

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 710
School District Total Student Enrollment 3141
Percent of Students Receiving Special Education 22.6

Steering Committee

Name	Position/Role	Building	Email
Thomas Washington	Superintendent	Crawford Central SD	thomas.washington@craw.org
Alisa Willey	Director of Special Education	Crawford Central SD	alisa.willey@craw.org
Jennifer Galdon	Director of Curriculum	Crawford Central SD	jennifer.galdon@craw.org
Jan Feleppa	Board Member	Crawford Central SD	jan.feleppa@craw.org
Melissa Duckworth	Parent	Crawford Central SD	melissa.duckworth@craw.org
Kurt Meader	Building Principal	West End El Sch	kurt.meader@craw.org
Michelle Stone	Special Education Teacher	Meadville MS	michelle.stone@craw.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Improvement and Planning Activity

Secondary Transition Coordinator @ District will update manuals for middle/high school staff and provide training on Secondary Transition practices during professional development.
Indicator 13 Compliance Module Series can be utilized to review the six modules provided by the PATTAN website.
Secondary Transition Considerations and Guiding Questions Tools will be utilized during social studies so all youth are exposed to Transition Toolkit prior to graduation. A tool that may be utilized may be: NTACTION: National Technical Assistance Center on Transition.

Graduation (Indicator 1)

Improvement and Planning Activity
Develop an early warning system to identify students at risk and their potential needs for additional supports and tiered interventions. The EWS will track: Attendance, Behavior, and Course Performance
Check and Connect with at risk students to promote relationship building. Build the relationship, monitor their progress, assist them in problem solving, promote their participation in school activities, and engage with the families.
Saturday school for students experiencing difficulty who need extra assistance with their coursework and Summer academy for credit recovery.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity

In 11th grade students did not meet the participation rate for children with IEPs in the area of mathematics, this will be an area that both Guidance Counselors and Case Managers will receive training in so that all staff realize the importance of students participating in the statewide assessment.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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

The Crawford Central School District does not currently host any children's institution within its boundaries. If a facility were to be created, we would utilize the existing Child Find procedures and design a system to ensure that a free appropriate public education (FAPE) is available. FAPE will be provided for any student identified and in need of special education services. The district would participate in the student's Individual Education Plan meeting to ensure appropriate services were being delivered. The placement of students with disabilities into any educational environment is determined at the IEP conference and is based upon the levels of identified needs that the individual student presents. The district's philosophy is to include all students from all disability categories within the home school and make every effort to educate students in the least restrictive environment. The placement into a more restrictive setting is not solely related to any disability category. No barriers or problems currently exist which limit the district's ability to meet its obligations under Section 1306 due to facilities not existing within our boundaries.

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

The district does not currently have any obligations to communicate with a 1306 facility, however, if it did, communication would occur through participation in the student's Individual Education Plan meetings to ensure appropriate services were being delivered. If the district became aware that the student was ready to transition back to school a transition plan would be established with supplementary aids and services in place so the student would have a successful transition back to school.

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).

Least Restrictive Environment

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

Crawford Central School District meets the State Performance Plan (SPP) targets for the number of Special Education students inside the regular classroom for 80% or more of the school day. Crawford Central was above the state rate of 61.8, at 63.8. The district also meets the SPP targets for the number of Special Education students inside the regular classroom for less than 40% of the school day at 10.9, while the state was at 9.8. The district was also slightly below the SPP target, which was 4.0, Crawford Central obtained 3.0 for the number of Special Education students in other settings. The students in other placements are based on IEP team decisions after a full continuum of supplementary aids and services were implemented, discussed, and/or considered. When it is necessary for students to be educated outside of the school district, their cases are regularly reviewed and monitored. The students are returned to the home school district once the IEP team determines that the student needs can be met in a less restrictive environment.

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

A disabled student's educational needs are addressed in the regular education environment initially. The student's educational needs may include the provisions of adaptations or modifications as well as the provisions of supplementary aids and services. The IEP team, including parents, determines the services needed. The decisions concerning appropriate special education services and programs for students include consideration of services and programs in the home school and are based on the following: 1. Information that is gathered through a multidisciplinary evaluation that is presented to the multidisciplinary team who reviews the information and with the IEP team to make decisions. 2. The Team makes a placement decision 3. The student's full range of needs -social, behavioral, and academic are considered. 4. The full range of placement options are considered including supplemental aids and services.

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

Crawford Central is committed to raising student achievement scores for all students as well as those students with disabilities. Through professional development opportunities for all staff we will offer on-going trainings and supports that will be provided through district personnel, Intermediate Unit workshops, and PaTTAN conferences. We continue to work on co-teaching programming and our IEP teams are challenged to think and solve problems in new and inspiring ways. This approach, along with up to date trainings on inclusive practices, universal design for learning and differentiated instruction push IEP teams and individual teachers to better meet students' needs in the Least Restrictive Environment.

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

Students in the CCSD at the elementary level receive the majority of their instruction at the itinerant level with resource room instruction assistance in conjunction with the general elementary class placement. These students are included with the general education students and the special education teacher pushes in or co-teaches with the regular education teachers to provide adaptations and accommodations for identified students. At the elementary levels all special needs students also participate in non-instructional periods such as recess and lunch. They also participate in special classes with the general education peers for music, library, technology, and art classes. At the secondary levels the students participate with the general education students for all chosen electives such as art, drama, chorus, music, family and consumer science, computer science, etc. The placement decisions are made by the IEP teams with parent input. The students range of needs are discussed and determined and most often co-teaching occurs to allow students the opportunity to participate in general education classes with the benefit of modifications and accommodations to meet their needs. Movement to a more

restrictive setting outside of the regular education classes would be determined appropriate only when the educational needs of the individual student could not be met.

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?

If a student is placed into a program outside of the regular educational environment, the IEP team has considered all opportunities for the student to participate in appropriate programs, activities, (curricular or extracurricular) and inclusionary settings as appropriate. Ongoing discussions would occur with families to facilitate involvement in the chosen activities and to ensure that the students are able to participate in a meaningful manner. Out of district placements are not considered until all district resources, including specialized services, evaluations, consultations provided by the Intermediate Unit are considered. Regardless of the student's placement we would encourage participation with same age peers in a regular setting for academic, extracurricular, academic, and nonacademic as frequently as deemed appropriate.

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)

Crawford Central supports students with needs at the itinerant, supplemental, and full-time levels of support. We utilized neighboring district programs and Intermediate Unit operated multi-district programs. Students who are out of district are the students with autism who can’t be serviced in our program because of their extreme needs (Barber National Institute.) We also have students receiving services in the multi-handicapped classrooms in the Penncrest school district because their medical needs can't be met in Crawford Central due to their equipment and staffing needs.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Gertrude Barber Center	Approved Private School (APS)		Barber National Institute	Autistic Support	6
Saegertown Elementary	Other	Public School	PENNCREST School District	Multiple Disabilities Support	5
Bethesda	Other	Partial Hospitalization	Bethesda Children's Home	Emotional Support	5

Positive Behavior Support

Date of Approval
2013-09-23

Uploaded Files

BoardDocs® PL.pdf
Behavior Support_1a8edaf0.pdf

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

The behavioral management system the district uses is a leveled system. It is based on increasing levels of behavioral concern requiring greater levels of intervention. At all times, the least restrictive, most positive method is utilized first. For example, verbal redirects and choices are used prior to physical prompting. At Level I effective classroom management strategies are employed. Level 1 does not require a behavior management plan to be attached to an IEP. At Level II, specific interventions designed for individual students are employed. Strategies may be discussed and implemented on a trial basis to determine effectiveness. A functional behavioral analysis will be conducted at level 3 and a very restricted intervention plan will be established after levels 1 and 2 have not worked. Aversive techniques and restraints or discipline procedures may not be used as a substitute for a behavior management plan.

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.

Training has been provided throughout the District to equip staff in the strategies and the use of Ukeru with the Train the Trainer model. Training is straightforward and easy to implement and focuses on what caregivers want to do most: communicate effectively with clients and diffuse stressful, escalating behaviors. Each training covered, verbal and nonverbal communication to convert/divert an aggressive individuals, physical release techniques that keep both the student and the adult safe, physical redirection to avoid injury and self-harm, and Safe Blocking®—the only trauma-informed, restraint-free blocking technique used to assess and address risk. It also combines verbal intervention strategies and restrictive interventions for high-risk scenarios that require intervention.

3. Describe the district positive school wide support programs.

The Crawford Central overall view of classroom discipline is built around the philosophy that establishing positive classroom expectations or norms, that reflect the shared values of a classroom community (i.e., educators, students, families) is an important step toward creating a positive teaching and learning environment. The effectiveness of behavior control strategies will be maximized when used in conjunction with preventative methods. Without proactive management methods, behavior change interventions have limited long-term effectiveness. Crawford Central has a school wide PSBP in four out of 5 of the elementary buildings and one of our middle schools. We have found through the analysis of data that engaging students at their instructional level and giving them proactive, preventative discipline methods has decreased negative behaviors.

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

Crawford Central School District has a variety of school- based behavioral health services provided throughout our district. The SMART program is provided at First and Second District, as well as Neason Hill Elementary. It is a service that is run in conjunction with staff from Associated Child Guidance. The

children are identified as having behavioral or emotional difficulty in the school, a BASC assessment is given and a referral is completed. If the student qualifies for services, the student is accepted for mental health services. There is a school-based mental health program at West End and Cochran Elementary that is operated by Parkside that operated in a similar fashion and students also receive counseling in those elementary buildings as well, a different provider is utilized. At the middle/high school level Parkside also provides mental health counseling with a counselor who is located within the building. CCSD also has a Student Assistance Program which provides drug, alcohol, and mental health services when needed.

5. Describe the district restraint procedure.

Crawford Central uses the following procedures to conduct a physical restraint: if, and only if, there is an acute or aggressive behavior. It can only occur when the student is acting in such a way that there is a danger to the student or other students or employees, and only when less restrictive measures have been proven to be less effective. The Director of Special Services shall notify the parent/guardian as possible and shall convene a meeting of the IEP team within ten school days, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At the meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised PBSP, or a change of placement to address the inappropriate behavior. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP with parental consent only if: The restraint is used with specific component elements of a PBSP. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. Staff are authorized to use the restraint and have received appropriate training. Positive Behavior Support Plans include efforts to eliminate the use of restraints.

Intensive Interagency

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

Crawford Central School District has reviewed the students who are placed on Instruction Conducted in the Home. These decisions were based on medical excuses provided by the student's family physician and the decision was supported by the IEP team.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills IU	Secondary	Full-time (1.0)	03/02/2023 09:45 AM

Building Name		
Meadville Area 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%)		6
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	14 to 16
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills IU	Secondary	Full-time (1.0)	03/02/2023 09:43 AM

Building Name		
Meadville MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11

Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	12 to 15
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support CS	Elementary	Full-time (1.0)	03/06/2023 05:04 PM

Building Name		
West End El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
Teacher pushes in with students in different grade levels to provide most instruction, few pull out sessions with students in same age range		0.26

Building Name		
West End El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11

Age Range Justification	FTE %
Teacher pushes in with students in different grade levels to provide instruction.	0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autism JN	Elementary	Full-time (1.0)	03/02/2023 09:11 AM

Building Name		
West End El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.5

Building Name		
West End El Sch		
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	Elementary	6 to 7
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support JMiller	Elementary	Full-time (1.0)	03/02/2023 09:08 AM

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

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support AL	Elementary	Full-time (1.0)	03/02/2023 09:02 AM

Building Name		
West End El Sch		
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

Building Name		
West End El Sch		
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	Elementary	6 to 6
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support DH	Elementary	Full-time (1.0)	03/02/2023 08:58 AM

Building Name		
West End El Sch		
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	Elementary	11 to 11
Age Range Justification		FTE %
		0.08

Building Name		
West End El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.75

Building Name		
West End El Sch		
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	Elementary	9 to 9
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech MD	Elementary	Full-time (1.0)	03/02/2023 08:53 AM

Building Name		
West End El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Students are seen in different groups in different classrooms throughout the day depending on their specific needs		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support EA	Elementary	Full-time (1.0)	03/02/2023 08:51 AM

Building Name		
West End El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
Students go out into the reg. ed. classroom with aide support as well		0.25

Building Name		
West End El Sch		
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	7 to 9
Age Range Justification		FTE %
		0.25

Building Name		
West End El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range

School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills PS	Elementary	Full-time (1.0)	03/02/2023 08:46 AM

Building Name		
Second District El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
Students are taken out for specials and are in the regular education environment for morning meeting and read alouds with aide support		0.3

Building Name		
Second District El 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)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %

	0.58
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support CR	Elementary	Full-time (1.0)	03/06/2023 04:43 PM

Building Name		
Second District El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.12

Building Name		
Second District El 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	10 to 12
Age Range Justification		FTE %
		0.3

Building Name		
Second District El Sch		
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	Elementary	9 to 9
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support MP1	Elementary	Full-time (1.0)	03/02/2023 08:35 AM

Building Name		
Second District El 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	9 to 13
Age Range Justification		FTE %
Teacher pushes in to various grade levels at different times throughout the day		0.34

Building Name		
Second District El Sch		

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	Elementary	9 to 9
Age Range Justification		FTE %
This student is seen at various times throughout the day both outside of the regular classroom and in a pullout session.		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech WH	Elementary	Full-time (1.0)	02/24/2023 01:59 PM

Building Name		
Second District El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Sees students for speech at different times in different groups according to needs		0.49

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills MD	Elementary	Full-time (1.0)	02/24/2023 01:54 PM

Building Name		
Second District El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.5

Building Name		
Second District El 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)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support JC	Elementary	Full-time (1.0)	02/24/2023 01:50 PM

Building Name		
Second District El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Teacher pushes into different classrooms to provide support		0.16

Building Name		
Second District El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Teacher pushes into different classrooms to provide support		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support NW	Elementary	Full-time (1.0)	02/24/2023 01:47 PM

Building Name		
Neason Hill El Sch		
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	Elementary	8 to 10
Age Range Justification		FTE %
		0.1

Building Name		
Neason Hill El Sch		
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	Elementary	8 to 10
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support MS 1	Elementary	Full-time (1.0)	02/24/2023 01:43 PM

Building Name
Neason Hill El Sch

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.16

Building Name		
Neason Hill El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech SL	Elementary	Full-time (1.0)	02/20/2023 06:11 PM

Building Name		
Neason Hill El Sch		
Support Type		
Speech And Language Support		

Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Students are seen individually and in groups depending on need and in classrooms.		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support CC	Elementary	Full-time (1.0)	02/20/2023 06:07 PM

Building Name		
Neason Hill El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support TT	Secondary	Full-time (1.0)	02/20/2023 06:04 PM

Building Name		
Meadville Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Teacher is coteaching in content areas with differentiated instruction strategies.		0.2

Building Name		
Meadville Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Teacher is coteaching in content areas with differentiated instruction strategies		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support MS	Secondary	Full-time (1.0)	02/20/2023 05:53 PM

Building Name		
Meadville Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
Teacher is co-teaching in content level classes		0.24

Building Name		
Meadville Area 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	14 to 16
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support JS	Secondary	Full-time (1.0)	02/20/2023 05:48 PM

Building Name
Meadville Area 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	14 to 16
Age Range Justification		FTE %
		0.16

Building Name		
Meadville Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support JM	Secondary	Full-time (1.0)	02/20/2023 05:45 PM

Building Name		
Meadville Area SHS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.1

Building Name		
Meadville Area 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	16 to 16
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support BL	Secondary	Full-time (1.0)	02/20/2023 05:42 PM

Building Name		
Meadville Area 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	18 to 18
Age Range Justification		FTE %
		0.02

Building Name		
Meadville Area SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
Teacher goes into classrooms to provide support and students come in at different times throughout the school day.		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support LK	Secondary	Full-time (1.0)	03/02/2023 08:41 AM

Building Name	
Meadville Area 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 17
Age Range Justification		FTE %
		0.1

Building Name		
Meadville Area SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support JK	Secondary	Full-time (1.0)	02/20/2023 03:53 PM

Building Name		
Meadville Area 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 17

Age Range Justification	FTE %
	0.22

Building Name		
Meadville Area 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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support SH	Secondary	Full-time (1.0)	02/20/2023 03:50 PM

Building Name		
Meadville Area SHS		
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	Secondary	17 to 17
Age Range Justification		FTE %
		0.12

Building Name		
Meadville Area SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support KC	Secondary	Full-time (1.0)	02/20/2023 03:47 PM

Building Name		
Meadville Area 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		
Meadville Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support ST	Secondary	Full-time (1.0)	02/20/2023 03:38 PM

Building Name		
Meadville MS		
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	Secondary	12 to 15
Age Range Justification		FTE %
		0.08

Building Name		
Meadville MS		

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	Secondary	12 to 15
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support MS	Secondary	Full-time (1.0)	02/20/2023 03:36 PM

Building Name		
Meadville MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.33

Building Name		
Meadville MS		
Support Type		
Autistic Support		

Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support MP	Secondary	Full-time (1.0)	02/20/2023 03:32 PM

Building Name		
Meadville MS		
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	13 to 15
Age Range Justification		FTE %
		0.12

Building Name		
Meadville MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support CG	Secondary	Full-time (1.0)	02/20/2023 03:29 PM

Building Name		
Meadville MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.1

Building Name		
Meadville MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support	Secondary	Full-time (1.0)	02/20/2023 03:27 PM

Building Name		
Meadville MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 19
Age Range Justification		FTE %
The teacher support students throughout the day in various classrooms		0.58

Building Name		
Meadville MS		
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	Secondary	20 to 20

Age Range Justification	FTE %
This student is with this teacher working one on one throughout the school day with the support of a child specific aide.	0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support CB	Secondary	Full-time (1.0)	02/20/2023 03:24 PM

Building Name		
Meadville MS		
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	Secondary	12 to 13
Age Range Justification		FTE %
		0.08

Building Name		
Meadville MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support MS CA	Secondary	Full-time (1.0)	02/20/2023 03:12 PM

Building Name		
Meadville MS		
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	13 to 15
Age Range Justification		FTE %
		0.12

Building Name		
Meadville MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support FD2	Elementary	Full-time (1.0)	02/20/2023 03:16 PM

Building Name		
First District El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.36

Building Name		
First District El Sch		
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	Elementary	10 to 10
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech	Elementary	Full-time (1.0)	02/20/2023 03:06 PM

Building Name		
First District El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are seen in the classroom as well as in different groups according to specific needs in the area of speech		0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support FD	Elementary	Full-time (1.0)	02/20/2023 03:03 PM

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

	0.26
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Building Name		
First District El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 3	Secondary	Full-time (1.0)	03/06/2023 04:59 PM

Building Name		
Cochranton JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 2	Secondary	Full-time (1.0)	02/20/2023 02:57 PM

Building Name		
Cochranton JSHS		
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	12 to 14
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 1	Secondary	Full-time (1.0)	02/20/2023 02:55 PM

Building Name		
Cochranton JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.24

Building Name		
Cochranton JSHS		
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	17 to 18
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support	Elementary	Full-time (1.0)	02/20/2023 02:46 PM

Building Name		
Cochranton El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range

School District	Elementary	6 to 11
Age Range Justification		FTE %
Students are pushed into regular education classrooms and are seen at different times during the day		0.12

Building Name		
Cochranton El 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	9 to 11
Age Range Justification		FTE %
Students are pushed into regular education classrooms and are seen at different times during the day		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support	Elementary	Full-time (1.0)	02/20/2023 02:27 PM

Building Name		
Cochranton El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %

	0.14
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Building Name		
Cochranton El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support	Elementary	Full-time (1.0)	02/20/2023 02:22 PM

Building Name		
Cochranton El 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	9 to 12
Age Range Justification		FTE %
Students are seen in push in setting where teacher goes into instructional setting		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech K-6	Elementary	Full-time (1.0)	02/20/2023 02:16 PM

Building Name		
Cochranton El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		45
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Students are seen both individually, in the classroom, and in small groups according to speech needs		0.69

Building Name		
Cochranton El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
Students are seen in push in setting where teacher goes into instructional setting		0.1

Special Education Facilities

Building Name		Room #
Meadville MS		M96 DB IU
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
49 feet, 0 inches x 25 feet, 0 inches	1225sqft	43
Implementation Date		
2015-09-01		
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 #
Meadville MS		M99 MS
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 44 feet, 0 inches	924sqft	33
Implementation Date		
2015-09-01		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Meadville MS		M98 MF
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 33 feet, 0 inches	891sqft	31
Implementation Date		
2015-09-01		
Uploaded Files		

3 Assurance Check

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

Building Name		Room #
Meadville MS		104 CB
School Building		Building Description
Middle		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, 0 inches	896sqft	32
Implementation Date		
2015-09-01		
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 #
Meadville MS		108 ST
School Building		Building Description
Middle		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, 0 inches	896sqft	32
Implementation Date		
2015-09-01		
Uploaded Files		

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5 Assurance Check

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

Building Name		Room #
Meadville MS		120 CG
School Building		Building Description
Middle		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, 0 inches	896sqft	32
Implementation Date		
2015-09-01		
Uploaded Files		

6 Assurance Check

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

Building Name		Room #
Meadville MS		212 CA
School Building		Building Description
Middle		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, 0 inches	896sqft	32
Implementation Date		
2018-09-05		
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 #
Meadville MS		206 MP
School Building		Building Description
Middle		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, 0 inches	896sqft	32
Implementation Date		
2015-09-01		
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 #
Meadville Area SHS		C05 LC
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 30 feet, 0 inches	690sqft	24
Implementation Date		
2015-09-01		
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 #
Meadville Area SHS		B45 KC
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
38 feet, 0 inches x 24 feet, 0 inches	912sqft	32
Implementation Date		
2015-09-01		
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 #
Meadville Area SHS		B06 LK
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 30 feet, 0 inches	630sqft	22
Implementation Date		
2015-09-01		
Uploaded Files		

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11 Assurance Check

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

Building Name		Room #
Meadville Area SHS		B05 BL
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 29 feet, 0 inches	609sqft	21
Implementation Date		
2015-09-01		
Uploaded Files		

12 Assurance Check

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

Building Name		Room #
Meadville Area SHS		A30 JM
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 21 feet, 0 inches	630sqft	22
Implementation Date		
2015-09-01		
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 #
Meadville Area SHS		D16 JS
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 23 feet, 0 inches	690sqft	24
Implementation Date		
2015-09-01		
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 #
Meadville Area SHS		B30 SH
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 30 feet, 0 inches	660sqft	23
Implementation Date		
2015-09-01		
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 #
Meadville Area SHS		D19 MS
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, 0 inches x 21 feet, 0 inches	609sqft	21
Implementation Date		
2015-09-01		
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 #
Meadville Area SHS		C11 TT
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 28 feet, 0 inches	644sqft	23
Implementation Date		
2015-09-01		
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 #
Meadville Area SHS		B28 HC IU
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 21 feet, 0 inches	714sqft	25
Implementation Date		
2015-09-01		
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 #
Cochranton El Sch		116 HK
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, 0 inches x 21 feet, 0 inches	378sqft	13
Implementation Date		
2015-09-01		
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 #
Cochranton El Sch		216 AM
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 30 feet, 0 inches	810sqft	28
Implementation Date		
2015-09-01		
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 #
Cochranton El Sch		210 CSB
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 27 feet, 0 inches	756sqft	27
Implementation Date		
2013-08-28		
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 #
First District El Sch		103 KP
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, 0 inches x 24 feet, 0 inches	768sqft	27
Implementation Date		
2015-09-01		
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 #
First District El Sch		206 NL
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
Implementation Date		
2015-09-01		
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 #
First District El Sch		215 KS
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		
2018-09-01		
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 #
Cochranton JSHS		126 SB
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 30 feet, 0 inches	660sqft	23
Implementation Date		
2015-09-01		
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 #
Cochranton JSHS		127 DK
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 30 feet, 0 inches	690sqft	24
Implementation Date		
2015-09-01		
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 #
Cochranton JSHS		128 MH
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 32 feet, 0 inches	704sqft	25
Implementation Date		
2018-09-01		
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 #
Second District El Sch		103 PS
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, 0 inches x 23 feet, 0 inches	759sqft	27
Implementation Date		
2015-09-01		
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 #
Second District El Sch		A103 MD
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, 0 inches x 32 feet, 0 inches	1024sqft	36
Implementation Date		
2015-09-01		
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 #
Second District El Sch		208 MP
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 24 feet, 0 inches	672sqft	24
Implementation Date		
2015-09-01		
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 #
Second District El Sch		101 JC
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 26 feet, 0 inches	728sqft	26
Implementation Date		
2015-09-01		
Uploaded Files		

31 Assurance Check

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

Building Name		Room #
Second District El Sch		102 WH
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 18 feet, 0 inches	360sqft	12
Implementation Date		
2015-09-01		
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 #
Second District El Sch		203 CR
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 26 feet, 0 inches	728sqft	26
Implementation Date		
2015-09-01		
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 #
West End El Sch		204 AL
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, 0 inches x 23 feet, 0 inches	759sqft	27
Implementation Date		
2015-08-25		
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 #
West End El Sch		229 EA
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, 0 inches	782sqft	27
Implementation Date		
2015-09-01		
Uploaded Files		

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35 Assurance Check

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

Building Name		Room #
West End El Sch		206 JN
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, 0 inches	782sqft	27
Implementation Date		
2021-08-15		
Uploaded Files		

36 Assurance Check

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

Building Name		Room #
West End El Sch		231 DH
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, 0 inches	782sqft	27
Implementation Date		
2021-08-15		
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 #
West End El Sch		223 CS
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 17 feet, 0 inches	391sqft	13
Implementation Date		
2015-09-01		
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 #
West End El Sch		222 JM
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 17 feet, 0 inches	391sqft	13
Implementation Date		
2015-09-05		
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 #
West End El Sch		208B MD
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 18 feet, 0 inches	414sqft	14
Implementation Date		
2015-09-01		
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 #
Neason Hill El Sch		209 CC
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, 0 inches x 26 feet, 0 inches	624sqft	22
Implementation Date		
2015-09-01		
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 #
Neason Hill El Sch		200 MS
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, 0 inches x 34 feet, 0 inches	816sqft	29
Implementation Date		
2015-09-01		
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 #
Neason Hill El Sch		211 SL
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 24 feet, 0 inches	408sqft	14
Implementation Date		
2015-09-01		
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 #
Neason Hill El Sch		207 NW
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 24 feet, 0 inches	864sqft	30
Implementation Date		
2015-09-01		
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	

Special Education Support Services

45Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	2	Secondary	District
Paraprofessionals	37	Elementary	District
Paraprofessionals	29	Secondary	District
School Psychologist	3	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1.5	District Wide	Contractor
Social Worker	1	District Wide	Contractor
Behavior Specialist	1	District Wide	Contractor
Guidance Counselor	5	Elementary	District
Guidance Counselor	5	Secondary	District
Other	1	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
On site consultation regarding individual positive behavior needs			
Lead Person/Position		Year of Training	
Behavior Support Specialist			
Hours Per Training	Number of Sessions	Provider	Audience
1	4 trainings yearly	Intermediate Unit	Building Administrators Paraprofessionals Special Education Teachers

Description of Training			
Social skills instruction/new tools available			
Lead Person/Position		Year of Training	
IU/Pattan Consultant			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Other	Parents Special Education Teachers

Positive Behavior Support

Description of Training			
Functional Behavioral Support & Positive Behavioral Support Plan Training or review			
Lead Person/Position		Year of Training	
IU Behavior Specialist			
Hours Per Training	Number of Sessions	Provider	Audience
4	2	Intermediate Unit	Special Education Teachers

Description of Training			
Inclusive Practices			
Lead Person/Position		Year of Training	
Danielle Cotterell or Kevin Webber			
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Trauma informed practices			
Lead Person/Position		Year of Training	
Counseling providers			
Hours Per Training	Number of Sessions	Provider	Audience
3	2	Other	Paraprofessionals

Description of Training			
Various Training Opportunities related to Disabilities specific to classroom assignments			
Lead Person/Position		Year of Training	
On-line			
Hours Per Training	Number of Sessions	Provider	Audience
20	20	District Intermediate Unit PaTTAN Other	Paraprofessionals

Transition

Description of Training			
Indicator 13 Training			
Lead Person/Position		Year of Training	
PDE			
Hours Per Training	Number of Sessions	Provider	Audience
3	1	PaTTAN	Other

Description of Training			
Exit and Post School Surveys			
Lead Person/Position		Year of Training	
Transition Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	PaTTAN	Special Education Teachers

Science of Literacy

Description of Training			
The Science of Reading			
Lead Person/Position		Year of Training	
Step by Step Learning Consulting			
Hours Per Training	Number of Sessions	Provider	Audience
on-going	on-going	Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Literacy Assessment, Progress Monitoring, Acadience			
Lead Person/Position		Year of Training	
Step by Step			
Hours Per Training	Number of Sessions	Provider	Audience
On-going	On-going	Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Parent Training

Description of Training			
Technology to assist my child in school			
Lead Person/Position		Year of Training	
Special Ed. Teacher/in each Bldg.			
Hours Per Training	Number of Sessions	Provider	Audience
1	Yearly	District	Parents

Description of Training			
Helping your child with their schoolwork- tools and tricks to make it easier for parents			
Lead Person/Position		Year of Training	
Classroom Teachers			
Hours Per Training	Number of Sessions	Provider	Audience
1	Yearly	District	Parents

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Description of Training			
Survey parents regarding needed trainings			
Lead Person/Position		Year of Training	
Director of Special Services			
Hours Per Training	Number of Sessions	Provider	Audience
1	Yearly	District Intermediate Unit PaTTAN Other	Parents

IEP Development

Description of Training			
Fine tuned, defensible IEPs			
Lead Person/Position		Year of Training	
Knox Law Firm			
Hours Per Training	Number of Sessions	Provider	Audience
3	2	Other	Central Office Administrators Special Education Teachers

Description of Training			
IEP Development			
Lead Person/Position		Year of Training	
IU5 Tac			
Hours Per Training	Number of Sessions	Provider	Audience
4	Yearly	Intermediate Unit	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

