

## Profile and Plan Essentials

### Special Education Students

Total Number of Students Receiving Special Education 615

School District Total Student Enrollment 4390

Percent of Students Receiving Special Education 14

## Steering Committee

Name	Position/Role	Building	Email
Erica McDonald	Director of Special Education	Waynesboro Area SD	erica_mcdonald@wasdpa.org
Tammi Richards	Other	Waynesboro Area SD	tammi_mcdonald@wasdpa.org
Tod Kline	Superintendent	Waynesboro Area SD	tod_kline@wasdpa.org
Diane McCallum	Parent	Waynesboro Area SD	dianemccallum@wasdpa.org
Allison Kopco	Building Principal	Waynesboro Area SHS	jason_wetherald@wasdpa.org
Megan McGuire	Building Principal	Fairview Avenue El Sch	megan_mcguire@wasdpa.org
Mark Klink	Building Principal	Waynesboro Area MS	mark_klink@wasdpa.org
Mariah Hill	Other	Waynesboro Area SD	mariah_hill@wasdpa.org
Moriah Hoffman	Special Education Teacher	Waynesboro Area SHS	moriah_hoffman@wasdpa.org
Wyatt Dietrich	Special Education Teacher	Fairview Avenue El Sch	wyatt_dietrich@wasdpa.org
Sara Barrett	Special Education Teacher	Mowrey El Sch	sara_barrett@wasdpa.org
Rita Sterner-Hine	Other	Waynesboro Area SD	rita_sterner-hine@wasdpa.org
Karen Herald	Board Member	Waynesboro Area SD	karen_herald@wasdpa.org
Nicholas Erikson	Other	Waynesboro Area SD	nicholas_erickson@wasdpa.org
Wendy Royer	Board Member	Waynesboro Area SD	wendy_royer@wasdpa.org
Eric Holtzman	Other	Waynesboro Area SD	eric_holtzman@wasdpa.org
Linda Zimmerman	Board Member	Waynesboro Area SD	linda_zimmerman@wasdpa.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)

WASD has not met the 100% SPP/APR Target rate for indicator 13: IEP Post-Secondary Transition Goals and Services (age 16-21). The Special education data report from the school year 2019 - 2020 list WASD at 66.7% and the state average at 81.11%. To address the IEP Post-Secondary Transition Goals and Services, the LEA will provide on-going professional development to special education teachers, administration, and services providers about the post-secondary transition goals, services, and documentation in the IEP. The professional development information will be shared with our 1306 host facility and other placements to ensure compliance with all paperwork. The district's goal is to be at 100% for Indicator 13.

### Graduation (Indicator 1)

Indicator not flagged at this time.

### Drop Out (Indicator 2)

Indicator not flagged at this time.

### Assessment (Indicator 3)

Indicator not flagged at this time.

### Education Environments (Indicator 5)

Indicator not flagged at this time.

### Parent Involvement (Indicator 8)

Indicator not flagged at this time.

### Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

### Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

### Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

### Mediation (Indicator 16)

Indicator not flagged at this time.



School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

## Non-Resident Students Oversight

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

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Abraxas	Other	Nonresident Facility	Licensed Private Academic	90

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 LEA fully complies with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under 1306 of the Public-School Code as outlined in the BEC. Educational programs for Students in Non-Educational Placements 22 Pa. Code Section 14.102. Any barriers would be addressed through continued collaboration efforts between the district and 1306 facilities to ensure child find and provision of FAPE for students with disabilities (for example, improving communications and networking with the outside agencies / programs, interagency collaboration, etc.)
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?  
The district maintains records of students who are placed and discharged from the facility. The district has an agreement with Abraxas where they provide all educational services to the students. The district also provides (contracts) a psychologist to evaluate and reevaluate students as needed (following compliance procedures & Child Find obligations). The district offers trainings and communications (meetings virtually / in person, phone calls, and emails) to ensure they are knowledgeable about special education regulations and are in compliance with services and processes. The WASD also enters all Abraxas physical restraints into the Leader system and discusses student needs / plans. All of the collaboration between the 1306 facility and the District, ensuring the special education paperwork is in compliance and up to date allows students to transition back to school as it provides a clear picture of the students' strengths, needs (goals), and what strategies / services (SDIs / related services) help the students to be successful at the 1306 facility and at the school environment.

## Incarcerated Students Oversight

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

No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The Lincoln Intermediate Unit (LIU) operates the educational program in the local correctional institutions for all incarcerated students who are or may be eligible for special education services. LIU procedures are established and followed in order to notify school districts when school age youth enter the facilities. School records are sent to the facility in order to identify anyone eligible for special education services. Students may be evaluated while incarcerated if there is a reason to believe the youth may be disabled and in need of specially designed instruction. The school district works in conjunction with the LIU to complete the evaluation.

## Least Restrictive Environment

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

The district did not meet the State Performance Plan LRE targets. Our data shows that we did not meet the LRE target for students inside the regular classroom < 40% by a difference of 3.6% above the state average. WASD is 2.9% above the state average in other settings. WASD is 2.9% below the average for inside the regular classroom for 80% or more. The district follows the evaluation and IEP process, all student placements are deemed appropriate by the IEP team. The district continues to provide intensive Autistic Support Classrooms K through 12 that are supported by PATTAN. This allows students to attend a school in a district building rather than an outside of district placement. This is also true for our students that are serviced via our in house Life Skill Classrooms. The district also contracts a Trauma based program that is located in our district building. There are a total of 4 trauma-based classrooms, without these classrooms both regular and special education students would need to attend placements outside of the district. WASD also has a strong initiative for preschool programing that allows students access to preschool for no cost and holds community activities to encourage early skills for kindergarten and develop an appreciation for life long learning. Overall, we have fewer students in out of district environments. In reference to attendance and achievement / growth targets, the district continues to build on its First Choice initiative to provide quality educational planning for all district learners including special education learners. Our school teams meet to develop individual student plans to get students to attend school, revise and implement behavior plans, and truancy prevention plans. The social / emotional needs of our students are monitored by IEP teams; and there's on-going coordination to facilitate meetings with parents and students to keep them enrolled in school. Barriers such as anxiety, depression, lack of motivation, and lack of outside services continue to impede our attendance rates. COVID has also impacted the social/ emotional learning for all stakeholders, including students, families and staff. However, the district's counseling and behavior supports continue to address these barriers. Transition activities (preparation for post graduation) are used to keep students interested in school and their future. The district continues with the TSI plans to address attendance, achievement, and growth. A committee of various stakeholders meets to discuss current data, initiatives and processes for strengthening student outcomes.

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?

For academic, social and emotional needs that all students exhibit, the district employs a tiered MTSS process. Each of the 6 buildings has a MTSS coordinator to support with training, referrals, team meetings and tiered processes. The MTSS coordinator plans regular team meetings where the team brainstorms academic/social/emotional strategies, develops student goals and then documents and revises strategies through review of collected progress monitoring data. The teams include the MTSS coordinator, administrator, classroom teacher, counselor and parent. The team may also include other members as needed such as the behavior program specialist, nurse, probation officer, and outside agency representatives. This collaboration then allows meaningful education for students. The District continues to develop and strengthen the MTSS process in all buildings. The district has also employs four behavior techs and a behavior program specialist who participate on teams completing FBAs and PBSPS by collecting data, developing relationships and working with teachers and staff on positive behavioral strategies. The district also employs at least one counselor in each building in the district (11 total). There are 3 social workers employed by the district. The district also has a mental health liaison that is contracted through an outside agency to support students with more significant needs than the counselors can provide. SAP is utilized as needed for student needs and referrals are made as needed for services. There are 3 social workers that work within the district's 6 buildings. Students who have experienced trauma can be considered for the district's trauma-based program that is housed within the district buildings and contracted through an outside agency.

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

When students are identified and eligible for special education services, the IEP team determines the level of intervention that the student needs by always starting with the least restrictive environment and by including supplementary aides and services to support the student while participating in the general education curriculum. The team must document the student's progress at this level and adjust the supplementary aids and services through specially designed instruction. When this is not successful, the team may take a step more restrictive for students. Teachers are trained on co-teaching and differentiation to support students' wide range of needs. Students who participate in the resource classroom are provided the general education curriculum that is adapted to meet their needs along with interventions to support in closing the gaps of their skill deficits. Students in the most intensive classrooms (Life Skills and Autistic Support) are provided the Alternate Eligible Content and provided instruction at their instructional level to close the significant gaps in their learning so that they can be more included in general education curriculum with their nondisabled peers. The district provides PCAs and Paraeducators to accompany students for more individualized support to regular education classrooms as needed so that students can participate in the general education curriculum.

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

The district has secured handicapped accessible vehicles and transportation for students with disabilities to participate in extracurricular activities. Paraeducators and PCAs are utilized as supports for students who require more 1:1 support in order to participate. The Waynesboro Area School District has had our Autistic Support and Life Skills students participate in track, football, wrestling, chorus, and Unified Bocce Ball as well as Special Olympic activities. This past year, our school hosted our own district Special Olympics with 191 high school peer mentors participating from the general education classrooms. Students have also participated in our basketball games with the players. In these instances, the district provided transportation, PCA support and enacted peer mentor support. The district intends to continue with these inclusive practices and will continue to add opportunities for students in future years.

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

The Director of Special Education and Supervisor of Special Education remain involved (attend meetings, phone calls, emails) in the cases that students are placed in private institutions. This allows the district to remain connected to the students and parents / guardians so opportunities at the district level can be shared with the families. The district encourages students to participate in district extracurricular activities and other activities along with non-disabled children. The goal is always to get the students the supports that they need so that they can one day return to district schools. The district also ensures transition plans to have students transition back to district facilities to the maximum extent possible. In order for students to be included, they are permitted to attend all extracurricular activities such as sporting and music events. When a MDT team makes the decision to place a student in a private placement, the LEA ensures that the student and family are aware of district extracurricular activities. Students that are placed in private institution are still Waynesboro Area School District students and are given information at IEP meetings about opportunities in the district for extracurricular activities and opportunities to be with non-disabled peers.

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

Our district has expanded programs over the past several years to include all of our Autistic Support programs within our district buildings. However, there are still some students who are provided their education at the Franklin Learning Center for more significant autism and intellectual disabilities. For our

students with more intensive needs in emotional / behavioral support, the district currently has 7 students going to an out of district placement for emotional support services. Next school year, the district is reopening 3 Emotional Support Classrooms to provide services within our district. We will still have students who need placement outside of the district, but it is the goal that by providing the needed emotional supports early in the students' educational career that they will then have the skills needed to be successful in the upper grades as well. In regard to emotional support out of district placements, the students are mostly in middle and high school. There is one elementary student who is in an emotional support placement outside of the district. The district also contracts with an outside agency to provide staffing and programming for (four) Trauma Base classrooms for regular and special education students (K - 12 grades). Another area for the district to build capacity is by continuing to hire and retain paraeducators to support in the classrooms with intensive needs. Retention has been increased by an increase in pay and retention bonuses as well as more opportunities for full time employment.

#### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Franklin Learning Center	Other	Public Separate Facility Non Residential	LIU 12	Autistic Support	6
Franklin Learning Center	Other	Public Separate Facility Non Residential	LIU 12	Life Skills Support	4
Franklin Learning Center	Other	Public Separate Facility Non Residential	LIU 12	Multiple Disabilities Support	9
Merakey	Other	Other Private Facility- Non Residential	Merakey	Emotional Support	7
CASD South Hamilton Elementary	Other	LIU Fair-Share classroom	LIU 12	Deaf and Hard of Hearing Support	1





## Positive Behavior Support

Date of Approval  
2014-03-11

Uploaded Files  
Behavior Support Policy.html

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

Regular education and special education teachers are trained in ABA techniques and the use of variable reinforcement schedules to support students, as well as provided supports from a variety of resources such as a behavioral program specialist, behavior health technicians, MTSS coordinators and administrators. The district always strives for students to be in the least restrictive environment, and team collaboration and meetings allow for the district to meet the students' individual needs in regard to social, behavioral, and emotional needs. The district provides a variety of supports for emotional and social needs of students with disabilities. In the upcoming school year, our students will benefit from emotional support classrooms where students' emotional and social needs can be addressed specifically and individually. The district utilizes resources through training and consultation from PaTTAN in ensuring best instructional practices and in making data driven decisions. Students may receive related services such as participation in social skills groups led by our school counselors and social workers. Other students participate in individual counseling with school counselors and social workers as a related service. Students also receive supplementary aides and services such as PCA support when needed for emotional and social needs. Specially designed instruction is considered including safe areas in the classroom, seating, safe areas in the building (sensory space) and breaks. The district works with all agency supports that are procured by the family to support students' social and emotional needs.

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 district uses positive, rather than negative, measures from the basis of our behavior support programs. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques have not been successful. Training in positive behavior support and de-escalation is provided by our local IU. The district behavior specialist will train staff on Nonviolent Crisis Intervention and Safe Crisis Management. The behavioral program specialist and special education administration provide training on functional behavior assessments and positive behavior support plans. The district also utilizes training from PATTAN consultants in the Autism Initiative to train special education and regular education staff using ABA techniques and processes. The district has developed positive relationships with consultants and continues to build capacity with the district staff in order to provide internal support and training.

3. Describe the district positive school wide support programs.

Each building has a school-wide positive behavior system with clear expectations, where interventions are planned and positive rather than reactive and punitive. The district uses programs such as Project Team and Character Counts where pro-social behaviors are taught directly to individuals and teams of students, they are practiced frequently and become routine so they become automatic. There are multiple opportunities for positive corrective feedback. There is consistent administrator and staff implementation of the school-wide positive behavior system with each building having a behavior committee,

consisting of various staff members that review and revise the school-wide plans. Each teacher must have a universal classroom management system utilizing effective teaching practices with clear rules and procedures posted for all students to see, and increased cues and prompts to learn appropriate social behaviors. Tier 3 includes individual students receiving functional behavior assessments to develop an individualized behavior support plan in which parents are always part of the team. If needed, this plan would include de-escalation techniques (Crisis Prevention Intervention Techniques) and strategies to support students learning how to cope with their needs. In addition, our district employs a behavior specialist within the district that supports in student observation, completing FBAs and PBSP as well as providing training for our paraeducators, teachers and administrators. The specialist provides teachers and staff with de-escalation techniques, replacement behaviors and recommendations to support behavior within the school setting. The specialist also sits in on the MTSS team for students who need behavioral supports. The district also has four behavior health technicians that work directly under the supervision of the behavior program specialist to support the daily needs in the school.

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

The district employs at least one counselor in each building in the district (11 total). There are 3 social workers employed by the district. The district also has a mental health liaison that is contracted through an outside agency to support students with more significant needs than the counselors can provide. SAP is utilized as needed for student needs and referrals are made as needed to services. The district also contracts counseling services to support the ever growing mental health needs in the district. Students who have experienced trauma can be considered for the district's trauma-based program that is housed within the district buildings and contracted through an outside agency.

5. Describe the district restraint procedure.

The district utilizes restraint practices as a last resort only when student, staff or bystander is in imminent danger due to behavior. When WASD has a need for restraint, it is reported to RISC. The team immediately notifies the parent to determine if they wish to sign the waiver or schedule a team meeting to make any changes necessary to student plans to proactively prevent future restraints. The CPI training utilized by the district trains all participants to use de-escalation techniques to hopefully avoid 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.

The school district has not had difficulty-ensuring FAPE for any particular disability category; however, students with Multiple Disabilities, Emotional Disturbance, and Autism require more of a collaborative effort. The school district works with the Lincoln Intermediate Unit, local agencies, and behavioral health agencies (i.e. Children and Youth, MH/MR, probation and CASSP) to ensure FAPE does occur for students with multiple disabilities and Autism. If these resources fail to produce results the district would report the case to PDE's Bureau of Special Education as an Intensive Inter-agency student. The LEA has a crucial role in identifying which students require intensive interagency coordination, since these are students whom the school district has determined cannot currently be served in the public educational setting. In addition to assisting school districts with providing appropriate educational programs and placements, the system of intensive interagency coordination also works toward the goal of enhancing the capacity of school district programs so that the needs of students with disabilities can be met in public educational settings in most situations. The LEA ensures that, to the maximum extent appropriate, children with disabilities in public or private institutions or other care facilities are educated with nondisabled peers, and removal from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with supplementary aids/ services cannot be achieved satisfactorily. The district collaborates to provide services using private educational facilities, district and/or out of district approved nonpublic programs, and IU programs when appropriate in order to provide FAPE to students. The district provides a continuum of services, across all educational environments, in order to meet student needs. The LEA will continue to develop services in order to ensure a continuum of services for all disability categories, in all environments, to meet the needs of children with disabilities. An example of this is the addition of Emotional Support classrooms that provide supplemental or full-time services, there will be 3 classrooms in total (one at each level: elementary, middle school, high school). The LEA will also continue to collaborate with neighboring districts and/or IU programs in order to provide FAPE. After looking at the Special Education Students @ Home Reporting data, for the school year 2020 - 2021, only one student received instruction conducted in the home. After reviewing the case information, the instruction conducted in the home (ICIH) was for less than 30 days. The student received ICIH from 5/26/2021 to 6/1/2021. After ICIH the student started in an appropriate educational placement to support his needs and this was agreed upon by the IEP team. The district works with all stakeholders to ensure students receive the needed supports and services in order to be successful at school.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#45	Multiple	Part-time (0.5)	06/16/2022 12:05 PM

<b>Building Name</b>		
Summitview El Sch		
<b>Support Type</b>		
Blind And Visually Impaired Support		
<b>Support Sub-Type</b>		
Blind And Visually Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Waynesboro Area MS		
<b>Support Type</b>		
Blind And Visually Impaired Support		
<b>Support Sub-Type</b>		
Blind And Visually Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Waynesboro Area SHS		

<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)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#44	Multiple	Part-time (0.5)	06/16/2022 12:01 PM

<b>Building Name</b>		
Waynesboro Area SHS		
<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)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Waynesboro Area MS		
<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)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Fairview Avenue 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)		2
<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>
		0.04

<b>Building Name</b>		
Mowrey 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)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Summitview 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)		2
<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>
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#43	Elementary	Full-time (1.0)	06/15/2022 04:37 PM

<b>Building Name</b>		
Waynesboro Area SD		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		61
<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 taught in small groups with same age peers.		0.94

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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#42	Secondary	Full-time (1.0)	06/15/2022 04:37 PM
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<b>Building Name</b>		
Waynesboro Area MS		
<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)		54
<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>
		0.83

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#41	Elementary	Part-time (0.5)	06/15/2022 04:37 PM

<b>Building Name</b>		
Hooverville 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)		30
<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 taught in small groups with same age peers.	0.46

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#40	Multiple	Full-time (1.0)	06/16/2022 12:29 PM

<b>Building Name</b>		
Waynesboro Area SHS		
<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	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.31

<b>Building Name</b>		
Summitview 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)		30
<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 taught in small groups with same age peers.		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#39	Elementary	Part-time (0.5)	06/16/2022 12:29 PM

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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#38	Elementary	Full-time (1.0)	06/15/2022 04:33 PM

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<b>Building Name</b>		
Fairview Avenue 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)		55
<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 taught in small groups with same age peers.		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#37	Elementary	Full-time (1.0)	06/15/2022 04:33 PM

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<b>Building Name</b>		
Mowrey 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)		55
<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 taught in small groups with same age peers.		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#36	Elementary	Full-time (1.0)	06/15/2022 04:01 PM

<b>Building Name</b>		
Mowrey El Sch		
<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%)		7
<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>
		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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#35	Elementary	Full-time (1.0)	06/15/2022 03:56 PM
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<b>Building Name</b>		
Mowrey El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#34	Elementary	Full-time (1.0)	06/15/2022 03:55 PM

<b>Building Name</b>		
Mowrey El Sch		
<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%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7

<b>Age Range Justification</b>	<b>FTE %</b>
	1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#33	Elementary	Full-time (1.0)	06/15/2022 03:49 PM

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<b>Building Name</b>		
Mowrey El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Student IEPs waive out of age range due to severity of needs and programming for low incident number.		0.45

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#32	Elementary	Full-time (1.0)	06/15/2022 03:45 PM

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<b>Building Name</b>
Mowrey El Sch
<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%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#31	Elementary	Full-time (1.0)	06/15/2022 03:41 PM

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<b>Building Name</b>		
Mowrey El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<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>
		0.4

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#30	Elementary	Full-time (1.0)	06/15/2022 03:36 PM

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<b>Building Name</b>		
Mowrey El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are taught in small groups within their age range.		0.18

<b>Building Name</b>		
Mowrey El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are taught in groups within their age range.		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#29	Elementary	Full-time (1.0)	06/15/2022 03:31 PM

<b>Building Name</b>
Mowrey El Sch



<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Mowrey 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%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#28	Elementary	Full-time (1.0)	06/16/2022 12:15 PM

<b>Building Name</b>	
Fairview Avenue El Sch	
<b>Support Type</b>	
Emotional Support	

<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students are taught in small groups within their age range.		0.42

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#27	Elementary	Full-time (1.0)	06/15/2022 11:45 AM

<b>Building Name</b>		
Fairview Avenue 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	7 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

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

<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Fairview Avenue 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)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#26	Elementary	Full-time (1.0)	06/15/2022 11:36 AM

<b>Building Name</b>		
Fairview Avenue El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Fairview Avenue El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#25	Elementary	Full-time (1.0)	06/15/2022 11:19 AM

<b>Building Name</b>		
Summitview El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10

<b>Age Range Justification</b>	<b>FTE %</b>
Students are serviced in small groups within age ranges.	0.24

<b>Building Name</b>		
Summitview El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are serviced in small groups within age ranges.		0.15

<b>Building Name</b>		
Summitview 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 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are serviced in small groups within their age range.		0.04

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#24	Elementary	Full-time (1.0)	06/15/2022 11:47 AM

<b>Building Name</b>		
Hooverville El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Hooverville 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%)		2
<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>
		0.1

<b>Building Name</b>		
Hooverville 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)		1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#23	Secondary	Full-time (1.0)	06/15/2022 10:51 AM

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<b>Building Name</b>		
Waynesboro 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%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#22	Secondary	Full-time (1.0)	06/15/2022 10:49 AM

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<b>Building Name</b>		
Waynesboro Area MS		
<b>Support Type</b>		

Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<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>
		0.15

<b>Building Name</b>		
Waynesboro 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%)		6
<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>		
Waynesboro 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%)		2
<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>
		0.25



FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#21	Secondary	Full-time (1.0)	06/16/2022 12:18 PM

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<b>Building Name</b>		
Waynesboro Area MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#20	Secondary	Full-time (1.0)	06/15/2022 10:37 AM

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<b>Building Name</b>	
Waynesboro 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%)		3
<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>
		0.15

<b>Building Name</b>		
Waynesboro 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)		1
<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>
		0.02

<b>Building Name</b>		
Waynesboro Area MS		
<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	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Waynesboro Area MS		
<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%)		1
<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>
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#19	Secondary	Full-time (1.0)	06/15/2022 10:22 AM

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<b>Building Name</b>		
Waynesboro 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%)		11
<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>
		0.55

<b>Building Name</b>		
Waynesboro 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)		9
<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>
		0.18

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#18	Secondary	Full-time (1.0)	06/15/2022 10:09 AM

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<b>Building Name</b>		
Waynesboro 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)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Waynesboro 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%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#17	Secondary	Full-time (1.0)	06/15/2022 09:57 AM

<b>Building Name</b>		
Waynesboro 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)		7
<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>
		0.14

<b>Building Name</b>		
Waynesboro 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%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#16	Secondary	Full-time (1.0)	06/15/2022 09:50 AM

<b>Building Name</b>		
Waynesboro 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)		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>
		0.2

<b>Building Name</b>		
Waynesboro 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%)		5
<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>

	0.25
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#15	Secondary	Full-time (1.0)	06/15/2022 11:11 AM

<b>Building Name</b>		
Waynesboro 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)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Waynesboro 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%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#14	Secondary	Full-time (1.0)	06/15/2022 09:29 AM

<b>Building Name</b>		
Waynesboro 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)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>Building Name</b>		
Waynesboro 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%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05



<b>Building Name</b>		
Waynesboro Area MS		
<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)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#13	Secondary	Full-time (1.0)	06/15/2022 11:16 AM

<b>Building Name</b>		
Waynesboro Area SHS		
<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%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Student IEPs waive out of age range due to severity of needs and programming for low incident number.		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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#12	Secondary	Full-time (1.0)	06/14/2022 02:55 PM
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<b>Building Name</b>		
Waynesboro Area SHS		
<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%)		8
<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>
		0.4

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#11	Secondary	Full-time (1.0)	06/14/2022 02:52 PM

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<b>Building Name</b>		
Waynesboro Area SHS		
<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%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 18

<b>Age Range Justification</b>	<b>FTE %</b>
	0.35

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#10	Secondary	Full-time (1.0)	06/14/2022 02:50 PM

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<b>Building Name</b>		
Waynesboro Area SHS		
<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%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#9	Secondary	Full-time (1.0)	06/16/2022 12:23 PM

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<b>Building Name</b>
Waynesboro Area SHS
<b>Support Type</b>
Emotional Support
<b>Support Sub-Type</b>

Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#8	Secondary	Full-time (1.0)	06/14/2022 02:11 PM

<b>Building Name</b>		
Waynesboro Area SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

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

Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Waynesboro Area SHS		
<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)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#7	Secondary	Full-time (1.0)	06/14/2022 02:02 PM

<b>Building Name</b>		
Waynesboro Area SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

<b>Building Name</b>		
Waynesboro Area SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>		
Waynesboro Area SHS		
<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%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#6	Secondary	Full-time (1.0)	06/14/2022 01:50 PM

<b>Building Name</b>		
Waynesboro Area SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#5	Secondary	Full-time (1.0)	06/14/2022 10:57 AM

<b>Building Name</b>		
Waynesboro Area SHS		
<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	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Waynesboro Area SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>		
Waynesboro Area SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>



School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Waynesboro Area SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#4	Secondary	Full-time (1.0)	06/13/2022 02:19 PM

<b>Building Name</b>		
Waynesboro Area SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>

	0.14
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<b>Building Name</b>		
Waynesboro Area SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Waynesboro Area SHS		
<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%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>	
Waynesboro Area SHS	
<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)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#3	Secondary	Full-time (1.0)	06/13/2022 02:07 PM

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<b>Building Name</b>		
Waynesboro Area SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Waynesboro Area SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.7

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#2	Secondary	Full-time (1.0)	06/13/2022 01:58 PM

<b>Building Name</b>		
Waynesboro Area SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Waynesboro Area SHS		
<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%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>

	0.55
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#1	Secondary	Full-time (1.0)	06/13/2022 01:44 PM

<b>Building Name</b>		
Waynesboro Area SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

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



## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Waynesboro Area SHS		352
<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>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-06-13		
<b>Uploaded Files</b>		

### 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>
Waynesboro Area SHS		349
<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>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-06-13		
<b>Uploaded Files</b>		

### 2Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Waynesboro Area SHS		351
<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>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-06-13		
<b>Uploaded Files</b>		

### 3Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
Waynesboro Area SHS		353
<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>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-06-13		
<b>Uploaded Files</b>		

#### 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>
Waynesboro Area SHS		360
<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>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-06-13		
<b>Uploaded Files</b>		

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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 #
Waynesboro Area SHS		329
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
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-06-13		
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	

<b>Building Name</b>		<b>Room #</b>
Waynesboro Area SHS		327
<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>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-06-13		
<b>Uploaded Files</b>		

#### 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>
Waynesboro Area MS		167
<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>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-06-13		
<b>Uploaded Files</b>		

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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 #
Waynesboro Area MS		134
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-06-13		
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	

<b>Building Name</b>		<b>Room #</b>
Waynesboro Area MS		103
<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>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-06-13		
<b>Uploaded Files</b>		

#### 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>
Waynesboro Area MS		132
<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>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-06-13		
<b>Uploaded Files</b>		

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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 #
Waynesboro Area MS		209
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-06-13		
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	

<b>Building Name</b>		<b>Room #</b>
Waynesboro Area MS		161
<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>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-06-13		
<b>Uploaded Files</b>		

### 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>
Waynesboro Area MS		162
<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>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-06-13		
<b>Uploaded Files</b>		

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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 #
Waynesboro Area MS		128
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-06-13		
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	



<b>Building Name</b>		<b>Room #</b>
Mowrey El Sch		7A
<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>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-06-13		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Mowrey El Sch		7D
<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>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-06-13		
<b>Uploaded Files</b>		

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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 #
Mowrey El Sch		8C
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-06-13		
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	

<b>Building Name</b>		<b>Room #</b>
Mowrey El Sch		1D
<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>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-06-13		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Mowrey El Sch		1B
<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>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-06-13		
<b>Uploaded Files</b>		

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#### 20Assurance 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 #
Mowrey El Sch		1C
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-06-13		
Uploaded Files		

#### 21Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Mowrey El Sch		1C
<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>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-06-13		
<b>Uploaded Files</b>		

## 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	

<b>Building Name</b>		<b>Room #</b>
Mowrey El Sch		2B
<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>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-06-13		
<b>Uploaded Files</b>		

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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 #
Mowrey El Sch		4A
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-06-13		
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	

<b>Building Name</b>		<b>Room #</b>
Waynesboro Area SHS		305
<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>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-06-13		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Waynesboro Area SHS		306
<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>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-06-13		
<b>Uploaded Files</b>		

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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 #
Waynesboro Area SHS		302
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-06-13		
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	



<b>Building Name</b>		<b>Room #</b>
Waynesboro Area SHS		301
<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>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-06-13		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Waynesboro Area SHS		335
<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>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-06-13		
<b>Uploaded Files</b>		

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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 #
Waynesboro Area SHS		350
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
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-06-13		
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	

<b>Building Name</b>		<b>Room #</b>
Fairview Avenue El Sch		C6
<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>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-06-13		
<b>Uploaded Files</b>		

### 31Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Fairview Avenue El Sch		C4
<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>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-06-13		
<b>Uploaded Files</b>		

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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 #
Summitview El Sch		202
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-06-13		
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	

<b>Building Name</b>		<b>Room #</b>
Summitview El Sch		305
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-06-13		
<b>Uploaded Files</b>		

### 34Assurance 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>
Hooverville El Sch		100
<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>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-06-15		
<b>Uploaded Files</b>		

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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 #
Hooverville El Sch		202
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-06-15		
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		No
The class is located where noise will not interfere with instruction		No
The class is located only in space that is designed for purposes of instruction		No
The class is readily accessible		No
The class is composed of at least 28 square feet per student		No

<b>Building Name</b>		<b>Room #</b>
Waynesboro Area MS		160
<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>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-06-16		
<b>Uploaded Files</b>		

### 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	

<b>Building Name</b>		<b>Room #</b>
Waynesboro Area SHS		446
<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>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2022-06-16		
<b>Uploaded Files</b>		

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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 #
Fairview Avenue El Sch		000
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-06-16		
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	





## Special Education Support Services

### 40Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Other	1	District Wide	District
Other	1	District Wide	District
Director of Pupil Services	1	District Wide	District
School Psychologist	3	District Wide	District
Occupational Therapist	1.5	District Wide	District
Paraprofessionals	43	Elementary	District
Paraprofessionals	38	Secondary	District
Guidance Counselor	4	Elementary	District
Guidance Counselor	7	Secondary	District
Social Worker	3	District Wide	Contractor
Physical Therapist	2	District Wide	Contractor
Other	1	District Wide	District

## Special Education Personnel Development

### Autism

Description of Training			
The LEA will provide on-going professional development to special education personnel. Professional development will include autism awareness, differentiated instruction, sensory needs, effective behavior management, social emotional learning, and specialized ABA programming.			
Lead Person/Position		Year of Training	
Erica McDonald, Director of Special Education		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District PaTTAN	Parents Paraprofessionals Special Education Teachers

### Positive Behavior Support

Description of Training			
LEA will provide on-going professional development to administration, teachers and paraeducators on best practices of effective behavior management, support systems, positive reinforcement, de-escalation, sensory integration, and social / emotional learning.			
Lead Person/Position		Year of Training	
Erica McDonald, Director of Special Education		2022 - 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

### Paraprofessional

Description of Training			
LEA will provide ongoing professional development to paraprofessionals to meet student educational and behavioral needs in order to meet the required 20			

hours of professional development required for special education paraeducators.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Erica McDonald, Director of Special Education		2022 - 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	4	District PaTTAN	Paraprofessionals

## Transition

<b>Description of Training</b>			
The LEA will provide ongoing professional development in schoolwide practices to build academic, social, and career development skills. Training will include integration of career education and work standards, and self advocacy skills for students with disabilities. Focus will be on instructional practices that promote access to the general curriculum while encouraging student independence that will support them throughout their transitions in life. Also the training will include the paperwork process for transition and how to document transition in the IEP.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Erica McDonald, Director of Special Education		2022 - 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	4	District Intermediate Unit	Special Education Teachers

## Science of Literacy

<b>Description of Training</b>			
The LEA will provide the special education teachers and paraeducators training for new reading inventions that they will be using in their classrooms.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Erica McDonald, Director of Special Education		2022 - 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	3	District	Paraprofessionals Special Education Teachers

## Parent Training

Description of Training			
Parent training to provide strategies / information about behavioral strategies and community resources for students during school years and after graduation.			
Lead Person/Position			Year of Training
Erica McDonald, Director of Special Education			2022 - 2025
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District PaTTAN	Parents

## IEP Development

Description of Training			
The LEA will provide trainings that will focus on the IEP process and compliance of IEP paperwork.			
Lead Person/Position		Year of Training	
Erica McDonald, Director of Special Education		2022 -2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Special Education Teachers

Description of Training			
Lead Person/Position		Year of Training	
Hours Per Training	Number of Sessions	Provider	Audience



## 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

