

Everett Area School District

Special Education Plan

2023-2026

Public Review Began on:

March 20, 2023

Any Questions please contact Dr. Hollis at [jhollis@everettasd.org](mailto:jhollis@everettasd.org)

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 208  
School District Total Student Enrollment 1164  
Percent of Students Receiving Special Education 17.9

## Steering Committee

Name	Position/Role	Building	Email
Jim Hollis	Director of Special Education	Everett Area SD	<a href="mailto:jhollis@everettasd.org">jhollis@everettasd.org</a>
Adam Whisel	Building Principal	Everett Area HS	<a href="mailto:awhisel@everettasd.org">awhisel@everettasd.org</a>
Justin Hillegas	Building Principal	Everett Area El Sch	<a href="mailto:jhillegas@everettasd.org">jhillegas@everettasd.org</a>
Theresa Smith	Other	Everett Area SD	<a href="mailto:tsmith@everettasd.org">tsmith@everettasd.org</a>
Krista Boyd	Parent	Everett Area SD	<a href="mailto:kboyd@everettasd.org">kboyd@everettasd.org</a>
Denise Prather	Special Education Teacher	Everett Area MS	<a href="mailto:dprather@everettasd.org">dprather@everettasd.org</a>
Shannon Smitley	General Education Teacher	Everett Area HS	<a href="mailto:ssmitley@everettasd.org">ssmitley@everettasd.org</a>
Kristi Peterson	Other	Everett Area SD	<a href="mailto:kpeterson@everettasd.org">kpeterson@everettasd.org</a>
Fred Baca	Board Member	Everett Area SD	<a href="mailto:fbaca@everettasd.org">fbaca@everettasd.org</a>
Dave Burkett	Superintendent	Everett Area SD	<a href="mailto:dburkett@everettasd.org">dburkett@everettasd.org</a>

## School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

### Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

### Timely Initial Evaluations (Indicator 11)

<b>Improvement and Planning Activity</b>
The most recent data available from the Special Education Data Report was for the 2019-2020 school year. Our District was flagged due to our rate of 60% being below the state guideline. Since this time the Everett Area School District has, replaced its School Psychologist and completed an improvement plan from the state. We are currently up to date and in compliance.

### Secondary Transition (Indicator 13)

Indicator not flagged at this time.

### Graduation (Indicator 1)

Indicator not flagged at this time.

### Drop Out (Indicator 2)

Indicator not flagged at this time.

### Assessment (Indicator 3)

Indicator not flagged at this time.

### Education Environments (Indicator 5)

Indicator not flagged at this time.

### Parent Involvement (Indicator 8)

Indicator not flagged at this time.

### Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

### Post-School Outcomes (Indicator 14)

<b>Improvement and Planning Activity</b>
For Target A (Enrolled in higher education within one year of leaving high school), the District was below the state target of 28.5% with only 5%. With each class having only about 15 graduates per year this number can fluctuate from year to year. We are making a concerted effort to utilize our special education staff and transition coordinator to make students more aware of the the further educational opportunities available to them.

### 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 district provides annual public notice on school web page and in local newspaper annually, to assist us in following our Child Find responsibilities. At this time, no barriers exist which limit the Everett Area School District to meet obligations under Section 1306. If a facility would locate within the District, EASD will fully comply with requirements of IDEA 2004 and PA Chapter 14 to meet obligations under Section 1306. The Everett Area School District would utilize Child Find, our IEP development process, proper educational placement based on the student's needs, assure full provision of FAPE, and ensure that a fully certified Special Education teacher is providing the services. The Everett Area School District recognizes that school-age children are sometimes placed in residential programs for reasons not related to the child's educational needs, as outlined in Basic Education Curricular (BEC): Educational Programs for Students in Non-Educational Placements 22 Pa. Code Section 14.102. This may occur through a Mental Health/Intellectual Disabilities agency, children and youth agency or through a local court. When a non-educational placement is made, such a placement is presumed to determine where the child lives and where the child may receive non-educational services. In the case of children with a disability, this determination is made through the Individualized Education Program (IEP) process or through a Service Agreement, unless a court order explicitly prescribes how educational services are to be provided.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?  
In the event the Everett Area School District would become a host district, all provisions and services would be offered to students with disabilities assigned to a 1306 program. The district would ensure that FAPE is offered, either in the school itself or in the most appropriate, but least restrictive program, in accordance with the Individual Education Plan. The Director of Special Education would be in contact with any program providing FAPE on a biweekly basis to ensure all programs and services are implemented as prescribed in the IEP. If the student would attend the neighborhood school, all programs and services would be monitored by school special education staff, regular education teachers and the Director of Special Education. Consistent communication would occur between the district and the 1306 program to ensure that there is a solid plan to transition the student back to the school of residence. Any barriers, progress and plans would be addressed through continued collaborative efforts between the district and 1306 facilities to ensure child find and provision of FAPE for students with disabilities. (Improve communications & networking with outside agencies/programs, interagency collaboration). This would include a plan to ensure 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.

The Everett Area School District recognizes that the percentage of students receiving Special Education services is slightly above that of the state average. These placement recommendations are IEP team decisions and the district continues to work on meeting student needs as identified through formal, multidisciplinary procedures, child-study team meetings, progress monitoring, data team meetings and parent meetings. The district's percentage of students identified with specific learning disabilities is also higher than the state average. The district considers all factors relevant to placement of students, however the primary factor continues to be student need and where the student can best achieve academic, social and emotional success. As for educational environments, according to the 2020/2021 SEDR, the Everett Area School District has 70.7% of identified students in the regular education setting more than 80% of the day, which is higher than the state average of 61.5%. The Everett School District has only 7.6% of identified students in the regular education classroom less than 40% of the day, which is lower than the state average of 9.6%. Both these figures are good indicators that we highly consider the least restrictive environment, starting with the regular education classroom with supplemental aids and services. We will continue to keep LRE on the forefront of our programs.

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

The Everett Area School District adheres to the guidelines and procedures as outlined in Chapter 14 for servicing students in the least restrictive environment to the maximum extent appropriate. Accommodations, modifications, Instructional Support Team and Response to Intervention strategies are provided within the regular education setting prior to referral for multidisciplinary evaluation. If after evaluation, the student qualifies for special education services, the placement decision is made in a team fashion at the IEP meeting. Unless the IEP dictates otherwise, students participate in the general education curriculum with necessary supplementary aids and services. Prior to removing the student from the regular education environment, there must be demonstration that education in that setting could not be satisfactorily met even with the use of supplementary aids and services. The district will attempt to service the student within the home district prior to looking for a placement outside of the student's home district. Regardless of the student's program, the district encourages participation of same age peers in the general education setting for nonacademic and extracurricular activities. The EASD utilizes differentiated instruction to meet the needs of all learners that is supported by all staff including teachers and paraprofessionals. K-5 teachers have been trained in and are implementing the PATHS Curriculum in order to provide a structured SEL curriculum for all students.

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

Regular and special education staff and support staff are encouraged to attend professional development opportunities offered through PDE, PaTTAN, and Appalachia IU08 in order to enhance their knowledge and ability to support the inclusion of children with learning disabilities within the general education setting. Everett Area School District collaborates with Appalachia IU08, PaTTAN and PDE to bring training to the school district during scheduled in-service days. In addition to in-service training, the special education department meets monthly after school for training purposes and to discuss interventions and strategies that may benefit some students, as well as PDE regulations and responsibilities. In addition, the Supervisor of Special Education attends monthly meeting with Appalachia IU08 and the annual PDE Conference to keep abreast of current evidence-based models and practices as well as to discuss successful programs, services, and options



with colleagues. The special education teachers and Supervisor of Special Education work closely with the regular education teachers to ensure student success. The IEP teams must consider a full array of supplementary aids and services (SAS) which have the potential to make it possible for students with disabilities to be included in the general education classroom, nonacademic, and extracurricular activities. The IEP team must compile information about the student, the general education classroom, the beneficial and harmful effects that the classroom may have as well as the extent that which students can participate in activities like their non-disabled peers. A framework that includes Collaborative Supports, Instructional Supports, Physical Supports and Social Behavioral Supports is used. The Everett Area School District offers a full range of supplementary aids and services. Additionally, the district offers a full range of special education supports. The district also provides Title I reading and early intervention at the elementary school level. All school buildings employ co-teaching in core subject areas and in many elective/non-core classes. All teachers use differentiated instruction and will modify the curriculum as necessary to meet students' needs. Teachers will also utilize modified grading when necessary. Our staff help students in a variety of ways such as organization, regular communication with parents regarding progress, additional time, re-teach materials, assistance with notes, and numerous other instructional techniques. The district also offers after school programs at all grade levels to provide students with academic support.

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

At the Everett Area School District, a student's full range of needs are considered when looking at the supplementary aids and services for a student with disabilities in extracurricular activities. This means a student is provided with the necessary support to participate with nondisabled children to the maximum extent possible. This could include modifications and accommodations, related services, and supports for school personnel. At Everett, we utilize supplementary aids and services based on the individual needs of the student as determined by the IEP team, which includes the parent and the student if appropriate. Examples of supplementary aids and services we utilize include; communication and consultation with all necessary parties, time for staff members to collaborate and work as a team, consideration of equipment needed by the student such as a wheelchair or communication device, social skills instruction to build peer-to-peer relationships, providing support staff such as a one-on-one aid or private care nurse, training for support staff working with a student, and physical space considerations such as accessibility and special transportation to name a few.

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?

Currently, Everett Area School District attempts to service students within the home district prior to looking for a placement outside of the student's home district. Additionally, prior to removing a student from the home district, there must be demonstration that education in the home setting could not be satisfactorily met, even with specially designed instruction. These decisions are made by the IEP team with consideration of the students' individual needs and the nature and severity of the student's disability. Regardless of the student's program or placement, the district encourages participation with same age peers in the general education setting for nonacademic and extracurricular activities to the greatest extent possible. One of the most important ways to ensure this takes place is through frequent communication and collaboration with the student, the family, and the private institution. Making sure the necessary parties are aware of the available opportunities is extremely important when determining what is and what isn't appropriate based on the students' individual needs. When appropriate, and with the necessary support, students participate in sports, dances, musicals, graduation, field trips, and other school wide events.

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)

Everett Area School District continues to evaluate and assess special education programming options within the school district. By contracting with the Appalachia Intermediate Unit 8 and our County-Wide Life Skills Support Consortium, the Everett Area School District is able to provide a continuum of services for the special education students to meet their individual academic and behavioral needs. Everett Area School District has recently added to their continuum of programming services by implementing programming services by adding a full-time Autistic/emotional support teacher, to better address or student needs. We also have contracted a mental health counselor/social worker who is in our district five hours a day five days a week, to support the needs of our students. The district offers a complete range of special education supports for all disability categories. Additionally, the district has well-established agreements with outside agencies, private providers, partial hospitalization, the local intermediate unit and in-house contracts to assist in educating difficult to place and/or students who require a more restrictive environment. The district constantly reviews the needs of our students and develops appropriate services as needed.

#### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Soaring Heights Altoona	Approved Private School (APS)		Soaring Heights	Autistic Support	1
Merakey - East Freedom	Approved Private School (APS)		Merakey	Emotional Support	1
MDS Class	Other	IU08 - MDS Class	IU08	Multiple Disabilities Support	1
Primary Life Skills Support	Other	County Wide LSS Class	Chestnut Ridge School District	Life Skills Support	7
Intermediate Life Skills Support	Other	County Wide LSS Class	Bedford School District	Life Skills Support	3
Middle School Life Skills Support	Other	County Wide LSS Class	Bedford School District	Life Skills Support	1



## Positive Behavior Support

Date of Approval  
2020-12-07

Uploaded Files  
Policy 113.2.pdf

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

The Everett Area School District is committed to supporting students with behavioral needs in the least restrictive environment. The school district will only consider placing students in other, outside of district, settings when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations. When students exhibit behaviors that impede their learning or that of other students, the school district will complete a Functional Behavior Assessment to determine the function of the student's behavior. The results of the Functional Behavior Assessment will be the foundation of the student's Positive Behavior Support Plan that the IEP team will develop to address specific research-based techniques and modifications that can be used to help the student with his/her behavior(s). The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques have been tried. The district also works closely with several behavioral health agencies who may provide supports to students to ensure continuity and fidelity of services. The district also has a Mental Health Counselor and a Social Worker who serve in our schools to provide supports and can recommend varying levels of behavioral health services for our students.
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

The Everett Area School District provides yearly training staff in each building, which include administrators, special education teachers and paraprofessionals, this training addresses positive behavior supports, de-escalation techniques, and school based behavioral health. This group of staff maintains certification in Non-Violent Crisis Intervention. The school district also regularly trains our regular education teachers and staff in positive behavior supports and de-escalation techniques. The Everett Area School District contracts with IU08 to provide training opportunities.
3. Describe the district positive school wide support programs.

The Everett Area School District recognizes the responsibility for ensuring that positive behavior, rather than negative behavior techniques are used to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. Behavior support programs and plans are based on a functional assessment of behavior and will include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning. The Everett Area School District has implemented a School Wide Positive Behavior Support Program at its elementary schools, middle school and high school. The focus of the program is teaching students school-wide expectations and the students' exhibiting positive behaviors. Positive behaviors are taught at the beginning of the school

year, re-taught throughout the school year when needed, and modeled by others. Students have the opportunity to earn tickets based on their positive behavior and can win prizes throughout the year. The schools also hold assemblies throughout the year to encourage and reteach appropriate behaviors.

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

The Everett Area School District employs 3 professional school counselors (1 per building) who meet with students in individual and small group settings to review social topics including, but not limited to, peer relationship skills, conflict resolution skills, conversation skills, etc. The district also contracts through Bedford/Somerset Developmental and Behavioral Health Services, who provides students in the district with school based mental health care and social work services, five days per week in the school setting. Furthermore, the district utilizes the Student Assistance Programs to provide social, emotional, and behavioral support to students within the district. All elementary students follow the PATHS social and emotional program. Finally, the district works with the Personal Solutions INC to address drug and alcohol specific student needs.

5. Describe the district restraint procedure.

The use of restraints to control acute or episodic aggressive or self-injurious behavior shall be considered when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or to employees, and only when less restrictive measures, including de-escalation techniques have proven to be or are less effective. The Special Education Director or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggress behavior of the student and shall convene a meeting of the IEP team within 10 school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, 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 only if the restraint is used with specific component elements of a positive Behavior Support Plan, used in conjunction with teaching socially appropriate alternate skills or behaviors, staff are authorized to use the restraint and have received appropriate training, and/or Behavior Support Plan includes efforts to eliminate the use of restraints. The necessary information would be input into the Restraint Information System Collection (RISC) site.

## 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.

Currently, the district has not experienced any challenges providing FAPE to any of our students, regardless of their disability or required service. The Everett Area School District strives to provide a seamless delivery system for programming to ensure Least Restrictive Environment (LRE). Presently, all students with identified disabilities are placed in appropriate settings as delineated by the individual educational team as developed in the IEP and based upon the educational needs of the student. If an instance would arise in which a student would require Instruction Conducted in the Home, the district would immediately contact the Intermediate Unit 8 and/or PaTTAN for resources and support. The Everett Area School District reports all Homebound and Instruction in The Home on The SES System, in a timely manner. Additionally, EASD has not had any trouble with identifying placements within 30 days. The district is regularly involved with local agencies.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IU08 - SLS - 2	Secondary	Full-time (1.0)	01/19/2023 12:54 PM

<b>Building Name</b>		
Everett Area HS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		50
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	12 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen within the age range variance of 3 years.		0.77

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IU08 - SLS - 1	Elementary	Part-time (0.5)	01/19/2023 12:52 PM

<b>Building Name</b>		
Everett Area El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	8 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen within the age range variance of 3 years.		0.22

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
IU08 - Hearing	Multiple	Part-time (0.5)	01/19/2023 12:43 PM

<b>Building Name</b>		
Everett Area HS		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	12 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen within the age range variance of 3 years.		0.16

<b>Building Name</b>		
Everett Area El Sch		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	5 to 11



<b>Age Range Justification</b>	<b>FTE %</b>
Students are seen within the age range variance of 3 years.	0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
IU08 - VIS	Multiple	Part-time (0.5)	01/19/2023 12:38 PM

<b>Building Name</b>	
Everett Area El Sch	
<b>Support Type</b>	
Blind And Visually Impaired Support	
<b>Support Sub-Type</b>	
Blind And Visually Impaired Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	4
<b>Identify Classroom</b>	<b>Classroom Location</b>
Intermediate Unit	Elementary
<b>Age Range Justification</b>	<b>FTE %</b>
	0.08

<b>Building Name</b>	
Everett Area HS	
<b>Support Type</b>	
Blind And Visually Impaired Support	
<b>Support Sub-Type</b>	
Blind And Visually Impaired Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	5
<b>Identify Classroom</b>	<b>Classroom Location</b>
Intermediate Unit	Secondary
<b>Age Range Justification</b>	<b>FTE %</b>

	0.1
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MR - LS	Elementary	Part-time (0.5)	01/13/2023 09:04 AM

<b>Building Name</b>		
Breezewood El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen within the age range variance of 3 years.		0.08

<b>Building Name</b>		
Breezewood El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen within the age range variance of 3 years.		0.04

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AJB - ES/LS	Elementary	Part-time (0.5)	01/13/2023 09:01 AM

<b>Building Name</b>		
Everett Area El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen within the age range variance of 3 years.		0.04

<b>Building Name</b>		
Breezewood El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen within the age range variance of 3 years.		0.04

<b>Building Name</b>
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Breezewood El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen within the age range variance of 3 years.		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AB - AS/ES	Multiple	Full-time (1.0)	01/13/2023 08:52 AM

<b>Building Name</b>		
Everett Area El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen within the age range variance of 3 years.		0.33

<b>Building Name</b>		
Everett Area SD		

<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen within the age range variance of 3 years.		0.25

<b>Building Name</b>		
Everett Area El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen within the age range variance of 3 years.		0.08

<b>Building Name</b>		
Everett Area SD		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14

<b>Age Range Justification</b>	<b>FTE %</b>
	0.1

<b>Building Name</b>		
Everett Area SD		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen within the age range variance of 3 years.		0.1

<b>Building Name</b>		
Everett Area MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
TB - LSS	Secondary	Full-time (1.0)	01/09/2023 03:11 PM

<b>Building Name</b>		
Everett Area MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.8

<b>Building Name</b>		
Everett Area MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LG - LSS	Secondary	Full-time (1.0)	01/09/2023 03:09 PM

<b>Building Name</b>		
Everett Area HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.8

<b>Building Name</b>		
Everett Area HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
EH - LSS	Secondary	Full-time (1.0)	01/09/2023 03:03 PM

<b>Building Name</b>		
Everett Area HS		



<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
		0.8

<b>Building Name</b>		
Everett Area HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AM - LS	Elementary	Full-time (1.0)	01/09/2023 12:51 PM

<b>Building Name</b>		
Everett Area El Sch		
<b>Support Type</b>		
Learning Support		

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

<b>Building Name</b>		
Everett Area El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
JG - LS	Elementary	Full-time (1.0)	01/09/2023 12:31 PM

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

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Everett Area El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
JM - LS/ES	Elementary	Full-time (1.0)	01/09/2023 12:27 PM

<b>Building Name</b>		
Everett Area El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Everett Area El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Everett Area El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Students are educated in groups where no students with an age range of over 3 years		0.1

<b>Building Name</b>		
Everett Area El Sch		
<b>Support Type</b>		

Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Students are educated in groups where no students with an age range of over 3 years		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
BG - LS	Secondary	Full-time (1.0)	01/09/2023 12:10 PM

<b>Building Name</b>		
Everett Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Everett Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
ES - LS	Secondary	Full-time (1.0)	01/09/2023 12:10 PM

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

<b>Building Name</b>		
Everett Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LB - LS	Secondary	Full-time (1.0)	01/09/2023 12:09 PM

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

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

School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DP - LS/GS	Secondary	Full-time (1.0)	01/09/2023 12:08 PM

<b>Building Name</b>	
Everett Area HS	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	
Learning Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	5
<b>Identify Classroom</b>	<b>Classroom Location</b>
School District	Secondary
	15 to 18
<b>Age Range Justification</b>	<b>FTE %</b>
	0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JK - LS	Secondary	Full-time (1.0)	01/09/2023 12:08 PM

<b>Building Name</b>	
Everett Area HS	
<b>Support Type</b>	
Learning Support	



<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Everett Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AW - LS	Secondary	Full-time (1.0)	01/09/2023 12:08 PM

<b>Building Name</b>		
Everett Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Everett Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
TP - ES/LS	Secondary	Full-time (1.0)	01/09/2023 12:07 PM

<b>Building Name</b>		
Everett Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Everett Area HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Students are educated in groups where no students with an age range of over 4 years		0.2

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

<b>Building Name</b>		
Everett Area HS		

<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Students are educated in groups where no students with an age range of over 4 years		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JM - SPL	Elementary	Full-time (1.0)	01/09/2023 12:03 PM

<b>Building Name</b>		
Everett Area El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		41
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Children are only seen within a 3 year age variance or individually. Caseload is within state guidelines.		0.63

<b>Building Name</b>		
Breezewood El Sch		
<b>Support Type</b>		

Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Children are only seen within a 3 year age variance or individually. Caseload is within state guidelines.		0.31

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Everett Area MS		107
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 22 feet, 5 inches	515sqft	18
<b>Implementation Date</b>		
2023-06-01		
<b>Uploaded Files</b>		
floor plans.pdf		

### 1Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Everett Area MS		108
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 8 inches x 19 feet, 6 inches	539sqft	19
<b>Implementation Date</b>		
2023-06-01		
<b>Uploaded Files</b>		
floor plans.pdf		

2 Assurance Check

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

Building Name		Room #
Everett Area MS		111
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 6 inches x 29 feet, 0 inches	942sqft	33
Implementation Date		
2023-06-01		
Uploaded Files		
floor plans.pdf		

3 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Everett Area MS		116
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 21 feet, 0 inches	525sqft	18
<b>Implementation Date</b>		
2023-06-01		
<b>Uploaded Files</b>		
floor plans.pdf		

#### 4Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Everett Area MS		140
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
14 feet, 0 inches x 12 feet, 0 inches	168sqft	6
<b>Implementation Date</b>		
2023-06-01		
<b>Uploaded Files</b>		
floor plans.pdf		



5 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Everett Area HS		203
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 37 feet, 6 inches	750sqft	26
<b>Implementation Date</b>		
2023-06-01		
<b>Uploaded Files</b>		
floor plans.pdf		

6 Assurance Check

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

<b>Building Name</b>	<b>Room #</b>
Everett Area HS	205

<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 29 feet, 0 inches	870sqft	31
<b>Implementation Date</b>		
2023-06-01		
<b>Uploaded Files</b>		
floor plans.pdf		

7Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Everett Area HS		208
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 22 feet, 6 inches	562sqft	20
<b>Implementation Date</b>		
2023-06-01		
<b>Uploaded Files</b>		
floor plans.pdf		

8Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Everett Area HS		211
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 29 feet, 0 inches	580sqft	20
<b>Implementation Date</b>		
2023-06-01		
<b>Uploaded Files</b>		
floor plans.pdf		

#### 9Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Everett Area HS		213
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 29 feet, 0 inches	580sqft	20
<b>Implementation Date</b>		
2023-06-01		
<b>Uploaded Files</b>		
floor plans.pdf		

10Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Everett Area HS		216
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 25 feet, 6 inches	561sqft	20
<b>Implementation Date</b>		
2023-06-01		
<b>Uploaded Files</b>		
floor plans.pdf		

11Assurance Check

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

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

<b>Building Name</b>		<b>Room #</b>
Everett Area HS		223
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
17 feet, 0 inches x 29 feet, 0 inches	493sqft	17
<b>Implementation Date</b>		
2023-06-01		
<b>Uploaded Files</b>		
floor plans.pdf		

12Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Everett Area El Sch		B16
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 0 inches x 25 feet, 0 inches	900sqft	32

<b>Implementation Date</b>
2023-06-01
<b>Uploaded Files</b>
floor plans.pdf

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	

<b>Building Name</b>		<b>Room #</b>
Everett Area El Sch		B61
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 0 inches x 25 feet, 0 inches	850sqft	30
<b>Implementation Date</b>		
2023-06-01		
<b>Uploaded Files</b>		
floor plans.pdf		

14Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
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<b>Building Name</b>		<b>Room #</b>
Everett Area El Sch		B35
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
14 feet, 4 inches x 31 feet, 4 inches	449sqft	16
<b>Implementation Date</b>		
2023-06-01		
<b>Uploaded Files</b>		
floor plans.pdf		

15 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Breezewood El Sch		1
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 9 feet, 0 inches	207sqft	7
<b>Implementation Date</b>		
2023-06-01		

<b>Uploaded Files</b>
floor plans.pdf

16 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Everett Area El Sch		B260
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
11 feet, 0 inches x 24 feet, 6 inches	269sqft	9
<b>Implementation Date</b>		
2023-06-01		
<b>Uploaded Files</b>		
floor plans.pdf		

17 Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
Everett Area El Sch		B40
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 6 inches x 17 feet, 4 inches	355sqft	12
<b>Implementation Date</b>		
2023-06-01		
<b>Uploaded Files</b>		
floor plans.pdf		

18Assurance Check

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

## Special Education Support Services

### 19Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	Secondary	District
Transition Coordinator	.5	Secondary	District
School Psychologist	1	District Wide	District
Social Worker	.5	Secondary	Contractor
Guidance Counselor	3	District Wide	District
Occupational Therapist	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Paraprofessionals	17	District Wide	District

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
Applied Behavior Analysis			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dr. Hollis			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
4	2	Intermediate Unit	Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Educating Students with Autism			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dr. Hollis			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
4	1	District	General Education Teachers Parents

### Positive Behavior Support

<b>Description of Training</b>			
FBA's and PBIS			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dr. Hollis			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
4	1	Intermediate Unit	Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
PBIS			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Don Burd			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
4	1	District	Building Administrators General Education Teachers

<b>Description of Training</b>			
Non-Violent Crisis Intervention (NCI) Refresher			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Mr. Don Arton			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
4	1	Intermediate Unit	Paraprofessionals Special Education Teachers

### Paraprofessional

<b>Description of Training</b>			
Introduction to Structured Literacy			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dr. Hollis			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
10	1	Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals

			Special Education Teachers
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<b>Description of Training</b>			
Applied Behavior Analysis			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dr. Holis			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
4	2	Intermediate Unit	Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
FBA's and PBIS			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dr. Hollis			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
4	1	Intermediate Unit	Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Non-Violent Crisis Intervention (NCI) Refresher			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Mr. Don Arton			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
4	1	Intermediate Unit	Building Administrators Paraprofessionals Special Education Teachers

### Transition

<b>Description of Training</b>			
Transition Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Mrs. Karen Eppley			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District	Special Education Teachers

### Science of Literacy

<b>Description of Training</b>			
Introduction to Structured Literacy			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dr. Hollis			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
10	1	Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

### Parent Training

<b>Description of Training</b>
Educating Students with Autism

<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dr. Hollis			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
4	1	District	General Education Teachers Parents

<b>Description of Training</b>			
After Graduation Transition			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Mrs. Karen Eppley			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

### IEP Development

<b>Description of Training</b>			
Writing IEP Goals			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dr. Hollis			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District Intermediate Unit	Special Education Teachers

<b>Description of Training</b>			
Progress Monitoring			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Mrs. Kristi Peterson			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

2	1	District	Special Education Teachers
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<b>Description of Training</b>			
IEP Writing Refresher			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dr. Hollis			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
4	1	Intermediate Unit	Special Education Teachers



## Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

