

# Profile and Plan Essentials

## Special Education Students

Total Number of Special Education Students 524

Total Student Enrollment 3786

Percent of Special Education Students 13.8

## Steering Committee

Name	Position/Role	Building	Email
Karyn Brown	Director of Special Education	Spring Grove Area SD	brownk@sgasd.org
Ryan Lehman	Other	Spring Grove Area SD	lehmanr@sgasd.org
Kerri Henry	Other	Spring Grove Area SD	henryk@sgasd.org
Gary Harris	Special Education Teacher	Spring Grove Area HS	harrisg@sgasd.org
Jennifer Anderson	Other	Paradise El Sch	andersoj@sgasd.org
Doug Stein	Board Member	Spring Grove Area SD	steind@sgasd.org
Shannon Engles	Other	Spring Grove Area HS	engless@sgasd.org
Anne Scheeler	Special Education Teacher	Paradise El Sch	scheelea@sgasd.org
Melissa Culp	Special Education Teacher	Spring Grove Area HS	culpm@sgasd.org
Colleen Donnelly	Special Education Teacher	Spring Grove Area MS	donnellc@sgasd.org
Heather Zimmerman	Parent	Spring Grove Area SD	heatherzimmerman1969@gmail.com
Linda Miller	Other	Spring Grove Area SD	millerl@sgasd.org
Crystal Sauls	General Education Teacher	New Salem El Sch	saulsc@sgasd.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)

Indicator not flagged at this time.

### Graduation (Indicator 1)

Indicator not flagged at this time.

### Drop Out (Indicator 2)

Indicator not flagged at this time.

### Assessment (Indicator 3)

Indicator not flagged at this time.

### Education Environments (Indicator 5)

Improvement and Planning Activity
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SGASD had a 13.3% inside regular class less than 40% of the time compared to the state average of 9.6%. SGASD needs to increase LRE for students by increasing inclusive opportunities
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Spring Grove Area School District places students with complicated needs within the LIU #12 programs. In the 2022-23 SGASD will expand our life skills program by taking back students in the middle grades. This will provide additional opportunities for students to be included with their non-disabled peers. Spring Grove will also work with the LIU #12 staff to ensure the LRE is provided as much as possible for those students in center based programs due to their complex needs.
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## Parent Involvement (Indicator 8)

Indicator not flagged at this time.

## Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

## Post-School Outcomes (Indicator 14)

### Improvement and Planning Activity

SGASD had a 22.7% post school outcomes for Target A (Target A group = enrolled in higher education within 1 year of leaving high school) compared to state rate of 30.92%. SPP/APR target was 28.5% for Target A. SGASD surpassed the state average and the SPP/APR target for Target group B and C. Target B = enrolled in higher education or competitively employed w/in 1 yr of leaving high school. Target C = Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Spring Grove has invested in Naviance, a career planning and exploration platform. Information from Naviance will be included in the transition section of the IEP with more focus on post secondary options. High school special education teachers will receive training in transition and the various post graduation options during the 2022-23 school year.

## Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

## Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

## Identification Method

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

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 Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
<p>The 19-20 Special Education Data Report enrollment section reflects the identification of specific learning disability for Spring Grove at 54.7%, while the state average was 39.2%. Therefore, Spring Grove was 15.7% higher than the state average.</p>	<p>The district is reviewing our discrepancy model which currently identifies using a 1.5 standard deviation from the mean for specific learning disability. We are considering moving to 2.0 standard deviations from the mean for specific learning disability identification. Spring Grove Area High School is currently piloting MTSS implementation while receiving training from LIU12. The district will expand MTSS training and implementation to other grades levels in the next three years.</p>
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## Non-Resident Students Oversight

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

No

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

If the Spring Grove Area School District became a host for facilities under Section 1306, the district personnel would work collaboratively with the staff at the institution and the individuals who hold educational rights for the students in placement. A district LEA would attend all MDT, IEP, and progress meetings. Least Restrictive Environment would be discussed and determined for each student on an individual basis. This could mean that the student would receive instruction in the public-school setting but could also mean that the student would receive instruction at the institution. Based on the student's strengths and needs, the full range of programming would be available for the student, including creative hybrid programming options. If the student requires a more complex educational program or services, the district may also recommend a placement located outside of the institution and not within the Spring Grove Area School District, such as a program operated by the Lincoln Intermediate Unit, to ensure the student's needs are met.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school? The district would assigned a district point of contact and collaborate with the staff at the 1306 facility. The district would send the point of contact to serve as LEA at all MDT, IEP, and progress meetings. When a student is ready to begin the transition process back to district or to a contracted educational placement, an individual transition plan will be developed by the IEP team. This could include a gradual transition course by course or half day with scaffolded supports in place to ensure a successful transition.

## Incarcerated Students Oversight

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

No

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

## Least Restrictive Environment

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

In reviewing the past 3 years of Special Education Data Reports, Spring Grove Area School District has not met the State Performance Plan (SPP) targets for Indicator 5, Educational Environment, in the area of SE Inside Regular Education Class Less Than 40%. Specifically, from 2017-2018 to 2019-2020, the district increased from 10.9%, 13.8%, and 13.3% for special education students being educated in regular classes less than 40% of the time. There are several factors contributing to this increase such as increased programming and needs within the district for autistic support, intensive learning support, and our therapeutic emotional support programs. We have taken over programming from the LIU for Autistic Support and run a K-21 district autism program. Also, the district provides intensive learning support services for students in the elementary level, middle school level, and high school level. The students have significant learning needs and are multiple grade levels behind their peers academically. Finally, given behavioral and therapeutic needs of students K-12, the district provides additional programs for students, especially at the high school level by offering two therapeutic emotional support programs run by the LIU. The high school also offers a program called Launch, that supports students who need a small group environment where teachers come to them for instructional and other behavioral support services. Our IEP teams monitor and adjust based on student needs. The placement of students is carefully considered and chosen as the least restrictive environment. To address the need to meet the SPP target for least restrictive environment, the District will provide training at building faculty and special education department meetings throughout the 2022-2023 school year. In addition, the special education department will review each student in the district who is below 40% of the time in the regular education setting and determine in consultation with IEP teams, if any additional time with regular education peers can be added to their program. The district will use information reviewed from the state Basic Education Circular guidelines to provide training on improving Least Restrictive Environment and Educational Placement options for students with IEPs. The students receive special education services based upon their unique needs and placement decisions are based upon this, not by the disability category. The IEP team determines which program and what level of service is required to implement the IEP to meet the student's unique needs. Continual progress monitoring is in place to determine if the current placement is appropriate, or should be changed. The district's first consideration is to provide supplementary aids and services within the regular education environment before considering any removal from the regular education class. Only after a period of monitoring progress to see if there is appropriate achievement and progress being made in a particular environment will a more restrictive environment be considered. Placement in a more restrictive environment would only occur if there had been a lack of progress noted over time. The IEP team meets annually (at minimum) to discuss the least restrictive environment for the student and the most appropriate program and placement.

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

The district utilizes the following universal academic practices: reading diagnostic tests, math diagnostic scores, curriculum-based assessments, state assessments, and historical performance on assessments. Teachers meet in child study teams to discuss student data and supports that may be implemented. The district is beginning MTSS training and implementation at the high school level and then will move into other grade levels over the next several years. Universal behavioral practices include: Project Team in grades K-6 as a schoolwide positive behavior support (swpbs) that rewards students who meet behavioral expectations. MS program called Where Everyone Belongs (WEB) provides leadership and relationship building to support all learners, and the HS has Link Crew that provides leadership, training, and support to underclassman.

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

At all levels the District uses a cooperative/collaborative model of instruction for the majority of the special education population. These students are subsequently monitored to assure they are making progress with this level of supportive intervention. By having the special education teacher work in collaborative and/or co-teaching partnerships with regular education teachers, the students have the advantage of receiving the skills of both a strong content teacher and intervention teacher. The District uses site based training through monthly academic collaborations, inservice days, Title 2A training, and through professional learning communities at the secondary level. Staff members participate in webinars offered through PDE and PATTAN as well as conferences and various trainings offered. The District also works closely with Lincoln IU12 for training and consultation on a regular basis. The district has established many partnerships with outside agencies who also provide training opportunities and support for staff. To address the need to meet the SPP target for Least Restrictive Environment, the District will provide yearly training for special education staff and administrators within the first half of the year. During this training, teachers and administrators will review the District obligations for providing the Least Restrictive Environment and Educational Placement for students with IEPs using the Basic Education Circular guidelines and resources from PATTAN such as the Schoology course on Supplementary Aids and Services. The Director of Pupil Services and Special Education Supervisors will review these expectations and engage in discussions during department meetings and at yearly IEP meetings to ensure the district is meeting the obligation set by PDE.

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

Students with disabilities are encouraged and provided with opportunities to participate in extracurricular activities. Some of the supplementary aids include: extra practice time, extra time with coach /mentor, visual cues, review behavior plans with coaches, and access to assistive technology, HIS interpreters, personal care assistants (for students who require this support during a school day), special transportation (for students unable to ride a bus), and specialized apps.

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?

Students whose home district is SGASD, but are placed in private settings are able to participate in extracurricular activities such as sport, clubs, and graduation. Transportation from the private educational settings to the district is arranged to allow for participation. In alternative education settings, students with disabilities are educated alongside non-disabled children.

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

The District strives to meet the needs of each individual student regarding his or her disability and potential placement needs. We currently contract with the Lincoln Intermediate Unit-LIU 12 to provide a full continuum of services and programming for our students. However, over the last several years, the district has been taking back more educational services and providing them within the District. The district now fully operates Autistic Support programming K-21 and for the 22-23 school year, we will be taking back a middle school life skills classroom. We have chosen to phase these programs back into the district to allow families to adjust and to make sure we can manage the staffing changes. Also, in 22-23, the District has chosen to add an alternative program within the middle school that will support students with social, emotional, and behavioral challenges. It will be a mix of special education and general education students. In 23-24 we will add another high school life

skills classroom and will be looking into no longer contracting with the LIU for speech and language services. We will continue to examine all factors ( cost, student enrollment, student need) that would impact the decision to return services currently offered by the LIU to the District. The District has implemented an Intensive Learning Support program that spans K-12 to address students with more intensive academic needs than can reasonably be expected to be met in an itinerant or co-teaching environment. The District will also continue to examine ways to provide more co-teaching opportunities which will enhance student learning in the least restrictive environment.

### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
River Rock Day Treatment -Spring Grove	Licensed Private Academic		River Rock Academy	Emotional Support	4
River Rock Academy -Red Lion	Licensed Private Academic		River Rock Academy	Emotional Support	3
River Rock Academy -Spring Grove	Licensed Private Academic		River Rock Academy	Emotional Support	12
High Road School of York	Licensed Private Academic		Catapult Learning	Emotional Support	2
Overbrook School for the Blind	Approved Private School (APS)		Overbrook School for the Blind	Blind and Visually Impaired Support	1
Hoffman Academy	Licensed Private Academic		Hoffman Homes	Emotional Support	2
Valley View Elementary	Other	Neighboring School District	York Suburban School District	Autistic Support	1
New Story School -Lancaster	Licensed Private Academic		New Story	Emotional Support	1
KidsPeace	Licensed Private Academic		KidsPeace	Emotional Support	1
New Oxford MS and HS	Other	Neighboring School District	Conewago Valley School District	Life Skills Support	4



Conewago Township Elementary and Conewago Vally Intermediate	Other	Neighboring School District	LIU 12	Deaf and Hard of Hearing Support	3
New Oxford MS and HS	Other	Neighboring School District	Conewago Valley School District	Life Skills Support	4
Conewago Township Elementary and Conewago Intermediate School	Other	Neighboring School District	LIU 12	Deaf and Hard of Hearing Support	3
Eastern York HS	Other	Neighboring School District	LIU 12	Life Skills Support	1
Lincoln Edge	Other	Cyber Program	LIU 12	Emotional Support	3
Lincoln Edge	Other	Cyber Program	LIU 12	Learning Support	6
Trimmer Elementary School	Other	Neighboring School District	LIU 12	Life Skills Support	2
York Learning Center	Other	Other Public Facility	LIU 12	Multiple Disabilities Support	2
York Learning Center	Other	Other Public Facility	LIU 12	Life Skills Support	3
York Learning Center	Other	Other Public Facility	LIU 12	Autistic Support	1
Larry J. Macaluso Elementary	Other	Neighboring School District	LIU 12	Deaf and Hard of Hearing Support	1
Paradise School	Other	Other Public Facility	LIU 12	Emotional Support	2
East Berlin Community Center	Other	Transition Program	LIU 12	Life Skills Support	2
James Getty Elementary	Other	Neighboring School District	LIU 12	Life Skills Support	1
Hanover Middle School	Other	Neighboring School District	LIU 12	Life Skills Support	3
Dallastown High School	Other	Neighboring School District	LIU 12	Deaf and Hard of Hearing Support	1
Emory Markle Middle School	Other	Neighboring School District	LIU 12	Multiple Disabilities Support	1
Bridges Partial Program	Other	Other Public Facility	LIU 12	Emotional Support	1
New Oxford Training Program	Other	Transition	LIU 12	Life Skills Support	1

		Program			
York County School of Technology	Other	Technology School	LIU 12	Life Skills Support	1

## Positive Behavior Support

Date of Approval  
2021-04-26

Uploaded Files  
Policy 113.2 Behavior Support.pdf

1. How does the district support the emotional, social needs of students with disabilities?  
All students are able to access social-emotional and behavioral supports including: access to school counselors for individual and small group services and participation in school-wide positive behavior support systems. Student in need of more support are able to receive school-based counseling services, individual meetings with one of the district's social workers, positive behavior support plans, mentorships with staff and/or older students, home-school collaboration through meetings and continuation of outside services, and school attendance improvement plans. Additionally, the three district school psychologists provide small group services to students with and without disabilities as well as consultative services to teachers to support the emotional and social needs of students. More intensive services may include Student Assistance Program (SAP), Comprehensive School Threat Assessment, and Suicide Threat Assessment. Additionally, during the 2021-2022 school year, Autism Support Program members at Spring Grove Elementary planned and provided monthly social family events for students with Autism and their families to participate in. Moving forward, the monthly social activities will be planned and provided by the K-12 Autism Support Program Team and include social activities for students in the kindergarten through age 21 program and their families.
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.  
Spring Grove Area School District uses CPI (Crisis Prevention Institute) for the foundation of de-escalation strategies and safe physical management techniques. The district maintains the training certification of two district employees as trainers. At each level, a team of professionals are trained annually to maintain certification in CPI practices. Additionally, teachers and support staff in Autistic Support, Emotional Support, and Life Skills Support are trained. Additionally, individual consultation is encouraged by SGASD school psychologists and special education supervisors to assist General Education and Special Education Teachers with positive behavioral supports in their classrooms. For students that require an FBA, a permission is issued and a school psychologist leads the IEP team through the process which includes the informed development of an individualized positive behavior support plan to provide additional intervention and support for the student.
3. Describe the district positive school wide support programs.  
Spring Grove Area School District has trained school-wide positive behavior support teams at each school building. The training was provided by LIU #12. In partnership with Penn State, the K-6 level implements Project Team. TEAMology's mission is to understand and improve emotional health in order to enhance every child's ability to succeed in school, career, and life. SGASD uses this platform and program to teach and reinforce expected behaviors to students in grades kindergarten through sixth. Penn State provides professional development opportunities and technical assistance to SGASD. Spring Grove Area Middle School implements WEB, "Where Everyone Belongs". WEB is an

orientation and transition program that welcomes 7th graders and makes them feel comfortable throughout their first year of their middle school experience.

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

Spring Grove Area School District employs two full-time social workers to support students in K-12 as well as a Home/School Visitor with a degree in Social Work that helps students and families remove barriers to attending school. SGASD recently partnered with Care Solace. Care Solace is a national company that the district pays for via grant funds as a concierge service to help connect families to community resources. SGASD's counselors/social workers/psychologist/nurses provide parents with the Care Solace contact information as needed. Care Solace steps in to work directly with the family to obtain local services but also continues to update the counselor/social/psychologist/nurse worker on the family's connection to services. SGASD also partners with Pennsylvania Comprehensive Behavioral Health (PCBH) to offer school-based outpatient services during the school day. Additionally, the district partners with True North for the Student Assistance Program (SAP) and has trained district employees at each level. SGASD also partners with MHIDD for Child and Adolescent Service System Program (CASSP), and other outside agencies as needed. Collaboration with community agencies working with a student or family is common in Spring Grove. When BHRS services are offered within the school setting, administration and the school IEP team meets with the service providers to collaborate on a plan of care that dovetails with the supports and services in the IEP to provide the student with consistent support across environments.

5. Describe the district restraint procedure.

As per policy #113.2: Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP with parental consent only if: 1. The restraint is used with specific component elements of a Positive Behavior Support Plan. 2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. 3. Staff are authorized to use the restraint and have received appropriate training. 4. Positive Behavior Support Plan includes efforts to eliminate use of restraints. If a student presents an imminent danger to himself or others, then safe physical management will be used only as a last resort. The parent is notified immediately of the use of safe physical management and the CPI team will debrief. An IEP meeting is scheduled and held within ten days of the use of safe physical management to review the incident and review and possibly revise the IEP and/or PBSP to avoid future incidents and offer additional intervention, skills instruction, and supports. A report of restraint is completed and submitted via the RISC reporting system. If a pattern of behavior develops/continues, the IEP team may consider a more supportive placement.

## 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.

When faced with a student whose needs surpass the placement options available within the Spring Grove Area School District, the district works collaboratively with the Lincoln Intermediate Unit, neighboring public-school districts, private schools, Child and Adolescent Service System Program (CASSP), Children Youth and Families, Probation, Service Access Management, Student Assistance Program, and MH-IDD to determine and find appropriate supportive placements for students. Additionally, the district collaborates with partial hospitalization programs to meet the intense mental health needs of students. MDT, IEP, and progress meetings include students, parents/guardians, school staff, and agency personnel. Spring Grove utilizes a team approach to resolve and locate educational services and placements for students with disabilities with unique needs. Instruction conducted in the home is the most restrictive option on the continuum of special education placements and is only considered when a student has severe medical and behavioral needs that cannot be met in any other setting. While instruction in the home is being delivered, the IEP team has ongoing communication to ensure the student is receiving FAPE.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP-Bowser-NSE	Elementary	Full-time (1.0)	04/22/2022 01:52 PM

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<b>Building Name</b>		
New Salem 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)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	5 to 5
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP-Bowser-HS	Secondary	Full-time (1.0)	04/22/2022 01:50 PM

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<b>Building Name</b>		
Spring Grove Area HS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

Intermediate Unit	Secondary	15 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
student are in small groups with same age/grade level peers		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP-Bridwell-MS	Secondary	Full-time (1.0)	04/22/2022 01:49 PM

<b>Building Name</b>		
Spring Grove 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)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP-Descheemacker-SGE	Elementary	Full-time (1.0)	04/22/2022 01:48 PM

<b>Building Name</b>		
Spring Grove El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		

Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
student are in small groups with same age/grade level peers		0.31

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP-Descheemacker-NSE	Elementary	Full-time (1.0)	04/22/2022 01:45 PM

<b>Building Name</b>		
New Salem 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)		32
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
student are in small groups with same age/grade level peers		0.49

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP-Luckenbaugh-PES	Elementary	Full-time (1.0)	04/22/2022 01:44 PM

<b>Building Name</b>
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Paradise 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)		44
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students are in small groups with same age/grade level peers		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP-Sterner - HS	Secondary	Full-time (1.0)	04/22/2022 01:42 PM

<b>Building Name</b>		
Spring Grove Area HS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	14 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP-Sterner-MS	Secondary	Full-time (1.0)	04/22/2022 01:40 PM

<b>Building Name</b>		
Spring Grove 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)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	13 to 15
<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>
SLP - Sterner - SGI	Elementary	Full-time (1.0)	04/22/2022 01:39 PM

<b>Building Name</b>		
Spring Grove Area Intrmd 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)		26
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TES-Douglass-FT	Secondary	Full-time (1.0)	04/22/2022 01:36 PM

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<b>Building Name</b>		
Spring Grove Area HS		
<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)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.67

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TES-Douglass-sup	Secondary	Full-time (1.0)	04/22/2022 01:34 PM

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<b>Building Name</b>		
Spring Grove Area HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	15 to 18
<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>
TES-Douglass-itin	Secondary	Full-time (1.0)	04/22/2022 01:32 PM

<b>Building Name</b>		
Spring Grove Area HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	17 to 17
<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>
MDS-Gausmann	Secondary	Full-time (1.0)	04/22/2022 01:31 PM

<b>Building Name</b>		
Spring Grove Area HS		
<b>Support Type</b>		
Multiple Disabilities Support		

<b>Support Sub-Type</b>		
Multiple Disabilities 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>
Intermediate Unit	Secondary	17 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
		0.62

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Ashley Bievenour	Elementary	Full-time (1.0)	04/22/2022 01:07 PM

<b>Building Name</b>		
Spring Grove 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)		49
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
students are grouped with similar aged/grade peers		0.75

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
TES-Barrick- sup	Secondary	Full-time (1.0)	04/22/2022 01:04 PM

<b>Building Name</b>		
Spring Grove Area HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	17 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TES-Barrick	Secondary	Full-time (1.0)	04/22/2022 01:02 PM

<b>Building Name</b>		
Spring Grove Area HS		
<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)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	15 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.67

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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LS-Wryk-sup	Secondary	Full-time (1.0)	04/22/2022 12:58 PM
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<b>Building Name</b>		
Spring Grove Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		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>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS-Wryk-itin	Secondary	Full-time (1.0)	04/22/2022 12:57 PM

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<b>Building Name</b>		
Spring Grove Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<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>

	0.16
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS-Walker-sup	Secondary	Full-time (1.0)	04/22/2022 12:54 PM

<b>Building Name</b>		
Spring Grove Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<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>
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS-Walker-itin	Secondary	Full-time (1.0)	04/22/2022 12:52 PM

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



Itinerant (20% or Less)		14
<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>
		0.28

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS-Reed-sup	Secondary	Full-time (1.0)	04/22/2022 01:55 PM

<b>Building Name</b>		
Spring Grove Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<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>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS-Reed-itin	Secondary	Full-time (1.0)	04/22/2022 12:50 PM

<b>Building Name</b>		
Spring Grove Area HS		
<b>Support Type</b>		

Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS-Mengel-sup	Secondary	Full-time (1.0)	04/22/2022 12:49 PM

<b>Building Name</b>		
Spring Grove Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<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>
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS-Mengel-itin	Secondary	Full-time (1.0)	04/22/2022 12:47 PM

<b>Building Name</b>		
Spring Grove Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<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>
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS-Krinock-sup	Secondary	Full-time (1.0)	04/22/2022 11:55 AM

<b>Building Name</b>		
Spring Grove Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS-Krinock-itin	Secondary	Full-time (1.0)	04/22/2022 11:54 AM

<b>Building Name</b>		
Spring Grove Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS-Koblitz-sup	Secondary	Full-time (1.0)	04/22/2022 11:52 AM

<b>Building Name</b>		
Spring Grove Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 15

<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>
LS-Koblitz-itin	Secondary	Full-time (1.0)	04/22/2022 11:51 AM

<b>Building Name</b>	
Spring Grove Area HS	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	
Learning Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	10
<b>Identify Classroom</b>	<b>Classroom Location</b>
School District	Secondary
	<b>Age Range</b>
	14 to 15
<b>Age Range Justification</b>	<b>FTE %</b>
	0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS-King-sup	Secondary	Full-time (1.0)	04/22/2022 11:50 AM

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

<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 17
<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>
LS-King-itin	Secondary	Full-time (1.0)	04/22/2022 11:48 AM

<b>Building Name</b>		
Spring Grove Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<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>
		0.28

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS-Hollick-sup	Secondary	Full-time (1.0)	04/22/2022 11:47 AM

<b>Building Name</b>		
Spring Grove Area HS		

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<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>
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS-Hollick-itin	Secondary	Full-time (1.0)	04/22/2022 11:45 AM

<b>Building Name</b>		
Spring Grove Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<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>
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS-Harris-FT	Secondary	Full-time (1.0)	04/22/2022 11:41 AM

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<b>Building Name</b>		
Spring Grove Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 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>
LS-Harris-sup	Secondary	Full-time (1.0)	04/22/2022 11:40 AM

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<b>Building Name</b>		
Spring Grove Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05



FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS-Harris-itin	Secondary	Full-time (1.0)	04/22/2022 11:39 AM

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<b>Building Name</b>		
Spring Grove Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES-Gruzs-Itin	Secondary	Full-time (1.0)	04/22/2022 11:37 AM

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<b>Building Name</b>		
Spring Grove Area HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7

Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS-Hoover-FT	Secondary	Full-time (1.0)	04/22/2022 11:35 AM

<b>Building Name</b>		
Spring Grove Area HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic 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	15 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
The age range in this classroom may exceed state guidelines however the IEP team has met and determined that ___'s goals and benchmarks can still be met in this setting		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS-Hoover-sup	Secondary	Full-time (1.0)	04/22/2022 11:34 AM

<b>Building Name</b>
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Spring Grove Area HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
The age range in this classroom may exceed state guidelines however the IEP team has met and determined that ___'s goals and benchmarks can still be met in this setting		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS-Culp-sup	Secondary	Full-time (1.0)	04/22/2022 11:32 AM

<b>Building Name</b>		
Spring Grove Area HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES-Gruzs-sup	Secondary	Full-time (1.0)	04/22/2022 11:31 AM

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<b>Building Name</b>		
Spring Grove Area HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES-Wryk-itin	Secondary	Full-time (1.0)	04/22/2022 11:29 AM

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<b>Building Name</b>	
Spring Grove Area HS	
<b>Support Type</b>	
Emotional Support	
<b>Support Sub-Type</b>	
Emotional Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	1

<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>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS-Tracy-sup	Secondary	Full-time (1.0)	04/22/2022 11:12 AM

<b>Building Name</b>		
Spring Grove 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%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS-Tracy-itin	Secondary	Full-time (1.0)	04/22/2022 11:11 AM

<b>Building Name</b>		
Spring Grove 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)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS-Moser-sup	Secondary	Full-time (1.0)	04/22/2022 11:10 AM

<b>Building Name</b>		
Spring Grove Area Intrmd Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<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>
LS-Lentz-sup	Secondary	Full-time (1.0)	04/22/2022 11:09 AM

<b>Building Name</b>		
Spring Grove 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	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS-Lentz-itin	Secondary	Full-time (1.0)	04/22/2022 11:08 AM

<b>Building Name</b>		
Spring Grove 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)		12
<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>
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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LS-Krebs-sup	Secondary	Full-time (1.0)	04/22/2022 11:06 AM
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<b>Building Name</b>		
Spring Grove 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	12 to 13
<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>
LS-Krebs-itin	Secondary	Full-time (1.0)	04/22/2022 11:05 AM

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<b>Building Name</b>		
Spring Grove 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)		2
<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>



	0.04
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS-Fatland-itin	Secondary	Full-time (1.0)	04/22/2022 11:04 AM

<b>Building Name</b>		
Spring Grove 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	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS-Donnelly-sup	Secondary	Full-time (1.0)	04/22/2022 11:02 AM

<b>Building Name</b>		
Spring Grove 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	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS-Donnelly-itin	Secondary	Full-time (1.0)	04/22/2022 10:55 AM

<b>Building Name</b>		
Spring Grove 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	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS-Brenner-itin	Secondary	Full-time (1.0)	04/22/2022 10:53 AM

<b>Building Name</b>		
Spring Grove 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	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES-Krebs-Itin	Secondary	Full-time (1.0)	04/22/2022 10:52 AM

<b>Building Name</b>		
Spring Grove 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)		2
<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>
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES-Krebs-sup	Secondary	Full-time (1.0)	04/22/2022 10:49 AM

<b>Building Name</b>		
Spring Grove 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%)		4
<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>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
ES-Moser-sup	Secondary	Full-time (1.0)	04/22/2022 10:47 AM

<b>Building Name</b>		
Spring Grove 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	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES-Brenner-sup	Secondary	Full-time (1.0)	04/22/2022 10:45 AM

<b>Building Name</b>		
Spring Grove 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%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES-Brenner-Itin	Secondary	Full-time (1.0)	04/22/2022 10:42 AM

<b>Building Name</b>		
Spring Grove 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	13 to 13

<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>
AS-Willett-FT	Secondary	Full-time (1.0)	04/22/2022 10:40 AM

<b>Building Name</b>		
Spring Grove Area MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic 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	12 to 15
<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>
AS-miller-FT	Elementary	Full-time (1.0)	04/22/2022 10:36 AM

<b>Building Name</b>		
Spring Grove Area Intrmd Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		

<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AS-Miller-sup	Elementary	Full-time (1.0)	04/22/2022 10:34 AM

<b>Building Name</b>		
Spring Grove Area Intrmd 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%)		3
<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>
		0.38

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
ES-Kreider-sup	Elementary	Full-time (1.0)	04/22/2022 10:31 AM

<b>Building Name</b>		
Spring Grove Area Intrmd Sch		

<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES-Kreider-itin	Elementary	Full-time (1.0)	04/22/2022 10:30 AM

<b>Building Name</b>		
Spring Grove Area Intrmd Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS- Eisenhart - sup	Elementary	Full-time (1.0)	04/22/2022 10:27 AM



<b>Building Name</b>		
Spring Grove Area Intrmd 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%)		4
<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>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS- Eisenhart - Itin	Elementary	Full-time (1.0)	04/22/2022 10:25 AM

<b>Building Name</b>		
Spring Grove Area Intrmd 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	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS- Kreider - Itin	Elementary	Full-time (1.0)	04/22/2022 10:23 AM

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<b>Building Name</b>		
Spring Grove Area Intrmd 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)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 11
<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>
LS- Leese - sup	Elementary	Full-time (1.0)	04/22/2022 10:22 AM

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<b>Building Name</b>		
Spring Grove Area Intrmd 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	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS - Leese - Itin	Elementary	Full-time (1.0)	04/22/2022 10:21 AM

<b>Building Name</b>		
Spring Grove Area Intrmd Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS- Messinger - itin	Elementary	Full-time (1.0)	04/22/2022 10:19 AM

<b>Building Name</b>		
Spring Grove Area Intrmd 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	10 to 11
<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>
ILS - Pequignot - sup	Elementary	Full-time (1.0)	04/22/2022 10:17 AM

<b>Building Name</b>		
Spring Grove Area Intrmd 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%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.55

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS- Griffiths - Itin	Elementary	Full-time (1.0)	04/22/2022 10:13 AM

<b>Building Name</b>		
Spring Grove Area Intrmd 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	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS - Griffiths - sup	Elementary	Full-time (1.0)	04/22/2022 10:12 AM

<b>Building Name</b>		
Spring Grove Area Intrmd 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%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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AS - Markle - FT	Elementary	Full-time (1.0)	04/22/2022 10:08 AM
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<b>Building Name</b>		
Spring Grove El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic 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	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.62

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Markle - sup	Elementary	Full-time (1.0)	04/22/2022 10:07 AM

<b>Building Name</b>		
Spring Grove 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%)		3
<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>
The age range in this classroom may exceed state guidelines however the IEP team has met and determined that ___'s goals and benchmarks can still be met in this setting		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS- Rausch	Elementary	Full-time (1.0)	04/22/2022 10:05 AM

<b>Building Name</b>		
Spring Grove 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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS- Eberling - sup	Elementary	Full-time (1.0)	04/22/2022 10:03 AM

<b>Building Name</b>		
Spring Grove 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	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS - Eberling - itin	Elementary	Full-time (1.0)	04/22/2022 10:00 AM

<b>Building Name</b>		
Spring Grove 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	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
The age range in this classroom may exceed state guidelines however the IEP team has met and determined that ___'s goals and benchmarks can still be met in this setting		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS- Moyer - sup	Elementary	Full-time (1.0)	04/22/2022 09:59 AM



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<b>Building Name</b>		
Spring Grove 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%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS - Moyer -Itin	Elementary	Full-time (1.0)	04/22/2022 09:58 AM

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<b>Building Name</b>		
Spring Grove 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)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS - Shaffer - itin	Elementary	Full-time (1.0)	04/22/2022 09:56 AM

<b>Building Name</b>		
New Salem 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 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS- Shaffer	Elementary	Full-time (1.0)	04/22/2022 09:54 AM

<b>Building Name</b>		
New Salem El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
The age range in this classroom may exceed state guidelines however the IEP team has met and determined that ___'s goals and benchmarks can still be met in this setting		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS - White	Elementary	Full-time (1.0)	04/22/2022 09:51 AM

<b>Building Name</b>	
Paradise 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>
School District	Elementary
<b>Age Range Justification</b>	
The age range in this classroom may exceed state guidelines however the IEP team has met and determined that ___'s goals and benchmarks can still be met in this setting	
<b>FTE %</b>	
0.14	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ILS - Scheeler	Elementary	Full-time (1.0)	04/22/2022 09:47 AM

<b>Building Name</b>		
Paradise El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
The age range in this classroom may exceed state guidelines however the IEP team has met and determined that ___'s goals and benchmarks can still be met in this setting		0.83

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS - Lamont	Elementary	Full-time (1.0)	04/22/2022 09:43 AM

<b>Building Name</b>		
Paradise El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
emotional support - sup	Elementary	Full-time (1.0)	04/22/2022 09:42 AM

<b>Building Name</b>		
Paradise El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<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>
The age range in this classroom may exceed state guidelines however the IEP team has met and determined that ___'s goals and benchmarks can still be met in this setting		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
emotional support	Elementary	Full-time (1.0)	04/22/2022 09:38 AM

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

<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
The age range in this classroom may exceed state guidelines however the IEP team has met and determined that ___'s goals and benchmarks can still be met in this setting		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
life skills	Elementary	Full-time (1.0)	04/22/2022 09:29 AM

<b>Building Name</b>		
Paradise 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>
Full-Time (80% or More)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
The age range in this classroom may exceed state guidelines however the IEP tea mhas met and determined that ___'s goals and		0.58

benchmarks can still be met in this setting	
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## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
New Salem El Sch		B107B
<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>
15 feet, 0 inches x 18 feet, 0 inches	270sqft	9
<b>Implementation Date</b>		
2022-04-22		
<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>
New Salem El Sch		B127
<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>
13 feet, 0 inches x 8 feet, 0 inches	104sqft	3
<b>Implementation Date</b>		
2022-04-22		
<b>Uploaded Files</b>		



2 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Spring Grove Area Intrmd Sch		124
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 28 feet, 0 inches	756sqft	27
<b>Implementation Date</b>		
2022-04-22		
<b>Uploaded Files</b>		

3 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Spring Grove Area Intrmd Sch		206
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 28 feet, 0 inches	756sqft	27
<b>Implementation Date</b>		
2022-04-22		
<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>
Paradise El Sch		A125
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 33 feet, 0 inches	924sqft	33
<b>Implementation Date</b>		
2022-04-22		
<b>Uploaded Files</b>		

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 #
Paradise El Sch		B108
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 13 feet, 0 inches	338sqft	12
Implementation Date		
2022-04-22		
Uploaded Files		

6 Assurance Check

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

Building Name	Room #
Paradise El Sch	B109

<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
<b>Implementation Date</b>		
2022-04-22		
<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>
Paradise El Sch		B119
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 27 feet, 0 inches	756sqft	27
<b>Implementation Date</b>		
2022-04-22		
<b>Uploaded Files</b>		

8Assurance 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>
Paradise El Sch		B123
<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>
29 feet, 0 inches x 27 feet, 0 inches	783sqft	27
<b>Implementation Date</b>		
2022-04-22		
<b>Uploaded Files</b>		

9Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Paradise El Sch		33
<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>
13 feet, 0 inches x 10 feet, 0 inches	130sqft	4
<b>Implementation Date</b>		
2022-04-22		
<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>
Spring Grove El Sch		06
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 0 inches x 26 feet, 0 inches	806sqft	28
<b>Implementation Date</b>		
2022-04-22		
<b>Uploaded Files</b>		

11Assurance Check

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

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

<b>Building Name</b>		<b>Room #</b>
Spring Grove El Sch		09
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 13 feet, 0 inches	338sqft	12
<b>Implementation Date</b>		
2022-04-22		
<b>Uploaded Files</b>		

12Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Spring Grove El Sch		35
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 26 feet, 0 inches	832sqft	29

<b>Implementation Date</b>
2022-04-22
<b>Uploaded Files</b>

13 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>
Spring Grove El Sch		36
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 26 feet, 0 inches	832sqft	29
<b>Implementation Date</b>		
2022-04-22		
<b>Uploaded Files</b>		

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	
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<b>Building Name</b>		<b>Room #</b>
Spring Grove El Sch		44
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
14 feet, 0 inches x 16 feet, 0 inches	224sqft	8
<b>Implementation Date</b>		
2022-04-22		
<b>Uploaded Files</b>		

15Assurance 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>
Spring Grove Area Intrmd Sch		106
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 28 feet, 0 inches	756sqft	27
<b>Implementation Date</b>		
2022-04-25		

<b>Uploaded Files</b>

16 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Spring Grove Area Intrmd Sch		120
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
<b>Implementation Date</b>		
2022-04-25		
<b>Uploaded Files</b>		

17 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Spring Grove Area Intrmd Sch		121
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 13 feet, 0 inches	416sqft	14
<b>Implementation Date</b>		
2022-04-25		
<b>Uploaded Files</b>		

18Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Spring Grove Area Intrmd Sch		119
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 28 feet, 0 inches	756sqft	27
<b>Implementation Date</b>		
2022-04-25		
<b>Uploaded Files</b>		

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19 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 #
Spring Grove Area Intrmd Sch		215
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 28 feet, 0 inches	728sqft	26
Implementation Date		
2022-04-25		
Uploaded Files		

20 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Spring Grove Area Intrmd Sch		216
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 29 feet, 0 inches	754sqft	26
<b>Implementation Date</b>		
2022-04-25		
<b>Uploaded Files</b>		

[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>
Spring Grove Area MS		A205
<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>
30 feet, 0 inches x 29 feet, 0 inches	870sqft	31
<b>Implementation Date</b>		
2022-04-25		
<b>Uploaded Files</b>		

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22 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 #
Spring Grove Area MS		B220
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 24 feet, 0 inches	672sqft	24
Implementation Date		
2022-04-25		
Uploaded Files		

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	

<b>Building Name</b>		<b>Room #</b>
Spring Grove Area MS		B217
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 24 feet, 0 inches	672sqft	24
<b>Implementation Date</b>		
2022-04-25		
<b>Uploaded Files</b>		

[24Assurance 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>
Spring Grove Area MS		B123
<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>
22 feet, 0 inches x 33 feet, 0 inches	726sqft	25
<b>Implementation Date</b>		
2022-04-25		
<b>Uploaded Files</b>		

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25 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>
Spring Grove Area MS		C230
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 34 feet, 0 inches	918sqft	32
<b>Implementation Date</b>		
2022-04-25		
<b>Uploaded Files</b>		

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	



<b>Building Name</b>		<b>Room #</b>
Spring Grove Area MS		C233
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 33 feet, 0 inches	891sqft	31
<b>Implementation Date</b>		
2022-04-25		
<b>Uploaded Files</b>		

27Assurance 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>
Spring Grove Area MS		A212
<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>
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
<b>Implementation Date</b>		
2022-04-25		
<b>Uploaded Files</b>		

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28 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 #
Spring Grove Area MS		C236
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 34 feet, 0 inches	884sqft	31
Implementation Date		
2022-04-25		
Uploaded Files		

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	

<b>Building Name</b>		<b>Room #</b>
Spring Grove Area HS		337
<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>
32 feet, 0 inches x 26 feet, 0 inches	832sqft	29
<b>Implementation Date</b>		
2022-04-25		
<b>Uploaded Files</b>		

30Assurance 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>
Spring Grove Area HS		224
<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>
31 feet, 0 inches x 24 feet, 0 inches	744sqft	26
<b>Implementation Date</b>		
2022-04-25		
<b>Uploaded Files</b>		

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31 Assurance Check

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

Building Name		Room #
Spring Grove Area HS		212
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
31 feet, 0 inches x 27 feet, 0 inches	837sqft	29
Implementation Date		
2022-04-25		
Uploaded Files		

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	

<b>Building Name</b>		<b>Room #</b>
Spring Grove Area HS		249
<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>
31 feet, 0 inches x 26 feet, 0 inches	806sqft	28
<b>Implementation Date</b>		
2022-04-25		
<b>Uploaded Files</b>		

33Assurance 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>
Spring Grove Area HS		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>
32 feet, 0 inches x 26 feet, 0 inches	832sqft	29
<b>Implementation Date</b>		
2022-04-25		
<b>Uploaded Files</b>		

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34 Assurance Check

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

Building Name		Room #
Spring Grove Area HS		325
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
31 feet, 0 inches x 26 feet, 0 inches	806sqft	28
Implementation Date		
2022-04-25		
Uploaded Files		

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	

<b>Building Name</b>		<b>Room #</b>
Spring Grove Area HS		215
<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>
31 feet, 0 inches x 26 feet, 0 inches	806sqft	28
<b>Implementation Date</b>		
2022-04-25		
<b>Uploaded Files</b>		

36Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Spring Grove Area HS		346
<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>
32 feet, 0 inches x 26 feet, 0 inches	832sqft	29
<b>Implementation Date</b>		
2022-04-25		
<b>Uploaded Files</b>		

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37 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 #
Spring Grove Area HS		235
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
31 feet, 0 inches x 26 feet, 0 inches	806sqft	28
Implementation Date		
2022-04-25		
Uploaded Files		

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	



<b>Building Name</b>		<b>Room #</b>
Spring Grove Area HS		324
<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>
31 feet, 0 inches x 26 feet, 0 inches	806sqft	28
<b>Implementation Date</b>		
2022-04-25		
<b>Uploaded Files</b>		

39Assurance 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>
Spring Grove Area HS		326
<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>
32 feet, 0 inches x 26 feet, 0 inches	832sqft	29
<b>Implementation Date</b>		
2022-04-25		
<b>Uploaded Files</b>		

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40 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 #
Spring Grove Area HS		203
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
31 feet, 0 inches x 26 feet, 0 inches	806sqft	28
Implementation Date		
2022-04-25		
Uploaded Files		

41 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Spring Grove Area HS		340
<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>
32 feet, 0 inches x 18 feet, 0 inches	576sqft	20
<b>Implementation Date</b>		
2022-04-25		
<b>Uploaded Files</b>		

42Assurance 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>
Spring Grove Area MS		B124
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 24 feet, 0 inches	672sqft	24
<b>Implementation Date</b>		
2022-04-25		
<b>Uploaded Files</b>		

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43 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

### 44Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1	District Wide	District
Other	1	Elementary	District
Other	1	Secondary	District
Paraprofessionals	23.5	Elementary	District
Paraprofessionals	16	Secondary	District
School Psychologist	3	District Wide	District
Physical Therapist	0.5	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Social Worker	2	District Wide	District
Guidance Counselor	5	Elementary	District
Guidance Counselor	6	Secondary	District
Other	2.5	District Wide	District

## Special Education Personnel Development

### Autism

Description of Training			
Autism Support Program Expectations			
Lead Person/Position		Year of Training	
Special Education Supervisor		annually	
Hours Per Training	Number of Sessions	Provider	Audience
2.0	4	District Other	General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Strategies and Interventions for Supporting Students with Autism in the Regular Education Classroom			
Lead Person/Position		Year of Training	
Special Education Supervisor		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
.5	1 per K-6 building	District PaTTAN	General Education Teachers Paraprofessionals Special Education Teachers

### Positive Behavior Support

Description of Training			
Development of Functional Behavior Assessments and Positive Behavior Support Plans			
Lead Person/Position		Year of Training	
Special Education Supervisors/School Psychologists		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Special Education Teachers

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**Paraprofessional**

<b>Description of Training</b>			
Confidentiality			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Supervisors		Annually at beginning of sch year	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.0	1	District	Paraprofessionals

<b>Description of Training</b>			
First Aid/CPR Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Nurse		Annually	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
8.0	1	District	Paraprofessionals

<b>Description of Training</b>			
Self-selected Training Opportunities via Vector System			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Human Resources		Annually	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
up to 20.0 annually	up to 20.0 hours annually	Intermediate Unit Other	Paraprofessionals Special Education Teachers

### Transition

<b>Description of Training</b>			
An Overview for Compliant Secondary Transition Practices			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Supervisor		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3.0	6	PaTTAN	Special Education Teachers

### Science of Literacy

<b>Description of Training</b>			
LETRS Training, Sessions 3 and 4			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Elementary Principal/Title 1 Program Coordinator		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
12	2	Other	Building Administrators General Education Teachers Special Education Teachers

### Parent Training

<b>Description of Training</b>			
Autism in Action			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Supervisor		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents



<b>Description of Training</b>			
Autism in Action			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Supervisors		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

<b>Description of Training</b>			
Transition Planning			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Supervisors		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

<b>Description of Training</b>			
Transition Planning			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Supervisors			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

### IEP Development

<b>Description of Training</b>	
K-12 Special Education review of paperwork mandates, procedures, and timelines	
<b>Lead Person/Position</b>	<b>Year of Training</b>

Special Education Supervisors		Annually at beginning of sch year	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2.0	1	District	Special Education Teachers

<b>Description of Training</b>			
Supplementary Aids and Services			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Supervisors		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6.0	1	PaTTAN	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Assistive Technology Updates			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Supervisor		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.0	1	District Intermediate Unit	Special Education Teachers

## Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

George W. Ioannidis

Date

2022-04-29

