

## Profile and Plan Essentials

<b>LEA Name</b>	AUN	
<b>School District</b>	124156503	
<b>Address 1</b>		
228 Highland Rd Suite 1		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip</b>
Atglen	PA	19310
<b>Director of Special Education Name</b>		
Amanda Fraterman		
<b>Director of Special Education Email</b>		
afraterman@octorara.org		
<b>Director of Special Education Phone Number</b>	<b>Director of Special Education Ext</b>	
6105938238	30517	
<b>Chief Administrator Name</b>		
Dr James Scanlon		
<b>Chief Administrator Email</b>		
jscanlon@octorara.org		

Special Education Students

**Total Number of Students Receiving Special Education 294**  
**School District Total Student Enrollment**

**2073**  
**Percent of Students Receiving Special Education**

**14.2**

## Steering Committee

Name	Position/Role	Building	Email
Jim Scanlon	Superintendent	Octorara Area SD	jscanlon@octorara.org
Cale Hilbolt	Director of Special Education	Octorara Area SD	chilbolt@octorara.org
Elena Tachau	Director of Curriculum	Octorara Area SD	etachau@octorara.org
Jon Propper	Building Principal	Octorara Area JSHS	jpropper@octorara.org
Amanda Fraterman	Other	Octorara Area SD	afraterman@octorara.org
Christian Haller	Building Principal	Octorara Intermediate Sch	challer@octorara.org
Brian Dikun	Building Principal	Octorara El Sch	bdikun@octorara.org
Krista Lease	Building Principal	Octorara Primary LC	klease@octorara.org
Kelly Wetzel	Special Education Teacher	Octorara Intermediate Sch	kwetzel@octorara.org
Samantha Pittman	Special Education Teacher	Octorara Area JSHS	spittman@octorara.org
Sara Jane Rice	Parent	Octorara Area JSHS	sarajrice@gmail.com
Sarah Kluge	General Education Teacher	Octorara Primary LC	skluge@octorara.org
Dana Shultz	Other	Octorara Area JSHS	dshultz@octorara.org
George Tindley	Parent	Octorara Area JSHS	georgetindley1981@gmail.com
Gwen Beideman	Parent	Octorara Area SD	gwen@willowrunconsulting.com
Sam Ganow	Board Member	Octorara Area SD	sganow@octorara.org
Brian Fox	Board Member	Octorara Area SD	bfox@octorara.org

## School District Areas of Improvement and Planning - Indicators

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

**Indicator not flagged at this time.**

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

**Indicator not flagged at this time.**

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

**Indicator not flagged at this time.**

### Timely Initial Evaluations (Indicator 11)

**Indicator not flagged at this time.**

### Secondary Transition (Indicator 13)

Improvement and Planning Activity
Professional Development provided by CCIU for the 2022-2023SY in the form of 6 one-hour sessions with IEP reviews being conducted.
An online transition focused resource folder is shared with the staff annually.
Student Services provided an "LEA Bootcamp" for all District LEAs reviewing the expectations for IEPs and "look fors" in IEP meetings.
The school district currently has a .5 Transition Coordinator to provide support to students who are ages 14-21 and to the case managers overseeing the implementation of the

### Graduation (Indicator 1)

**Indicator not flagged at this time.**

### Drop Out (Indicator 2)

**Indicator not flagged at this time.**

### Assessment (Indicator 3)

Improvement and Planning Activity
Parent trainings will be offered rather than parent-initiated opt-out of state assessments.

### Education Environments (Indicator 5)

Improvement and Planning Activity
Since Sept 2020, the District has reallocated cross-district classrooms to OASD buildings (rather than being serviced by CCIU) and has enhanced the offerings in district.
Octorara has implemented a robust MTSS process in the K-6 buildings to address student needs prior to evaluation or increase of Special Education services.
The district has elicited the support of PATTAN's Autism Initiative to offer additional guidance to our Autistic Support programs K-12.

### 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
Professional Development provided by CCIU for the 2022-2023SY in the form of 6 one-hour sessions with IEP reviews being conducted.
An online transition focused resource folder is shared with the staff annually.
Student Services continues to provide "LEA Bootcamp" for all District LEAs reviewing the expectations for IEPs and "look fors" in IEP meetings.
The District has partnered with Devereux to offer the supports of two mental health clinicians (K-6 and 7-12), two BCBAs (K-6 and 7-12) and a school social worker (K-12).

### Resolution Sessions (Indicator 15)

**Indicator not flagged at this time.**

### Mediation (Indicator 16)

**Indicator not flagged at this time.**

## **School District Areas of Improvement and Planning - Monitoring**

**District has completed all monitoring corrective action/improvement plans.**

**Identification Method**

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

Discrepancy Model

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

**Significant Disproportionality**  
**District Not Flagged for Significant Disproportionality in this area.**

Identify Trends	Improvement Planning and Activities

## Significant Disproportionality - Discipline

### Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

**Significant Disproportionality - Identification**

**Significant Disproportionality**  
**District Not Flagged for Significant Disproportionality in this area.**

Identify Trends/Notable Observations	Improvement Planning and Activities

## Non-Resident Students Oversight

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

No

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

While we are not a host district for a 1306 facility, we do collaborate with facilities in hosted by other districts. This collaboration includes participating as an LEA in treatment meetings, IEP revisions and reviews, inter-agency meetings and discharge meetings (if we are invited to participate). As a collaborator, the LEA would be responsible to ensure a special education teacher was providing services for any student with an IEP and participating in the development of the IEP. The LEA would review records to determine appropriate placement and ensure a free and appropriate public education was being provided. For students who are not already identified, a review of the records may also trigger an evaluation as part of the child find requirements.

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

The district continues to maintain an open line of communication with 1306 facilities via email and virtual participation in treatment meetings, IEP revisions and reviews, inter-agency meetings and discharge meetings. Upon student discharge, Octorara will schedule a "re-entry" IEP team meeting to review any discharge summaries and create a plan of support for the student. If applicable, additional services will be recommended to include referrals to the mental health clinician, BCBA and/or school social worker.

## **Incarcerated Students Oversight**

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

No

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

## Least Restrictive Environment

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

The District exceeds the state average for out-of-district placement settings. Octorara continues to participate in IEP meetings and monitor the progress of students participating in out-of-district placements to ensure the students are placed in the least restrictive environments. As students eligible for a return to district are identified, transition plans are put into place which may include visits to the District, virtual meetings with District staff, half day participation in District classes, alternate day participation, exposure to District clubs and sport teams. The District continues to evaluate the needs of all students and build upon programs within the District to support these needs.

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 offers Multi-Tiered System of Supports (MTSS), Social - Emotional Learning (SEL) and academic programming specifically designed to meet individual needs. Programs include MTSS, Heggerty, Reading Workshop, Unique Learning Systems/News2You (ULS/N2Y), Wilson, Touch Math, Get More Math, Dream Box, Zones of Regulation, Discovery Character Education. Additionally, the District has contracted with CCIU and Devereux to staff two mental health clinicians, two Board Certified Behavior Analysts (BCBAs) and one school social worker.

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

Octorara Area School District provides annual and ongoing professional development pertaining to Special Education for all staff members. Special Education and Student Services both provide separate professional development specifically to new teachers during the school year. During summer months, Student Services conducts LEA trainings to the Administrative team to address least restrictive considerations. The District's Curriculum and Instruction Director continues to provide professional development in differentiated instruction topic areas to all staff members.

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

As part of the IEP team meeting, the team discusses a student's areas of extra curricular interests and the team works to secure those opportunities. Paraprofessionals are available to support students in extra curricular activities and specialized transportation is available when needed.

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?**

All students being educated in private placements are eligible to participate in extracurricular activities. This is communicated to the family during IEP meetings or when additional information is being sought by the family or placement. Transportation is provided for any student who wishes to participate. The district seeks every opportunity to return students to Octorara based on progress monitoring data and works to create a successful transition back to the District.

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 is implementing MTSS K-12 and continues to monitor student progress through data review meetings to ensure our MTSS process is adequately meeting the needs of all students. Our District has partnered with Pennsylvania Training and Technical Assistance Network's (PATTAN's) Autism Initiative to continue to build and develop our Autistic Supports and the Chester County Intermediate Unit provides internal coaching to the teachers and staff. A Life Skills apartment setting has been created and is a vital part of fostering independence for the students participating in that program. The District has contracted the services of mental health clinicians and two Board Certified Behavior Analysts (BCBAs) to support the needs present in our emotional support programs. The BCBAs continue to help support both regular education and special education teachers with completing Functional Behavior Assessments, positive behavior support plans, bus behavior plans, classroom incentives and observations. We have continued to build up the supports offered within the District to allow for multiple avenues of success across the continuum.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Child and Career Development Center	Licensed Private Academic		Chester County Intermediate Unit	Autistic Support	4
Vanguard	Approved Private School (APS)		Vanguard	Autistic Support	2
Child and Career Development Center	Licensed Private Academic		Chester County Intermediate Unit	Emotional Support	5
Child and Career Development Center	Licensed Private Academic		Chester County Intermediate Unit	Learning Support	3
Child and Career Development Center	Licensed Private Academic		Chester County Intermediate Unit	Life Skills Support	2
Child and Career Development Center	Licensed Private Academic		Chester County Intermediate Unit	Multiple Disabilities Support	1
Chester County Learning Center	Licensed Private Academic		Chester County Intermediate Unit	Learning Support	6
Chester County Learning Center	Licensed Private Academic		Chester County Intermediate Unit	Emotional Support	2
TCHS Gateway Program	Licensed Private Academic		Chester County Intermediate Unit	Emotional Support	2
Transition Living Program	Licensed Private Academic		Chester County Intermediate Unit	Life Skills Support	1
Transition Work Program	Licensed Private Academic		Chester County Intermediate Unit	Life Skills Support	1
Transition Work Program	Licensed Private Academic		Chester County Intermediate Unit	Learning Support	1

## Positive Behavior Support

### Date of Approval

2020-03-16

### Uploaded Files

**Behavior Policy.pdf**

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

The District utilizes a 3-Tiered MTSS process for all students. Additionally, Octorara has contracted for two BCBA's (K-6 and 7-12), two mental health clinicians (K-6 and 7-12) and one school social worker (K-12), which are available to all students. Discovery Character Education (5-6), class DOJO (K-6) and PBIS with reward systems for appropriate behaviors (7-12) are being across the buildings. Special education students with identified needs in the area of social skills are provided direct instruction in social skills, executive functioning, coping and emotional regulation. Our special education staff program for these needs using Zones of Regulation (K-6).

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.**

Selected staff members are currently being certified as trainers in Safety Cares and will then be offering that training to regular education teachers, special education teachers, administration, guidance, para professionals, and support staff. Special Education teachers receive annual professional development in deescalation strategies and behavior interventions.

3. **Describe the district positive school wide support programs.**

Our District utilizes multiple programs across the buildings, based on students needs. These programs include:

Zones of Regulation (K-6) - a social-emotional program to assist students with regulating behaviors and provides strategies for pro-social skills

Discovery Character Education (5-6) - a program to promote character development

Class DOJO (K-6) - an online program that tracks student behaviors and celebrates student achievements

Positive Behavioral Interventions and Supports (PBIS) with reward systems for appropriate behaviors (7-12).

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

Octorara provides behavior health services through contracted mental health clinicians, school psychologists, guidance counselors, contracted school social worker and direct instruction in social skills. Students access these services through a referral process or as part of the multi-tiered system of supports.

5. **Describe the district restraint procedure.**

Only staff members certified in Safety Cares will be permitted to engage in restraint strategies. In the event of a restraint, the Building Administrator will notify a member of the Student Services Office immediately. The principal will notify the parent / guardian of the restraint by phone by the end of the day on which the restraint occurred. A Restraint Follow Up Letter will be completed and sent home to the parent / guardian with a copy of the Procedural Safeguards (in Shared Drive). Both can be emailed as a PDF, if a monitored email has been provided. The student's case manager should be notified that a restraint occurred. The case manager will need to follow up with the parent / guardian to schedule an IEP meeting within 10 SCHOOL days. Parent / Guardian will have the OPTION to waive the meeting (see waiver letter). A member of the Student Services Department will need to be invited to the IEP meeting. A restraint meeting should only be waived every other time a restraint occurs.

Even if a meeting is waived, the school based team will meet to discuss and solicit feedback. The Building Principal will complete the OASD Restraint Report (paper form OR Google form will be provided) and send or scan the completed report to the Student Services Office. This report will be used to complete the RISC (Restraint Information System Collection) Reporting.



## **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.**

After reviewing the current SES data report, it is confirmed that Octorara Area School District does not have any students placed on Instruction in the Home.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
D. Shultz	Secondary	Part-time (0.5)	03/28/2023 08:43 PM

<b>Building Name</b>		
Octorara Area JSHS		
<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)	4	
<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>	
	0.06	

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
C. Ruth	Secondary	Full-time (1.0)	03/28/2023 08:41 PM

<b>Building Name</b>		
Octorara Area JSHS		
<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	

<b>Building Name</b>		
Octorara Area JSHS		
<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	13 to 15
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.15	

<b>Building Name</b>		
Octorara Area JSHS		
<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)	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>	
	0.12	

<b>Building Name</b>		
Octorara Area JSHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>	<b>Case Load</b>	
Supplemental (Less Than 80% but More Than 20%)	5	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 16
<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>
J. Ralston	Secondary	Full-time (1.0)	03/28/2023 08:29 PM

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

<b>Building Name</b>		
Octorara Area JSHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>	<b>Case Load</b>	
Itinerant (20% or Less)	10	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.2	



<b>Building Name</b>		
Octorara Area JSHS		
<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	16 to 17
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.1	

<b>Building Name</b>		
Octorara Area JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>	<b>Case Load</b>	
Supplemental (Less Than 80% but More Than 20%)	2	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.1	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
S. Pittman	Secondary	Part-time (0.5)	04/28/2023 02:44 PM

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

<b>Building Name</b>		
Octorara Area JSHS		
<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 20
<b>Age Range Justification</b>	<b>FTE %</b>	
The one student who falls outside of the age range (20 yo) is enrolled in a virtual program and does not attend in-person classes.	0.2	

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
K. Nisula	Secondary	Full-time (1.0)	03/28/2023 08:03 PM

<b>Building Name</b>		
Octorara Area JSHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>	<b>Case Load</b>	
Itinerant (20% or Less)	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>	
	0.5	

<b>Building Name</b>		
Octorara Area JSHS		
<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	Secondary	14 to 15
<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>
H. Kramer	Secondary	Full-time (1.0)	04/28/2023 02:44 PM

<b>Building Name</b>		
Octorara Area JSHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>	<b>Case Load</b>	
Itinerant (20% or Less)	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>Building Name</b>		
Octorara Area JSHS		
<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%)	12	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 18
<b>Age Range Justification</b>	<b>FTE %</b>	
Although the age range in the class may exceed the 3-year age range, the IEP team has determined that this class is the most appropriate for the student. The level of instruction and the adaptations and accommodations required for the student are similar to those required for the other students in the classroom. The age variation will not adversely affect the appropriateness of instruction.	0.6	



FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K. Heller	Secondary	Full-time (1.0)	03/28/2023 07:54 PM

<b>Building Name</b>		
Octorara Area JSHS		
<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 18
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.16	

<b>Building Name</b>		
Octorara Area JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>	<b>Case Load</b>	
Supplemental (Less Than 80% but More Than 20%)	11	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.55	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
A. Fought	Secondary	Full-time (1.0)	03/28/2023 07:48 PM

<b>Building Name</b>		
Octorara Area JSHS		
<b>Support Type</b>		
Blind And Visually Impaired Support		
<b>Support Sub-Type</b>		
Blind And Visually Impaired Support		
<b>Level of Support</b>	<b>Case Load</b>	
Itinerant (20% or Less)	1	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.02	

<b>Building Name</b>		
Octorara Area JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>	<b>Case Load</b>	
Supplemental (Less Than 80% but More Than 20%)	10	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.5	

<b>Building Name</b>		
Octorara Area JSHS		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>	<b>Case Load</b>	
Supplemental (Less Than 80% but More Than 20%)	1	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 16
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.07	

<b>Building Name</b>		
Octorara Area JSHS		
<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 18
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.16	

<b>Building Name</b>		
Octorara Area JSHS		
<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	18 to 18
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.05	

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
K. Doughtie	Secondary	Full-time (1.0)	03/28/2023 07:40 PM

<b>Building Name</b>		
Octorara Area JSHS		
<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	12 to 15
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.16	



<b>Building Name</b>		
Octorara Area JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>	<b>Case Load</b>	
Supplemental (Less Than 80% but More Than 20%)	11	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.55	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
D. Carmella	Secondary	Full-time (1.0)	03/28/2023 07:29 PM

<b>Building Name</b>		
Octorara Area JSHS		
<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%)	17	
<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>	
	0.85	

<b>Building Name</b>		
Octorara Area JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>	<b>Case Load</b>	
Itinerant (20% or Less)	4	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<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>
K. Boyd	Secondary	Full-time (1.0)	03/28/2023 07:25 PM

<b>Building Name</b>		
Octorara Area JSHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>	<b>Case Load</b>	
Itinerant (20% or Less)	6	
<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>	
	0.5	

<b>Building Name</b>		
Octorara Area JSHS		
<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%)	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>	
	0.5	

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
K. Wetzel	Elementary	Full-time (1.0)	03/28/2023 07:22 PM

<b>Building Name</b>		
Octorara Intermediate 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 12
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.18	

<b>Building Name</b>		
Octorara Intermediate 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>
A. Hoffman	Elementary	Full-time (1.0)	03/28/2023 07:19 PM

<b>Building Name</b>		
Octorara Intermediate Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>	<b>Case Load</b>	
Itinerant (20% or Less)	5	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.1	



<b>Building Name</b>		
Octorara Intermediate Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>	<b>Case Load</b>	
Itinerant (20% or Less)	4	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<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>
M. Friedman	Elementary	Full-time (1.0)	03/28/2023 07:15 PM

<b>Building Name</b>		
Octorara Intermediate 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 12
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.18	

<b>Building Name</b>		
Octorara Intermediate Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>	<b>Case Load</b>	
Supplemental (Less Than 80% but More Than 20%)	5	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.25	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
L. Brotman	Elementary	Full-time (1.0)	03/28/2023 07:10 PM

<b>Building Name</b>		
Octorara Intermediate Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>	<b>Case Load</b>	
Itinerant (20% or Less)	2	
<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>	
	0.17	

<b>Building Name</b>		
Octorara Intermediate 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 11
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.38	

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

<b>Building Name</b>		
Octorara Intermediate Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>	<b>Case Load</b>	
Itinerant (20% or Less)	2	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	12 to 12
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.04	

<b>Building Name</b>		
Octorara Intermediate Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>	<b>Case Load</b>	
Supplemental (Less Than 80% but More Than 20%)	1	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	12 to 12
<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>
A. Whiteman	Elementary	Full-time (1.0)	03/27/2023 02:24 PM

<b>Building Name</b>		
Octorara Area SD		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>	<b>Case Load</b>	
Itinerant (20% or Less)	9	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 12
<b>Age Range Justification</b>	<b>FTE %</b>	
SLP works in 2 different buildings, students outside of the allowable age range are not in the same building and do not participate in therapy together.	0.14	

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
C. Williams	Elementary	Full-time (1.0)	03/27/2023 02:22 PM

<b>Building Name</b>		
Octorara El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>	<b>Case Load</b>	
Supplemental (Less Than 80% but More Than 20%)	5	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.25	

<b>Building Name</b>		
Octorara El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>	<b>Case Load</b>	
Supplemental (Less Than 80% but More Than 20%)	1	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 9
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.05	

<b>Building Name</b>		
Octorara 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%)	2	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 9
<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>
B. Maldonado	Elementary	Full-time (1.0)	03/27/2023 02:13 PM

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

<b>Building Name</b>		
Octorara El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>	<b>Case Load</b>	
Itinerant (20% or Less)	4	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<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>
N. Kluge	Elementary	Full-time (1.0)	03/27/2023 02:13 PM

<b>Building Name</b>		
Octorara El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>	<b>Case Load</b>	
Itinerant (20% or Less)	7	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.14	

<b>Building Name</b>		
Octorara 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	10 to 11
<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>
H. King	Elementary	Full-time (1.0)	03/27/2023 02:14 PM

<b>Building Name</b>		
Octorara El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>	<b>Case Load</b>	
Itinerant (20% or Less)	2	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.04	

<b>Building Name</b>		
Octorara El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>	<b>Case Load</b>	
Supplemental (Less Than 80% but More Than 20%)	1	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 9
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.05	

<b>Building Name</b>		
Octorara 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)	6	
<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>	
	0.12	

<b>Building Name</b>		
Octorara El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>	<b>Case Load</b>	
Supplemental (Less Than 80% but More Than 20%)	2	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.1	

<b>Building Name</b>		
Octorara El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>	<b>Case Load</b>	
Itinerant (20% or Less)	3	
<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>
M. McLoone	Elementary	Full-time (1.0)	03/24/2023 12:53 PM

<b>Building Name</b>		
Octorara Primary LC		
<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	Elementary	7 to 7
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.05	

<b>Building Name</b>		
Octorara Primary LC		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>	<b>Case Load</b>	
Supplemental (Less Than 80% but More Than 20%)	2	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.25	

<b>Building Name</b>		
Octorara Primary LC		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>	<b>Case Load</b>	
Supplemental (Less Than 80% but More Than 20%)	1	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.05	



FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
S. Mazzagatti	Elementary	Full-time (1.0)	03/24/2023 12:48 PM

<b>Building Name</b>		
Octorara Primary LC		
<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)	3	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.06	

<b>Building Name</b>		
Octorara Primary LC		
<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	Elementary	7 to 7
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.05	

<b>Building Name</b>		
Octorara Primary LC		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>	<b>Case Load</b>	
Itinerant (20% or Less)	6	
<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>	
	0.5	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
J. Head	Elementary	Part-time (0.5)	03/24/2023 12:35 PM

<b>Building Name</b>		
Octorara Primary LC		
<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>
School District	Elementary	5 to 9
<b>Age Range Justification</b>	<b>FTE %</b>	
Students receive Speech therapy in individual or small group sessions with same-age peers. There are no groups outside of the age range.	0.2	

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
L. Caldwell	Elementary	Full-time (1.0)	03/24/2023 12:13 PM

<b>Building Name</b>		
Octorara Primary LC		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>	<b>Case Load</b>	
Supplemental (Less Than 80% but More Than 20%)	6	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.75	

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
D. Barrett	Elementary	Full-time (1.0)	03/24/2023 12:00 PM

<b>Building Name</b>		
Octorara Primary LC		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>	<b>Case Load</b>	
Itinerant (20% or Less)	12	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.24	



## Special Education Facilities

<b>Building Name</b>	<b>Room #</b>	
Octorara Primary LC	106 (SPEECH)	
<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 17 feet, 0 inches	238sqft	8
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013441 (1).pdf		

### Assurance Check

<b>Assurance Check</b>	<b>Yes</b>	<b>No</b>
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>	
Octorara Primary LC	Title 1 (Rm 108)	
<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 18 feet, 0 inches	468sqft	16
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013441 (1).pdf		

#### 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>	
Octorara Primary LC	110	
<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 29 feet, 0 inches	812sqft	29
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013441 (1).pdf		

#### Assurance Check

<b>Assurance Check</b>	<b>Yes</b>	<b>No</b>
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>	
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Octorara Primary LC	113	
<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>
25 feet, 0 inches x 32 feet, 0 inches	800sqft	28
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013441 (1).pdf		

#### 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>	
Octorara Primary LC	118	
<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 17 feet, 0 inches	238sqft	8
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013441 (1).pdf		

#### Assurance Check

<b>Assurance Check</b>	<b>Yes</b>	<b>No</b>
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>	
Octorara 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>
36 feet, 0 inches x 26 feet, 0 inches	936sqft	33
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013443 (1).pdf		

#### 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>	
Octorara El Sch	26	
<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>
35 feet, 0 inches x 26 feet, 0 inches	910sqft	32
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013443 (1).pdf		

#### 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>	
Octorara El Sch	30	
<b>School Building</b>	<b>Building Description</b>	
Elementary	A building in which general education programs are operated	
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 0 inches x 26 feet, 0 inches	936sqft	33
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013443 (1).pdf		

#### 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>	
Octorara El Sch	61	
<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>
35 feet, 0 inches x 26 feet, 0 inches	910sqft	32
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013443 (1).pdf		

#### 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>	
Octorara El Sch	378 (SPEECH)	
<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>
10 feet, 0 inches x 16 feet, 0 inches	160sqft	5
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013443 (1).pdf		

#### Assurance Check

<b>Assurance Check</b>	<b>Yes</b>	<b>No</b>
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>	
Octorara Intermediate Sch	121B (SPEECH)	
<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>
19 feet, 0 inches x 17 feet, 0 inches	323sqft	11
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013444 (1).pdf		

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>	
Octorara Intermediate Sch	111	
<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>
35 feet, 0 inches x 24 feet, 0 inches	840sqft	30
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013444 (1).pdf		

#### Assurance Check

<b>Assurance Check</b>	<b>Yes</b>	<b>No</b>
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>	
Octorara Intermediate Sch	101	
<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>
35 feet, 0 inches x 24 feet, 0 inches	840sqft	30
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013444 (1).pdf		

#### 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>	
Octorara Intermediate Sch	100	
<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>
35 feet, 0 inches x 24 feet, 0 inches	840sqft	30
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013444 (1).pdf		

#### Assurance Check

<b>Assurance Check</b>	<b>Yes</b>	<b>No</b>
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>	
Octorara Intermediate Sch	212	
<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>
35 feet, 0 inches x 15 feet, 0 inches	525sqft	18
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013444 (1).pdf		

#### Assurance Check

<b>Assurance Check</b>	<b>Yes</b>	<b>No</b>
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>	
Octorara Area JSHS	B108	
<b>School Building</b>	<b>Building Description</b>	
JR/SR 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>
36 feet, 0 inches x 24 feet, 0 inches	864sqft	30
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013442 (1).pdf		

#### Assurance Check

<b>Assurance Check</b>	<b>Yes</b>	<b>No</b>
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>	
Octorara Area JSHS	B111	
<b>School Building</b>	<b>Building Description</b>	
JR/SR 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>
29 feet, 0 inches x 22 feet, 0 inches	638sqft	22
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013442 (1).pdf		

#### Assurance Check

<b>Assurance Check</b>	<b>Yes</b>	<b>No</b>
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>	
Octorara Area JSHS	A37	
<b>School Building</b>	<b>Building Description</b>	
JR/SR High	A building in which general education programs are operated	
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 36 feet, 0 inches	900sqft	32
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013442 (1).pdf		

#### Assurance Check

<b>Assurance Check</b>	<b>Yes</b>	<b>No</b>
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>	
Octorara Area JSHS	C200	
<b>School Building</b>	<b>Building Description</b>	
JR/SR 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>
29 feet, 0 inches x 22 feet, 0 inches	638sqft	22
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013442 (1).pdf		

#### 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>	
Octorara Area JSHS	C202	
<b>School Building</b>	<b>Building Description</b>	
JR/SR 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>
29 feet, 0 inches x 22 feet, 0 inches	638sqft	22
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013442 (1).pdf		

#### Assurance Check

<b>Assurance Check</b>	<b>Yes</b>	<b>No</b>
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>	
Octorara Area JSHS	C205	
<b>School Building</b>	<b>Building Description</b>	
JR/SR 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>
29 feet, 0 inches x 22 feet, 0 inches	638sqft	22
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013442 (1).pdf		

#### Assurance Check

<b>Assurance Check</b>	<b>Yes</b>	<b>No</b>
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>	
Octorara Area JSHS	224 (SPEECH)	
<b>School Building</b>	<b>Building Description</b>	
JR/SR 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>
27 feet, 0 inches x 33 feet, 0 inches	891sqft	31
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013440 (1).pdf		

#### Assurance Check

<b>Assurance Check</b>	<b>Yes</b>	<b>No</b>
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>	
Octorara Area JSHS	225	
<b>School Building</b>	<b>Building Description</b>	
JR/SR 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>
27 feet, 0 inches x 33 feet, 0 inches	891sqft	31
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013440 (1).pdf		

#### 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>	
Octorara Area JSHS	226	
<b>School Building</b>	<b>Building Description</b>	
JR/SR 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>
27 feet, 0 inches x 33 feet, 0 inches	891sqft	31
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013440 (1).pdf		

#### Assurance Check

<b>Assurance Check</b>	<b>Yes</b>	<b>No</b>
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>	
Octorara Area JSHS	236	
<b>School Building</b>	<b>Building Description</b>	
JR/SR High	A building in which general education programs are operated	
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 25 feet, 0 inches	625sqft	22
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013440 (1).pdf		

#### 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>	
Octorara Area JSHS	235 (APT LAB)	
<b>School Building</b>	<b>Building Description</b>	
JR/SR 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>
27 feet, 0 inches x 31 feet, 0 inches	837sqft	29
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013440 (1).pdf		

#### Assurance Check

<b>Assurance Check</b>	<b>Yes</b>	<b>No</b>
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>	
Octorara Area JSHS	234	
<b>School Building</b>	<b>Building Description</b>	
JR/SR 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>
27 feet, 0 inches x 33 feet, 0 inches	891sqft	31
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013440 (1).pdf		

#### 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>	
Octorara Area JSHS	232	
<b>School Building</b>	<b>Building Description</b>	
JR/SR 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>
27 feet, 0 inches x 33 feet, 0 inches	891sqft	31
<b>Implementation Date</b>		
2022-08-29		
<b>Uploaded Files</b>		
SKM_C360i23033013440 (1).pdf		

#### 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

### Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Director of Pupil Services	1	District Wide	District
School Psychologist	2	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Paraprofessionals	29	District Wide	Contractor
Social Worker	1	District Wide	Contractor
Behavior Specialist	1	District Wide	Contractor
Guidance Counselor	4	Secondary	District
Other	2	Secondary	Contractor
Guidance Counselor	3	Elementary	District
Other	2	Elementary	Contractor
Other	2	Secondary	District
Other	3	Elementary	District

## Special Education Personnel Development

### Autism

Description of Training			
On going in-class support from PATTAN Autism Initiative			
Lead Person/Position	Year of Training		
PATTAN / Amanda Fraterman (Supervisor of Special Education)	2023 2024 2025 2026		
Hours Per Training	Number of Sessions	Provider	Audience
1	10	PaTTAN	Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>			
PATTAN Autism Initiative (Starting the Year)			
<b>Lead Person/Position</b>	<b>Year of Training</b>		
PATTAN / Amanda Fraterman	2023 2024 2025 2026		
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
4	1	District PaTTAN	Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>			
Internal Coaching			
<b>Lead Person/Position</b>	<b>Year of Training</b>		
CCIU / Amanda Fraterman (Supervisor of Special Education)	2023 2024 2025 2026		
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	9	Intermediate Unit	Paraprofessionals Special Education Teachers Other

## Positive Behavior Support

Description of Training			
Behavior Interventions			
Lead Person/Position	Year of Training		
Amanda Fraterman (Supervisor of Special Education)	2023 2024 2025		
Hours Per Training	Number of Sessions	Provider	Audience
3.5	1	District	Paraprofessionals Special Education Teachers Other

Description of Training			
Restorative Practices - A Positive Approach to Student Behavior Management (K-6)			
Lead Person/Position	Year of Training		
Christian Haller (principal)	2023 2024 2025 2026		
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	General Education Teachers Special Education Teachers Other

Description of Training			
Teaching with a Wide-Angle Lens: Hope and Healing for Students Who Have Experienced Trauma (ongoing)			
Lead Person/Position	Year of Training		
Elena Tachau (Director of Curriculum and Instruction)	2023 2024		
Hours Per Training	Number of Sessions	Provider	Audience
3.5	11	Other	Building Administrators General Education Teachers Special Education Teachers Other



Description of Training			
On going BSC / BCBA individual support for all staff			
Lead Person/Position	Year of Training		
Amanda Fraterman (Supervisor of Special Education)	2023 2024 2025		
Hours Per Training	Number of Sessions	Provider	Audience
1	25	Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>			
Restorative Practices - A Positive Approach to Student Behavior Management (7-12)			
<b>Lead Person/Position</b>	<b>Year of Training</b>		
Jon Propper / Building Principal	2023 2024 2025 2026		
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	2	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>			
PBIS			
<b>Lead Person/Position</b>	<b>Year of Training</b>		
Jon Propper / Building Principal	2023 2024 2025 2026		
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	2	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

## Paraprofessional

Description of Training			
Universal Strategies to Support Positive Behavior (7-12)			
Lead Person/Position	Year of Training		
Elena Tachau / Director of Curriculum and Instruction	2023		
Hours Per Training	Number of Sessions	Provider	Audience
3.0	1	District	Paraprofessionals

Description of Training			
Mental Health: Recognizing and Addressing Concerns in the Classroom (7-12)			
Lead Person/Position	Year of Training		
Elena Tachau / Director of Curriculum and Instruction	2023		
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals

<b>Description of Training</b>			
Universal Strategies to Support Positive Behavior (K-6)			
<b>Lead Person/Position</b>	<b>Year of Training</b>		
Elena Tachau / Director of Curriculum and Instruction	2023		
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Paraprofessionals

<b>Description of Training</b>			
Mental Health: Recognizing and Addressing Concerns in the Classroom (K-6)			
<b>Lead Person/Position</b>	<b>Year of Training</b>		
Elena Tachau / Director of Curriculum and Instruction	2023		
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Paraprofessionals

<b>Description of Training</b>			
Educators Response to Challenging Behaviors (K-12)			
<b>Lead Person/Position</b>	<b>Year of Training</b>		
Elena Tachau / Director of Curriculum and Instruction	2023		
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Paraprofessionals

<b>Description of Training</b>			
Executive Functioning 101 (K-12)			
<b>Lead Person/Position</b>	<b>Year of Training</b>		
Elena Tachau / Director of Curriculum and Instruction	2023		
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Paraprofessionals

<b>Description of Training</b>			
What is Effective Communication? (K-6)			
<b>Lead Person/Position</b>	<b>Year of Training</b>		
Elena Tachau / Director of Curriculum and Instruction	2023		
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Paraprofessionals

<b>Description of Training</b>			
Strategies for Success–Building your Toolbox for Engaging Learners (K-6)			
<b>Lead Person/Position</b>	<b>Year of Training</b>		
Elena Tachau / Director of Curriculum and Instruction	2023		
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Paraprofessionals

<b>Description of Training</b>			
What is Effective Communication? (7-12)			
<b>Lead Person/Position</b>	<b>Year of Training</b>		
Elena Tachau / Director of Curriculum and Instruction	2023		
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Paraprofessionals

<b>Description of Training</b>			
Strategies for Success-Building your Toolbox for Engaging Learners (7-12)			
<b>Lead Person/Position</b>	<b>Year of Training</b>		
Elena Tachau / Director of Curriculum and Instruction	2023		
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Paraprofessionals



<b>Description of Training</b>			
The Challenges of Living with High Functioning Autism: A documentary and toolbox to support students (K-12)			
<b>Lead Person/Position</b>	<b>Year of Training</b>		
Elena Tachau / Director of Curriculum and Instruction	2023		
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Paraprofessionals

<b>Description of Training</b>			
Instructional Assistant - Reading			
<b>Lead Person/Position</b>	<b>Year of Training</b>		
Elena Tachau/ Director of Curriculum and Instruction	2023		
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Paraprofessionals

<b>Description of Training</b>			
Behavior / Reading Strategies			
<b>Lead Person/Position</b>	<b>Year of Training</b>		
Elena Tachau/ Director of Curriculum and Instruction	2023		
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Paraprofessionals

## Transition

Description of Training			
Transition Indicator 13			
Lead Person/Position	Year of Training		
Michelle MacLuckie (CCIU) / Amanda Fraterman (Supervisor of Special Education)	2023		
Hours Per Training	Number of Sessions	Provider	Audience
1	6	Intermediate Unit	Special Education Teachers

Description of Training			
Transition to Post Secondary Education Fair			
Lead Person/Position	Year of Training		
LLIU	2023		
Hours Per Training	Number of Sessions	Provider	Audience
5	1	Intermediate Unit	Parents Special Education Teachers

<b>Description of Training</b>			
Virtual Career Conference			
<b>Lead Person/Position</b>	<b>Year of Training</b>		
CCIU	2023		
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	1	Intermediate Unit	Special Education Teachers Other

## Science of Literacy

Description of Training			
Project Read			
Lead Person/Position	Year of Training		
Elena Tachau/ Director of Curriculum and Instruction	2023 2024 2025 2026		
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Science of Reading			
Lead Person/Position	Year of Training		
Elena Tachau/ Director of Curriculum and Instruction	2023 2024 2025 2026		
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers

<b>Description of Training</b>			
LETRS Training Cohort - Rally Vocabulary and Fluency			
<b>Lead Person/Position</b>	<b>Year of Training</b>		
Elena Tachau/ Director of Curriculum and Instruction	2023 2024 2025 2026		
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6.5	1	District	General Education Teachers Special Education Teachers

## Parent Training

Description of Training			
Transition to Post Secondary Education Fair			
Lead Person/Position	Year of Training		
LLIU	2023		
Hours Per Training	Number of Sessions	Provider	Audience
5	1	Intermediate Unit	Parents

Description of Training			
Parent Training offered through the IEP			
Lead Person/Position	Year of Training		
Case Managers / Amanda Fraterman (Supervisor of Special Education)	2023 2024 2025 2026		
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Parents

<b>Description of Training</b>			
Virtual Transition Fair			
<b>Lead Person/Position</b>	<b>Year of Training</b>		
CCIU	2023		
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2.5	1	Intermediate Unit	Parents



## IEP Development

Description of Training			
Data Analysis and Goal Writing			
Lead Person/Position	Year of Training		
Amanda Fraterman (Supervisor of Special Education)	2023		
Hours Per Training	Number of Sessions	Provider	Audience
3.5	1	District	Special Education Teachers

Description of Training			
Special Education Team Meeting			
Lead Person/Position	Year of Training		
Amanda Fraterman (Supervisor of Special Education)	2023		
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District	Special Education Teachers

Description of Training			
Special Education Handbook Review			
Lead Person/Position	Year of Training		
Amanda Fraterman (Supervisor of Special Education)	2023 2024 2025		
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Special Education Teachers

Description of Training			
On going IEP review and feedback			
Lead Person/Position	Year of Training		
Amanda Fraterman (Supervisor of Special Education)	2023 2024		
Hours Per Training	Number of Sessions	Provider	Audience
1	Ongoing throughout the school year	District	Special Education Teachers

LEA Training

Description of Training			
LEA Training			
Lead Person/Position	Year of Training		
Rose McHugh (District counsel with Sweets, Stevens, Katz & Williams)	2023		
Hours Per Training	Number of Sessions	Provider	Audience
2	2	Other	Building Administrators

## Signatures & Affirmations

### Approval Date

2023-05-01

### Uploaded Files

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- 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**

Jim Scanlon

**Date**

2023-05-16