-time (1.0)	04/08/2022 10:22 AM

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.1

Building Name		
William Penn SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandate age but services are not collateral		0.15

Building Name		
William Penn SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandate age but services are not collateral		0.1

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range

School District	Secondary	15 to 18
Age Range Justification		FTE %
Age limits exceed the state's mandate age but services are not collateral		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Cuttino	Secondary	Full-time (1.0)	04/08/2022 10:16 AM

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.16

Building Name		
William Penn SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %

	0.08
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Building Name		
William Penn SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.15

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MentzerG	Secondary	Full-time (1.0)	04/08/2022 10:11 AM

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.18

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.05

Building Name		
William Penn SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range

School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.05

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.08

Building Name		
William Penn SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.06

Building Name		
William Penn SHS		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GallonC	Secondary	Full-time (1.0)	04/08/2022 10:00 AM

Building Name		
William Penn SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.12

Building Name		
William Penn SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load

Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.06

Building Name		
William Penn SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JohnsonT	Secondary	Full-time (1.0)	04/08/2022 09:57 AM

Building Name		
William Penn SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range

School District	Secondary	15 to 20
Age Range Justification		FTE %
Age waiver was accepted by the IEP Team		0.88

Building Name		
William Penn SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
Age waiver was accepted by the IEP Team		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HollandL	Secondary	Full-time (1.0)	04/08/2022 09:51 AM

Building Name		
William Penn SHS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 20
Age Range Justification		FTE %

	0.5
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Building Name		
William Penn SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 20
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
StineC	Elementary	Full-time (1.0)	04/04/2022 02:52 PM

Building Name		
Edgar Fahs Smith STEAM Academy		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ChattertonJ	Elementary	Full-time (1.0)	04/04/2022 02:51 PM

Building Name		
Edgar Fahs Smith STEAM Academy		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.25

Building Name		
Edgar Fahs Smith STEAM Academy		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BakerD	Elementary	Full-time (1.0)	04/04/2022 02:48 PM

Building Name		
Edgar Fahs Smith STEAM Academy		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.1

Building Name		
Edgar Fahs Smith STEAM Academy		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 14
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HunsingerJ	Elementary	Full-time (1.0)	04/04/2022 02:46 PM

Building Name		
McKinley Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 13
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.35

Building Name		
McKinley Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 13
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LinkerC	Elementary	Full-time (1.0)	04/04/2022 02:43 PM

Building Name		
McKinley Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 14
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.32

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SchraderM	Elementary	Full-time (1.0)	04/04/2022 02:40 PM

Building Name		
McKinley Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.25

Building Name		
McKinley Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GehrisA	Elementary	Full-time (1.0)	04/04/2022 02:38 PM

Building Name	
McKinley Sch	

Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 15
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Gasmen	Elementary	Full-time (1.0)	04/04/2022 02:36 PM

Building Name		
McKinley Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	13 to 15
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.28

Building Name		
McKinley Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	13 to 15
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.2

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

Building Name		
McKinley Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.83

Building Name		
McKinley Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 12
Age Range Justification		FTE %
		0.08

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

Building Name		
McKinley Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
Age waiver was accepted by IEP team		0.08

Building Name		
McKinley Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		11

Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
Age waiver was accepted by the IEP team		0.92

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SteinmetzM	Elementary	Full-time (1.0)	04/04/2022 02:28 PM

Building Name		
McKinley Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.1

Building Name		
McKinley Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9

Age Range Justification	FTE %
Age limit exceeds the state's mandate age limit but services are not collateral	0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WashingtonC	Elementary	Full-time (1.0)	04/04/2022 02:25 PM

Building Name		
McKinley Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	13 to 15
Age Range Justification		FTE %
		0.25

Building Name		
McKinley Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	13 to 15
Age Range Justification		FTE %
		0.3

Building Name		
McKinley Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	14 to 14
Age Range Justification		FTE %
		0.02

Building Name		
McKinley Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	15 to 15
Age Range Justification		FTE %
		0.07

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

Building Name		
Jackson Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 15
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.15

Building Name		
Jackson Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 15
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.28

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

Building Name	
Jackson Sch	

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 13
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.24

Building Name		
Jackson Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 13
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LennoF	Elementary	Full-time (1.0)	04/04/2022 02:15 PM

Building Name		
Jackson Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 12
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.4

Building Name		
Jackson Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 12
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PuhallaE	Elementary	Full-time (1.0)	04/04/2022 02:03 PM

Building Name		
Hannah Penn		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 14
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.18

Building Name		
Hannah Penn		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GadberryA	Elementary	Full-time (1.0)	04/18/2022 12:40 PM

Building Name	
Hannah Penn	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades K-6)	
Level of Support	Case Load
Full-Time (80% or More)	10

Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
Age waiver was accepted by IEP Team		0.83

Building Name		
Hannah Penn		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.05

Building Name		
Hannah Penn		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JoseyJ	Elementary	Full-time (1.0)	04/04/2022 01:58 PM

Building Name		
Hannah Penn		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	13 to 15
Age Range Justification		FTE %
		0.18

Building Name		
Hannah Penn		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	13 to 14
Age Range Justification		FTE %
		0.15

Building Name		
Hannah Penn		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	14 to 14
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LeCatesR	Elementary	Full-time (1.0)	04/04/2022 01:47 PM

Building Name		
Hannah Penn		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
Age waiver was accepted by IEP team		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GideonK	Elementary	Full-time (1.0)	04/04/2022 01:46 PM

Building Name		
Hannah Penn		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Age waiver was accepted by IEP team		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GraftonM	Elementary	Full-time (1.0)	04/04/2022 01:44 PM

Building Name		
Hannah Penn		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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OestereichA	Elementary	Full-time (1.0)	04/04/2022 01:43 PM
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Building Name		
Hannah Penn		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 12
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.26

Building Name		
Hannah Penn		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.04

Building Name	
Hannah Penn	
Support Type	
Learning Support	

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GroftM	Elementary	Full-time (1.0)	04/04/2022 01:40 PM

Building Name		
Hannah Penn		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	14 to 14
Age Range Justification		FTE %
		0.1

Building Name		
Hannah Penn		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		

Level of Support		Case Load
Full-Time (80% or More)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 14
Age Range Justification		FTE %
		0.73

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ChisholmE	Elementary	Full-time (1.0)	04/04/2022 01:37 PM

Building Name		
Hannah Penn		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RenningerM	Elementary	Full-time (1.0)	04/04/2022 01:35 PM

Building Name

Hannah Penn		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
Age waiver was accepted by IEP team		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PletzB	Elementary	Full-time (1.0)	04/04/2022 01:34 PM

Building Name		
Hannah Penn		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 14
Age Range Justification		FTE %
Age waiver was accepted by IEP team		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MadaraA	Elementary	Full-time (1.0)	04/04/2022 01:33 PM

Building Name		
Hannah Penn		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Age waiver was accepted by IEP Team		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WilsonA	Elementary	Full-time (1.0)	04/04/2022 12:53 PM

Building Name		
Goode Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %

	0.75
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Building Name		
Goode Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SpanglerW	Elementary	Full-time (1.0)	04/04/2022 12:51 PM

Building Name		
Goode Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 14
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GoldenA	Elementary	Full-time (1.0)	04/04/2022 12:49 PM

Building Name		
Goode Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.04

Building Name		
Goode Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.3

Building Name		
Goode Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DonaldsonD	Elementary	Full-time (1.0)	04/04/2022 12:45 PM

Building Name		
Goode Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	15 to 15
Age Range Justification		FTE %
Age limits exceeds the state's mandate age limit but services are not collateral		0.1

Building Name		
Goode Sch		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 16
Age Range Justification		FTE %
Age limits exceeds the state's mandate age limit but services are not collateral		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ErbK	Elementary	Full-time (1.0)	04/04/2022 12:42 PM

Building Name		
Goode Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.35

Building Name		
Goode Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DunlopS	Elementary	Full-time (1.0)	04/04/2022 12:39 PM

Building Name		
Goode Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 13
Age Range Justification		FTE %
Age waiver was accepted by IEP team		0.83

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MaceT	Elementary	Full-time (1.0)	04/04/2022 12:38 PM

Building Name		
Goode Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 15
Age Range Justification		FTE %
Age waiver was accepted by IEP team		0.15

Building Name		
Goode Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 15
Age Range Justification		FTE %
Age waiver was accepted by IEP team		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GongawareL	Elementary	Full-time (1.0)	04/04/2022 12:35 PM

Building Name		
Goode Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MaxwellM	Elementary	Full-time (1.0)	04/18/2022 12:41 PM

Building Name		
Goode Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
Age waiver was accepted by IEP Team		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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GlassT	Elementary	Full-time (1.0)	04/04/2022 12:28 PM
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Building Name		
Ferguson Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Age waiver was accepted by IEP team		0.42

Building Name		
Ferguson Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MummertC	Elementary	Full-time (1.0)	04/04/2022 12:26 PM

Building Name		
Ferguson Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.34

Building Name		
Ferguson Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IsaacC	Elementary	Full-time (1.0)	04/04/2022 12:23 PM

Building Name		
Ferguson Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.3

Building Name		
Ferguson Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 1
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TurnerA	Elementary	Full-time (1.0)	04/04/2022 12:20 PM

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

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DicksonR	Elementary	Full-time (1.0)	04/04/2022 12:17 PM

Building Name
Ferguson Sch

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 13
Age Range Justification		FTE %
		0.26

Building Name		
Ferguson Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 13
Age Range Justification		FTE %
		0.1

Building Name		
Ferguson Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	13 to 13
Age Range Justification		FTE %

	0.02
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JenningsB	Elementary	Full-time (1.0)	04/04/2022 12:14 PM

Building Name		
Ferguson Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 13
Age Range Justification		FTE %
Age waiver was accepted by IEP Team		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CrumbachJ	Elementary	Full-time (1.0)	04/04/2022 12:12 PM

Building Name		
Devers Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 14
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.14

Building Name		
Devers Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 14
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.15

Building Name		
Devers Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	13 to 13
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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ShockleyA	Elementary	Full-time (1.0)	04/04/2022 12:06 PM
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Building Name		
Devers Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 14
Age Range Justification		FTE %
		0.33

Building Name		
Devers Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.05

Building Name		
Devers Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	13 to 13
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DerrB	Elementary	Full-time (1.0)	04/04/2022 12:02 PM

Building Name		
Devers Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.26

Building Name		
Devers Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MonicoS	Elementary	Full-time (1.0)	04/08/2022 09:39 AM

Building Name		
Devers Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 15
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.4

Building Name		
Devers Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 15
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.08

Building Name		
Devers Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 15
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
OsterS	Elementary	Full-time (1.0)	04/04/2022 11:54 AM

Building Name		
Devers Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 12

Age Range Justification	FTE %
Age limits exceed the state's mandate age limit but services are not collateral	0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WesolowskiS	Elementary	Full-time (1.0)	04/04/2022 11:47 AM

Building Name		
Davis Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 15
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.26

Building Name		
Davis Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 15
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BraunC	Elementary	Full-time (1.0)	04/04/2022 11:44 AM

Building Name		
Davis Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.22

Building Name		
Davis Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AlmoneyC	Elementary	Full-time (1.0)	04/04/2022 11:40 AM

Building Name		
Davis Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.26

Building Name		
Davis Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
Age limits exceed the state's mandate age limit but services are not collateral		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DiLorenzoA	Elementary	Full-time (1.0)	04/04/2022 11:34 AM

Building Name		
Davis Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LandisL	Elementary	Full-time (1.0)	04/04/2022 11:32 AM

Building Name		
Davis Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %

	1
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Special Education Facilities

Building Name		Room #
Devers Sch		8
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 1 inches x 25 feet, 0 inches	877sqft	31
Implementation Date		
2022-05-05		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Devers Sch		107
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 5 inches x 29 feet, 6 inches	631sqft	22
Implementation Date		
2022-05-05		
Uploaded Files		

2Assurance Check

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

Building Name		Room #
Devers Sch		16
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 2 inches x 23 feet, 0 inches	808sqft	28
Implementation Date		
2022-05-05		
Uploaded Files		

3Assurance Check

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

Building Name		Room #
Devers Sch		A5
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 5 inches x 7 feet, 7 inches	78sqft	2
Implementation Date		
2022-05-05		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Ferguson Sch		214
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 11 inches x 21 feet, 8 inches	323sqft	11
Implementation Date		
2022-05-05		
Uploaded Files		

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5Assurance Check

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

Building Name		Room #
Ferguson Sch		232
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 32 feet, 4 inches	905sqft	32
Implementation Date		
2022-05-05		
Uploaded Files		

6Assurance Check

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

Building Name		Room #
Ferguson Sch		118
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 30 feet, 1 inches	451sqft	16
Implementation Date		
2022-05-05		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Ferguson Sch		217
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 9 inches x 29 feet, 10 inches	857sqft	30
Implementation Date		
2022-05-05		
Uploaded Files		

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8 Assurance Check

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

Building Name		Room #
Ferguson Sch		Office
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 21 feet, 0 inches	567sqft	20
Implementation Date		
2022-05-05		
Uploaded Files		

9 Assurance Check

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

Building Name		Room #
Goode Sch		31
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 5 inches x 25 feet, 9 inches	989sqft	35
Implementation Date		
2022-05-05		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Goode Sch		17
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 3 inches x 24 feet, 5 inches	860sqft	30
Implementation Date		
2022-05-05		
Uploaded Files		

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11Assurance Check

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

Building Name		Room #
Goode Sch		54
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 8 inches x 24 feet, 3 inches	864sqft	30
Implementation Date		
2022-05-05		
Uploaded Files		

12Assurance Check

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

Building Name		Room #
Goode Sch		45
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 2 inches x 23 feet, 2 inches	814sqft	29
Implementation Date		
2022-05-05		
Uploaded Files		

13Assurance Check

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

Building Name		Room #
Goode Sch		26
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 6 inches x 24 feet, 4 inches	863sqft	30
Implementation Date		
2022-05-05		
Uploaded Files		

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14 Assurance Check

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

Building Name		Room #
Goode Sch		55
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 3 inches x 25 feet, 5 inches	895sqft	31
Implementation Date		
2022-05-05		
Uploaded Files		

15 Assurance Check

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

Building Name		Room #
Goode Sch		46
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 19 feet, 6 inches	497sqft	17
Implementation Date		
2022-05-05		
Uploaded Files		

16Assurance Check

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

Building Name		Room #
Goode Sch		21
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 5 inches x 24 feet, 5 inches	596sqft	21
Implementation Date		
2022-05-05		
Uploaded Files		

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17 Assurance Check

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

Building Name		Room #
Goode Sch		Library Office
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 1 inches x 12 feet, 6 inches	251sqft	8
Implementation Date		
2022-05-05		
Uploaded Files		

18 Assurance Check

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

Building Name		Room #
Hannah Penn		208
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 9 inches x 33 feet, 9 inches	869sqft	31
Implementation Date		
2022-05-05		
Uploaded Files		

19Assurance Check

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

Building Name		Room #
Hannah Penn		227
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 9 inches x 33 feet, 0 inches	849sqft	30
Implementation Date		
2022-05-05		
Uploaded Files		

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20 Assurance Check

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

Building Name		Room #
Hannah Penn		116
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 9 inches x 29 feet, 9 inches	766sqft	27
Implementation Date		
2022-05-05		
Uploaded Files		

21 Assurance Check

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

Building Name		Room #
Hannah Penn		118
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 9 inches x 29 feet, 9 inches	766sqft	27
Implementation Date		
2022-05-05		
Uploaded Files		

22Assurance Check

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

Building Name		Room #
Hannah Penn		222
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 9 inches x 33 feet, 9 inches	869sqft	31
Implementation Date		
2022-05-05		
Uploaded Files		

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23 Assurance Check

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

Building Name		Room #
Hannah Penn		203
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 9 inches x 17 feet, 9 inches	457sqft	16
Implementation Date		
2022-05-05		
Uploaded Files		

24 Assurance Check

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

Building Name		Room #
Hannah Penn		223
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 9 inches x 33 feet, 0 inches	849sqft	30
Implementation Date		
2022-05-05		
Uploaded Files		

25Assurance Check

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

Building Name		Room #
Hannah Penn		110
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 9 inches x 29 feet, 9 inches	766sqft	27
Implementation Date		
2022-05-05		
Uploaded Files		

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26 Assurance Check

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

Building Name		Room #
Hannah Penn		120
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 9 inches x 29 feet, 9 inches	766sqft	27
Implementation Date		
2022-05-05		
Uploaded Files		

27 Assurance Check

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

Building Name		Room #
Hannah Penn		218
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 9 inches x 33 feet, 9 inches	869sqft	31
Implementation Date		
2022-05-05		
Uploaded Files		

28Assurance Check

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

Building Name		Room #
Hannah Penn		209
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 9 inches x 34 feet, 0 inches	1011sqft	36
Implementation Date		
2022-05-05		
Uploaded Files		

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29 Assurance Check

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

Building Name		Room #
Hannah Penn		108
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 9 inches x 33 feet, 9 inches	869sqft	31
Implementation Date		
2022-05-05		
Uploaded Files		

30 Assurance Check

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

Building Name		Room #
Hannah Penn		107
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 9 inches x 29 feet, 9 inches	766sqft	27
Implementation Date		
2022-05-05		
Uploaded Files		

31Assurance Check

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

Building Name		Room #
Jackson Sch		120
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 6 inches x 19 feet, 0 inches	560sqft	20
Implementation Date		
2022-05-05		
Uploaded Files		

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32 Assurance Check

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

Building Name		Room #
Jackson Sch		5
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
48 feet, 1 inches x 20 feet, 9 inches	997sqft	35
Implementation Date		
2022-05-05		
Uploaded Files		

33 Assurance Check

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

Building Name		Room #
Jackson Sch		118
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 8 inches x 18 feet, 7 inches	588sqft	21
Implementation Date		
2022-05-05		
Uploaded Files		

34 Assurance Check

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

Building Name		Room #
Jackson Sch		Library Office
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 1 inches x 6 feet, 8 inches	93sqft	3
Implementation Date		
2022-05-05		
Uploaded Files		

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35Assurance Check

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

Building Name		Room #
Edgar Fahs Smith STEAM Academy		102
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 10 inches x 26 feet, 3 inches	599sqft	21
Implementation Date		
2022-05-05		
Uploaded Files		

36Assurance Check

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

Building Name		Room #
Edgar Fahs Smith STEAM Academy		220
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 3 inches x 20 feet, 9 inches	565sqft	20
Implementation Date		
2022-05-05		
Uploaded Files		

37Assurance Check

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

Building Name		Room #
Edgar Fahs Smith STEAM Academy		105
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 3 inches x 10 feet, 0 inches	272sqft	9
Implementation Date		
2022-05-05		
Uploaded Files		

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38 Assurance Check

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

Building Name		Room #
Edgar Fahs Smith STEAM Academy		Library Office
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 2 inches x 11 feet, 1 inches	112sqft	4
Implementation Date		
2022-05-05		
Uploaded Files		

39 Assurance Check

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

Building Name		Room #
Davis Sch		217
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 6 inches x 27 feet, 8 inches	677sqft	24
Implementation Date		
2022-05-05		
Uploaded Files		

40Assurance Check

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

Building Name		Room #
Davis Sch		216
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 5 inches x 30 feet, 10 inches	752sqft	26
Implementation Date		
2022-05-05		
Uploaded Files		

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41 Assurance Check

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

Building Name		Room #
Davis Sch		104
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 6 inches x 35 feet, 3 inches	722sqft	25
Implementation Date		
2022-05-05		
Uploaded Files		

42 Assurance Check

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

Building Name		Room #
Davis Sch		314
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 8 inches x 33 feet, 7 inches	458sqft	16
Implementation Date		
2022-05-05		
Uploaded Files		

43Assurance Check

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

Building Name		Room #
Davis Sch		209
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 2 inches x 24 feet, 0 inches	700sqft	25
Implementation Date		
2022-05-05		
Uploaded Files		

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44 Assurance Check

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

Building Name		Room #
Davis Sch		103
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 11 inches x 32 feet, 8 inches	519sqft	18
Implementation Date		
2022-05-05		
Uploaded Files		

45 Assurance Check

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

Building Name		Room #
McKinley Sch		308
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 11 inches x 23 feet, 3 inches	765sqft	27
Implementation Date		
2022-05-05		
Uploaded Files		

46Assurance Check

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

Building Name		Room #
McKinley Sch		122
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 23 feet, 8 inches	804sqft	28
Implementation Date		
2022-05-05		
Uploaded Files		

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47 Assurance Check

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

Building Name		Room #
McKinley Sch		226
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 1 inches x 23 feet, 1 inches	740sqft	26
Implementation Date		
2022-05-05		
Uploaded Files		

48 Assurance Check

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

Building Name		Room #
McKinley Sch		218
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 8 inches x 24 feet, 0 inches	808sqft	28
Implementation Date		
2022-05-05		
Uploaded Files		

49Assurance Check

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

Building Name		Room #
McKinley Sch		214
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 8 inches x 23 feet, 4 inches	785sqft	28
Implementation Date		
2022-05-05		
Uploaded Files		

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50 Assurance Check

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

Building Name		Room #
McKinley Sch		213
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 8 inches x 23 feet, 4 inches	785sqft	28
Implementation Date		
2022-05-05		
Uploaded Files		

51 Assurance Check

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

Building Name		Room #
McKinley Sch		221B
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 1 inches x 23 feet, 11 inches	432sqft	15
Implementation Date		
2022-05-05		
Uploaded Files		

52Assurance Check

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

Building Name		Room #
McKinley Sch		101
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
8 feet, 5 inches x 13 feet, 5 inches	112sqft	4
Implementation Date		
2022-05-05		
Uploaded Files		

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53 Assurance Check

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

Building Name		Room #
William Penn SHS		E112
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 38 feet, 0 inches	836sqft	29
Implementation Date		
2022-05-05		
Uploaded Files		

54 Assurance Check

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

Building Name		Room #
William Penn SHS		E130
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 20 feet, 0 inches	560sqft	20
Implementation Date		
2022-05-05		
Uploaded Files		

55Assurance Check

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

Building Name		Room #
William Penn SHS		E208
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
6 feet, 3 inches x 6 feet, 4 inches	39sqft	1
Implementation Date		
2022-05-05		
Uploaded Files		

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56 Assurance Check

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

Building Name		Room #
William Penn SHS		D308
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 6 inches x 21 feet, 6 inches	784sqft	28
Implementation Date		
2022-05-05		
Uploaded Files		

57 Assurance Check

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

Building Name		Room #
William Penn SHS		F203
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 6 inches x 63 feet, 6 inches	1873sqft	66
Implementation Date		
2022-05-05		
Uploaded Files		

58Assurance Check

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

Building Name		Room #
William Penn SHS		F231
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 35 feet, 0 inches	735sqft	26
Implementation Date		
2022-05-05		
Uploaded Files		

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59 Assurance Check

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

Building Name		Room #
William Penn SHS		F228
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 29 feet, 10 inches	656sqft	23
Implementation Date		
2022-05-05		
Uploaded Files		

60 Assurance Check

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

Building Name		Room #
William Penn SHS		C100
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 26 feet, 0 inches	598sqft	21
Implementation Date		
2022-05-05		
Uploaded Files		

61Assurance Check

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

Building Name		Room #
William Penn SHS		F207
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 35 feet, 0 inches	770sqft	27
Implementation Date		
2022-05-05		
Uploaded Files		

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62 Assurance Check

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

Building Name		Room #
William Penn SHS		E116
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 35 feet, 0 inches	770sqft	27
Implementation Date		
2022-05-05		
Uploaded Files		

63 Assurance Check

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

Building Name		Room #
William Penn SHS		E107
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 22 feet, 0 inches	770sqft	27
Implementation Date		
2022-05-05		
Uploaded Files		

64Assurance Check

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

Building Name		Room #
William Penn SHS		E305
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
Implementation Date		
2022-05-05		
Uploaded Files		

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65 Assurance Check

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

Building Name		Room #
William Penn SHS		D305
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 8 inches x 27 feet, 0 inches	828sqft	29
Implementation Date		
2022-05-05		
Uploaded Files		

66 Assurance Check

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

Building Name		Room #
William Penn SHS		E126
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 35 feet, 0 inches	735sqft	26
Implementation Date		
2022-05-05		
Uploaded Files		

67Assurance Check

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

Building Name		Room #
William Penn SHS		E110
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 39 feet, 0 inches	1326sqft	47
Implementation Date		
2022-05-05		
Uploaded Files		

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68 Assurance Check

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

Building Name		Room #
William Penn SHS		E312
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 6 inches x 23 feet, 0 inches	402sqft	14
Implementation Date		
2022-05-05		
Uploaded Files		

69 Assurance Check

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

Building Name		Room #
William Penn SHS		E141
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 18 feet, 0 inches	288sqft	10
Implementation Date		
2022-05-05		
Uploaded Files		

70Assurance Check

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

Building Name		Room #
William Penn SHS		F202
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 10 inches x 19 feet, 6 inches	425sqft	15
Implementation Date		
2022-05-05		
Uploaded Files		

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71 Assurance Check

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

Building Name		Room #
York City SD		111
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 27 feet, 6 inches	687sqft	24
Implementation Date		
2022-05-05		
Uploaded Files		

72 Assurance Check

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

Building Name		Room #
York City SD		118
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 22 feet, 6 inches	585sqft	20
Implementation Date		
2022-05-05		
Uploaded Files		

73Assurance Check

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

Building Name		Room #
York City SD		110
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 10 feet, 0 inches	120sqft	4
Implementation Date		
2022-05-05		
Uploaded Files		

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74 Assurance Check

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

Building Name		Room #
York City SD		107
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 10 feet, 0 inches	120sqft	4
Implementation Date		
2022-05-05		
Uploaded Files		

75 Assurance Check

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

Special Education Support Services

76Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Transition Coordinator	1	District Wide	District
Behavior Specialist	1	District Wide	Contractor
Paraprofessionals	60	Elementary	District
Paraprofessionals	13	Secondary	District
School Psychologist	6	Elementary	District
School Psychologist	1	Secondary	Contractor
School Psychologist	2	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	District
Occupational Therapist	1	Elementary	Contractor
Social Worker	2	Elementary	District
Social Worker	1	Secondary	District
Other	1	District Wide	Contractor
Other	2	Elementary	Contractor
Other	1	District Wide	District
Other	1	District Wide	District
Other	2	District Wide	District
Other	2	Elementary	District
Other	1	Secondary	District
Other	1	District Wide	District
Other	1	District Wide	District
Director of Special Education	1	District Wide	District
Other	1	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
AAC in the Autism program			
Lead Person/Position		Year of Training	
LIU		December 2021	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit PaTTAN	Central Office Administrators Paraprofessionals Special Education Teachers Other

Description of Training			
IEP and the VB program			
Lead Person/Position		Year of Training	
Nicole Gill		February 2022	
Hours Per Training	Number of Sessions	Provider	Audience
2	1		Building Administrators Paraprofessionals Special Education Teachers

Description of Training			
Mand Training			
Lead Person/Position		Year of Training	
Brooke Stock		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
4	2	PaTTAN Other	Paraprofessionals Special Education Teachers

Description of Training			
Intensive Teaching in the AS program			
Lead Person/Position		Year of Training	
Brooke Stock		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
4	2	District PaTTAN	Paraprofessionals Special Education Teachers

Description of Training			
Behavior Management and Reinforcement			
Lead Person/Position		Year of Training	
Brooke Stock/ Nicole Palumbo		2021	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	PaTTAN	Paraprofessionals Special Education Teachers

Description of Training			
Diffusing Potential Behavior Problems			
Lead Person/Position		Year of Training	
Self lead - Pattan online course		February 2021	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	PaTTAN	Parents Paraprofessionals

Description of Training			
Supporting Young Children with Challenging Behavior			

Lead Person/Position		Year of Training	
Staff lead - Pattan online course		February 2022	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District PaTTAN	Parents Paraprofessionals

Description of Training			
Supports for Classroom Management			
Lead Person/Position		Year of Training	
Staff lead - Pattan online course		December 2021	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	PaTTAN	Paraprofessionals

Description of Training			
Building Positive Relationships			
Lead Person/Position		Year of Training	
Staff lead - Pattan online course		December 2021	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	PaTTAN	Paraprofessionals

Description of Training			
Sensible Pencil- writing program in the VB program			
Lead Person/Position		Year of Training	
Jen Kitzmiller and Nicole Gill		May 2022	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
CPI Safe Crisis Management Training			
Lead Person/Position		Year of Training	
District Staff		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
12	5	District	Building Administrators Special Education Teachers Other

Description of Training			
Looking and Staging the Environment to Set up Students for Academic and Behavioral Success			
Lead Person/Position		Year of Training	
District Staff		2022	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Setting up a Safe Environment for Students			
Lead Person/Position		Year of Training	
District Staff		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience

2	1	District Other	Paraprofessionals Special Education Teachers
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Description of Training			
Positive Reinforcement for Classroom and Individual Students			
Lead Person/Position		Year of Training	
District Staff		2023,2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Other	Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
VB/ABA Training and Supports			
Lead Person/Position		Year of Training	
PaTTAN Consultants		2021	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	2	PaTTAN	Paraprofessionals

Description of Training			
Google Certification Level 1			
Lead Person/Position		Year of Training	
Lindsay Naugle/Megan Busby/Cliff Ayers		2021	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District	Paraprofessionals

Description of Training			
PaTTAN Autism Initiative Consultants for AS Paras			
Lead Person/Position		Year of Training	
PaTTAN Autism Consultants		2021,2022	
Hours Per Training	Number of Sessions	Provider	Audience
3	4	PaTTAN	Paraprofessionals

Description of Training			
UVA Buidling level Support			
Lead Person/Position		Year of Training	
Building Level Administrators		2021, 2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	2	District	Paraprofessionals

Description of Training			
CPI Safe Crisis Management Training			
Lead Person/Position		Year of Training	
District Staff		2021, 2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
8	3	District	Paraprofessionals

Description of Training			
AIM: Pathways to Literacy			
Lead Person/Position		Year of Training	
AIM Institute for Learning and Research		2022	
Hours Per Training	Number of Sessions	Provider	Audience

2	10	District Other	Paraprofessionals
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Description of Training			
PSSA/PSTAT Training (Accommodations, School Plans)			
Lead Person/Position		Year of Training	
Building Level Administrators		2021, 2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	2	District	Paraprofessionals

Description of Training			
Electronic Time Card Training			
Lead Person/Position		Year of Training	
District Business Office Staff		2021	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Paraprofessionals

Description of Training			
Teaching Functional Daily Living Skills			
Lead Person/Position		Year of Training	
LIU12 Personnel		2021	
Hours Per Training	Number of Sessions	Provider	Audience
5	1	Intermediate Unit	Paraprofessionals

Description of Training			
Teaching Functional Daily Living Skills Follow up Q & A			

Lead Person/Position		Year of Training	
LIU12 Personnel		2021	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	Intermediate Unit	Paraprofessionals

Description of Training			
Behavior Management			
Lead Person/Position		Year of Training	
LIU12 Personnel		2021	
Hours Per Training	Number of Sessions	Provider	Audience
5	1	Intermediate Unit	Paraprofessionals

Description of Training			
Behavior Management Follow-up and Practice of Teaching Procedures Q & A			
Lead Person/Position		Year of Training	
LIU12 Personnel		2021	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	Intermediate Unit	Paraprofessionals

Description of Training			
Components of IEP/PBSP			
Lead Person/Position		Year of Training	
Annmarie Kondrad/Dr. Paul Andriukaitis		2021	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals

Description of Training			
Behavior Management (AS Teacher and Paras)			
Lead Person/Position		Year of Training	
LIU12 Personnel		2021	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Paraprofessionals

Description of Training			
Sensible Pencil - Handwriting Program in AS Classrooms			
Lead Person/Position		Year of Training	
Nicole Gill/Jen Kitzmiller		2022	
Hours Per Training	Number of Sessions	Provider	Audience
2.25	1	District	Paraprofessionals

Description of Training			
Transition Support from Special Ed to Regular Ed			
Lead Person/Position		Year of Training	
District Staff		2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Other	Paraprofessionals

Transition

Description of Training	
Transition from K-8 to High School	
Lead Person/Position	Year of Training
LEA or Transition Coordinator	2022/2023/2024

Hours Per Training	Number of Sessions	Provider	Audience
2.5	3	District	Paraprofessionals Special Education Teachers

Description of Training			
Community Agency Awareness Training			
Lead Person/Position		Year of Training	
Agencies (OVR/MH-IDD and ARC of York)		2022/2023/2024	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	2	Other	Parents Paraprofessionals Special Education Teachers

Description of Training			
Transition Training for IEP Writing			
Lead Person/Position		Year of Training	
LEA or Office of Special Education		2022/2023/2024	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	2	District	Special Education Teachers

Description of Training			
Indicator 13			
Lead Person/Position		Year of Training	
LIU12 or PaTTAN		2023/2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	PaTTAN Other	Special Education Teachers

Science of Literacy

Description of Training			
AIM: Pathways to Literacy			
Lead Person/Position		Year of Training	
AIM Institute for Learning and Research		2022	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	10	Other	Building Administrators Central Office Administrators Special Education Teachers

Parent Training

Description of Training			
ABCs of Autism: The School to Home Connection			
Lead Person/Position		Year of Training	
Nicole Gill/Mary Manning		2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District	Parents

Description of Training			
Understanding Disabilities - Function at Home and School			
Lead Person/Position		Year of Training	
Director of Special Education/ Special Education Administration/School Psychologists		2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit PaTTAN	Parents Other

		Other	
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Description of Training			
Special Education Law			
Lead Person/Position		Year of Training	
Director of Special Education/Special Education Administration		2023,2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit PaTTAN Other	Parents

Description of Training			
Evaluation Reports/Re Evaluation Reports/NOREPS			
Lead Person/Position		Year of Training	
Director of Special Education/Special Education Administration		2023,2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit PaTTAN Other	Parents

Description of Training			
FBA/PBSP/Manifestation Determination			
Lead Person/Position		Year of Training	
Director of Special Education/Special Education Administration		2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit	Parents

		PaTTAN Other	
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Description of Training			
Academic Strategies			
Lead Person/Position		Year of Training	
Director of Special Education/Special Education Administration		2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit PaTTAN Other	

Description of Training			
Children with Mental Health/Behavioral Concerns			
Lead Person/Position		Year of Training	
Director of Special Education/Special Education Administration/Social Workers		2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit PaTTAN Other	Parents

IEP Development

Description of Training	
Manifestation Determination Process	
Lead Person/Position	Year of Training

Office of Special Education		2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	District	Building Administrators Special Education Teachers Other

Description of Training			
Functional Behavior Assessments (Data Collection)			
Lead Person/Position		Year of Training	
Office of Special Education		2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	District	Building Administrators Special Education Teachers Other

Description of Training			
ESY Qualifications			
Lead Person/Position		Year of Training	
Office of Special Education		2023,2024	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	District	Special Education Teachers

Curriculum/Instruction/Assessment

Description of Training	
Lead Person/Position	Year of Training

Hours Per Training	Number of Sessions	Provider	Audience
		District	Special Education Teachers

Description of Training			
Lead Person/Position		Year of Training	
Hours Per Training	Number of Sessions	Provider	Audience
		District	Special Education Teachers

Description of Training			
Lead Person/Position		Year of Training	
Hours Per Training	Number of Sessions	Provider	Audience
		District	Special Education Teachers

Description of Training			
PSSA Administration			
Lead Person/Position		Year of Training	
District Staff		2022,2023,2024	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

