

Profile and Plan Essentials

| | | | |
|---|--------------|--|--|
| LEA Name | | AUN | |
| Greenville Area SD | | 104432803 | |
| Address 1 | | | |
| 9 Donation Rd | | | |
| Address 2 | | | |
| | | | |
| City | State | Zip | |
| Greenville | PA | 16125 | |
| Director of Special Education Name | | | |
| Beth Schaller | | | |
| Director of Special Education Email | | | |
| bschaller@greenville.k12.pa.us | | | |
| Director of Special Education Phone Number | | Director of Special Education Ext | |
| 724-588-2500 | | 1000 | |
| Chief Administrator Name | | | |
| Mr Brian S Tokar | | | |
| Chief Administrator Email | | | |
| btokar@greenville.k12.pa.us | | | |

Special Education Students

Total Number of Students Receiving Special Education 260

School District Total Student Enrollment 1229

Percent of Students Receiving Special Education 21.2

Steering Committee

| Name | Position/Role | Building | Email |
|--------------------|-------------------------------|--------------------|--------------------------------|
| Beth Schaller | Director of Special Education | Greenville Area SD | bschaller@greenville.k12.pa.us |
| Brian Tokar | Superintendent | Greenville Area SD | btokar@greenville.k12.pa.us |
| Dr. Jeff Keeling | Other | Greenville Area SD | jkeeling@greenville.k12.pa.us |
| Dan Nemeth | Building Principal | Greenville JSHS | dnemeth@greenville.k12.pa.us |
| Dr. Katie Williams | Special Education Teacher | Greenville JSHS | kwilliams@greenville.k12.pa.us |
| Kristen Wingard | Special Education Teacher | Greenville El Sch | kwingard@greenville.k12.pa.us |
| Stephanie Zane | Special Education Teacher | Greenville JSHS | szane@greenville.k12.pa.us |
| Kayla Hibbard | Special Education Teacher | Greenville El Sch | khibbard@greenville.k12.pa.us |
| Janine Yager | Other | Greenville Area SD | Jyager@greenville.k12.pa.us |
| Sarah Stubbs | Other | Greenville El Sch | sstubbs@greenville.k12.pa.us |
| Sherry Winner | General Education Teacher | Greenville El Sch | swinner@greenville.k12.pa.us |
| Rhonda Kelly | General Education Teacher | Greenville JSHS | rkelly@greenville.k12.pa.us |
| Danielle Sepos | Parent | Greenville Area SD | dsepos@greenville.k12.pa.us |
| Jackie Nehlen | Other | Greenville El Sch | jnehlen@greenville.k12.pa.us |
| Wendy Alfreno | Other | Greenville Area SD | walfreno@greenville.k12.pa.us |
| Danielle Hill | Parent | Greenville Area SD | dhill@greenville.k12.pa.us |
| Lori Madura | Board Member | Greenville Area SD | lmadura@greenville.k12.pa.us |
| Rick Rossi | Board Member | Greenville Area SD | rrossi@greenville.k12.pa.us |

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)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

| Building Name | AUN | Branch Number | RTI | Approved RTI Use |
|---------------|-----|---------------|-----|------------------|
|---------------|-----|---------------|-----|------------------|

Non-Resident Students Oversight

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

Yes

| 24 P.S. §1306 facilities | | | | |
|----------------------------|------------------|----------------------|----------------------|----------------------------|
| Facility Name | Facility Type | Facility Type: Other | Services Provided By | Total Students in Facility |
| Keystone Adolescent Center | Licensed Shelter | | Other | 20 |
| Keystone Female Shelter | Licensed Shelter | | Other | 18 |

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 a student's education needs can be met in the educational program offered through the Keystone Education Center Charter School for grades seven through twelve they are enrolled in that LEA. However, if there is a student in grades kindergarten through the sixth grade in either the male (KAC) or female (KFS) shelters, they are enrolled in the Greenville Area School District. Additionally, for the student with a disability or disabilities whose needs cannot be met at the Keystone Education Center for grades seven through twelve, they are enrolled in the Greenville Area School District. Upon the enrollment of the 1306 student, the GASD Special Education Secretary contact the student's home district, enrolls the student and implements the identified services identified in the recommended IEP. Each student's Evaluation Report, IEP, and additional records are reviewed and a service program is drafted to educate the student in the least restrictive environment. This plan is discussed in an IEP meeting with Keystone staff, an Educational Decision Maker, a parent or guardian, the home district representative, a county Children & Youth agency, probation, etc. being included as appropriate for the child's situation. An IEP meeting is scheduled using the Invitation to IEP meeting, a Procedural Safeguards is sent. The IEP draft is review and changes are made if needed. The NOREP is reviewed and the individual or agency having educational rights signs all the documents.

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

The Director of Educational Services and/or another member of GASD administrative team will maintain regular communication with the 1306 facility to monitor the student's progress, address any necessary adjustments, and discuss the plan for transitioning back to school. As part of the transition process, the LEA will collaborate with the 1306 facility to develop a personalized and effective plan for the student's successful return to school.

Incarcerated Students Oversight

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

No

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

There are no facilities within the jurisdiction of the GASD. However, upon receipt of notification of a GASD student being incarcerated, the GASD forwards the most recent Evaluation Report, Individual Education Plan, and Notice of Recommended Educational Placement documents to the educational entity (i.e. Mercer Area School District & Mercer County Jail; Waynesboro School District & Abraxa Youth Center).

Least Restrictive Environment

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

Based on the data for Least Restrictive Environment at Greenville Area School District, the percentage of students participating in the regular education classroom for 80% or more of their day is lower than the state average. This indicates a need to increase the inclusion of students in the regular education classroom, with appropriate accommodations and modifications to support their success. Additionally, the percentage of students included at a supplemental level in the regular education classroom is also below the state average. This highlights the importance of further integrating students into the regular education environment with necessary supports to enhance their success.

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 Greenville Area School District implements Social Emotional Learning (SEL) strategies to support students in developing their social skills and managing their emotions. Each school within the district has guidance counselors, along with a district-wide behavioral health specialist, to assist students with more specific social and emotional needs. For students with significant behavioral challenges, additional support may be provided within the classroom to address those needs. Additionally, the district is in the process of introducing MTSS (Multi-Tiered System of Supports) services for grades K-6 at the elementary school. This initiative will ensure that students receive appropriate interventions at various levels, helping them access accommodations and modifications within general education classrooms. GASD considers many forms of Supplementary Aids and Services to meet the needs of its' diverse population. A sampling is listed below.

- I. Collaborative: an assigned special education teacher attends grade level meetings; teacher and paraprofessional support in general education classes; Cognate teams share information with administration; parent discussion of strategies that work; child center team updates
- II. Instructional: adaptations and modifications made to quizzes and tests; study guides; guided notes; assistive technology to type written assignments and type on uploaded documents; use of manipulatives, calculators; alternate goals for an activity or study unit; providing large print; utilizing evidence-based methods, supplemental materials and parallel curriculum; front loading, preteaching, reteaching; picture/word/phrase schedules
- III. Physical: adaptive seating; adaptive desks; preferential seating; adaptive equipment; light covers; room air conditioners; music; swings; ball pit; sand table; water table; study carrels; office dividers
- IV. Social-Behavioral: Sensory Rooms @ GES, GHS; sensory bins; social skills instruction; on-site Behavior Specialist from the Mercer County Behavioral Health Commission; SEL books (i.e. How to Train Your Dragon; A Little Spot of Life Skills & Actions; A Little Spot of Feelings & Emotions; SuperFlex; Skillstreaming (all levels); I Can Problem Solve (all levels); Unstuck & On Target; Raising a Thinking Child; Zones of Regulation; Lion's Quest); counseling supports; peer supports; Positive Behavior Support Plans in IEP documents; School-wide Positive Behavior Support Plan

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

The Greenville Area School District is committed to providing academic programming and training that ensures students with disabilities can meaningfully participate in the general education curriculum. During each IEP meeting, the team collaboratively determines the necessary supports for students to engage in general education. Every school within the district offers learning support and speech services, and additional programs such as Autistic Support, Life Skills Support, and Emotional Support are available K-12 to assist students throughout their day. The district has also created a K-6 Multiple Disability Classroom to meet our students' needs. The district is dedicated to ongoing training for all teachers and staff to ensure they are knowledgeable about accommodations and modifications that can be applied within the general education curriculum, fostering success for all students. The Director of Special Education, along with the Secondary and Elementary Special Education Cognate Leaders, regularly discusses educational activities, supplementary aids, and services at the start of each school year and throughout the year during department and cognate meetings. These discussions focus on the importance of

the least restrictive environment and ensuring that education is tailored to meet students' special needs while allowing them to make educational progress. The regular education classroom is always considered the first placement option. If that setting proves unsuccessful, supplementary aids and services are introduced. If a student continues to struggle with making educational progress, the team then considers a continuum of services outside of the regular education environment, such as itinerant, supplemental, full-time, or out-of-district placements.

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

Students are provided with supplementary aids and services to ensure they can meaningfully participate in extracurricular activities. The Greenville Area School District is committed to including all students with disabilities in extracurricular programs. To fully participate, students may require the support of an aide, especially if they receive similar assistance during the school day. The district also offers accommodations such as extra time, clear instructions, repetition, and modeling to help students succeed. A variety of supplementary aids and services may be necessary to enhance the student's experience in extracurricular activities. These supports could include notifying parents about upcoming activities to keep them informed of opportunities, adjusting expectations for student participation as needed, providing specialized equipment, and assigning a peer buddy or a special role on the team to further encourage involvement and support.

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 placed in private institutions have the opportunity to participate in all district-led extracurricular activities. They are welcome to join any clubs or sports they wish to be a part of. The district strongly encourages students to get involved in at least one club, sport, or activity during their time in school.

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)**

Looking at our out-of-district placement data, the Greenville Area School District has seen an increase in the number of students receiving full-time emotional support services. Over the past three years, there has been an increase in the number of students requiring full-time emotional support classes with smaller class sizes. This shift reflects the growing need for behavioral supports among our student population. Our district's goal is to educate as many students as possible within the district. To achieve this, we aim to build our capacity over the next three years, continuing to support our newly opened classrooms, such as the Elementary Multi-Disability Support classroom and an additional 7-12 Life Skills classroom at the high school. By expanding these programs, we can provide more opportunities for Greenville students to remain in-district, reducing the number of students placed outside the district. Currently, our special education population is at 20.8%, slightly above the state average of 20.1%, according to our Special Education Data Report for 2023-2024. As a district, we are committed to improving this figure and plan to do so by continuing to implement MTSS (Multi-Tiered System of Supports) across our schools. The MTSS process has already been initiated in the K-6 elementary building, where a dedicated team has been formed to identify student needs and implement targeted interventions. By focusing on providing more Tier 1 and Tier 2 interventions, we aim to help students develop the skills necessary to meet grade-level expectations. This proactive approach should decrease the number of students needing Tier 3 interventions and additional special education support. In addition, we will continue to offer professional development to teachers on differentiated instruction to support students within the regular education classroom. Each school year, the Director of Special Education evaluates caseload numbers and assesses the need for additional programs and services. For example, during the 2022-2023 school year, our Life Skills Elementary classrooms were at full capacity, prompting the creation of an additional classroom to meet the demand before the end of the school year, alongside the development of our Multi-Disability Elementary classroom. In response to growing numbers, an additional Life Skills classroom will be added for the 2024-2025 school year. These expansions are designed to meet the needs of our students and reduce reliance on out-of-district placements. The Greenville Area School District remains committed to continually

assessing and improving our special education services to ensure that as many students as possible can be educated within the district. For students who do require out-of-district placements, these placements provide a more structured and intensive setting to support their success.

Out of District Placements

| Facility Name | Facility Type | Other | Operated By | Service Type | Number of Students Placed |
|--------------------------------|---------------------------|-------------------------|--|-------------------|---------------------------|
| Crossroads, Inc. | Licensed Private Academic | | Alex Giroski, Executive Director of Operations | Emotional Support | 1 |
| Pathways Adolescent Center | Licensed Private Academic | | Oil City School District | Emotional Support | 1 |
| New Horizons | Licensed Private Academic | | Beaver Valley Intermediate Unit #27 | Emotional Support | 2 |
| Bethesda Lutheran Services | Other | Partial Hospitalization | Northwest TriCounty Intermediate Unit V | Emotional Support | 2 |
| Center Avenue Community School | Licensed Private Academic | | Butler Area School District | Emotional Support | 1 |
| Southwood Residential Facility | Other | Hospitalization | Canon-McMillan School District | Autistic Support | 1 |

Positive Behavior Support

Date of Approval

2021-01-18

Uploaded Files

Behavior Support.Discipline of Students with Disabilities.Special Education.msg

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

The Greenville Area School District implements a Positive School Wide Behavior Support system at the K-6 elementary level, where students are rewarded for demonstrating positive behaviors throughout the school day. For students who require more intensive support, a check-in/check-out system with an assigned Tier 2 team member is available on a daily basis. The district is committed to addressing the emotional and social needs of students with disabilities. Currently, itinerant and supplemental emotional support services are provided to students who require them. Students in these programs have access to a daily social/coping skills group and an emotional support room where they can go for emotional support or a cooling-down period when needed. The district also utilizes the expertise of our Behavior Specialist to promote social and emotional learning through "Mindful Mondays," an initiative designed to foster social and emotional growth for all elementary students. Students with disabilities are educated in the Least Restrictive Environment (LRE) in accordance with their Individualized Education Program (IEP). They are only placed in settings outside of the regular education classroom if the nature or severity of their disability prevents them from benefiting from education in the regular classroom, even with the use of appropriate supplementary aids and services. If a student requires specific behavior interventions that interfere with learning, the IEP team will develop a Positive Behavior Support Plan. All identification, evaluation, and implementation of plans are carried out in accordance with state and federal laws and regulations. Teachers and support staff collaborate closely to provide emotional and social support, using positive behavior support systems, a sensory room, and sensory bins to help students de-escalate during challenging moments. Additionally, activities focused on expressing feelings and emotions are incorporated throughout the day, and social skills instruction is integrated into activities to address inappropriate behaviors when they occur.

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

The Greenville Area School District, in partnership with the Midwestern Intermediate Unit, offers Safety Care training to both teachers and paraprofessionals in designated special education classrooms. Staff recertification takes place at the start of each school year, ensuring that representatives from every building are trained. When new staff members are hired to support specific special education classrooms, they attend Safety Care training at the IU during the school year.

3. Describe the district positive school wide support programs.

The Greenville Area School District implements a Positive School-Wide Behavior Support system in the K-6 elementary building. The foundation of this program is centered on four key values: be safe, be kind, be responsible, and be respectful. Students are regularly rewarded for consistently demonstrating these traits. The Positive School-Wide Behavior Support system is designed to foster these behaviors across all areas of the school, with students being recognized for their positive actions. The Positive Behavior Support Team at Greenville Elementary visits classrooms to teach students the expected

behaviors in different areas of the building. These areas include the hallway/stairs, cafeteria, bus, restrooms, playground, and classrooms. Students are explicitly taught what it means to be kind, responsible, respectful, and safe in each of these locations. The students respond well, actively listening and practicing the behavioral expectations. The school regularly reviews these teachings, with classroom teachers reinforcing and re-teaching the behavioral expectations. To acknowledge students who consistently demonstrate an understanding of the school's rules, a reward system is in place in each building. Students have opportunities to earn awards each quarter, semester, and at the end of the year. Greenville Elementary is committed to promoting student achievement and responsibility by providing a safe and nurturing environment where students feel like part of a family, with teachers and staff serving as positive role models. Expectations are clearly posted in classrooms and key areas throughout the building. The school district is dedicated to defining, teaching, and rewarding these expected behaviors at both the elementary and at the high school. The student handbook includes a matrix outlining these expectations and how to apply them in various settings, such as hallways, classrooms, gym/locker rooms, and the cafeteria.

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

The Greenville Area School District has guidance counselors on staff at both buildings to support students with behavioral health services. At the elementary level, counselor and the intervention specialist meet with students individually or in group therapy sessions. Together with the Behavior Intervention Specialist, the counselor also works directly in classrooms to address various topics and help students develop coping strategies. The district's goal is to promote positive behavioral change in the classroom, improve academic performance, boost self-esteem, strengthen relationships, build on student strengths, reduce disciplinary issues, involve families in the educational process, and enhance coping skills. In addition to the guidance counselors, the district employs a Behavior Intervention Specialist who provides support to students dealing with trauma or those with elevated ACE (Adverse Childhood Experiences) scores. With parental consent, the Behavior Intervention Specialist works with students as needed to help them navigate challenges at both the elementary and high school level. The district also partners with the Mercer County Behavioral Health Commission (MCBHC) through a formal agreement. As part of this collaboration, an MCBHC liaison attends Student Assistance meetings and helps connect families with external support services such as TSS (Therapeutic Support Staff) services, counseling, and family-based services. Many students benefit from these additional supports, which help them cope with various situations both in and outside of the classroom. These emotional and behavioral supports provide students with strategies that not only assist in the classroom but also in other aspects of their lives. When students face behavioral challenges in the classroom, the school team investigates potential causes and works to teach more appropriate behaviors. This may involve conducting a functional behavioral assessment (FBA) to analyze the antecedents, behaviors, and consequences driving these actions. Based on the data gathered from observations, the team develops a positive behavior support plan tailored to meet the student's needs and help them succeed in the classroom.

5. Describe the district restraint procedure.

If a student remains a safety risk to themselves or others after Safety Care de-escalation strategies have been used, a restraint may be necessary. Restraints are only implemented to manage severe or episodic aggressive behavior when the student poses an immediate and significant threat to themselves, other students, or staff, and when less restrictive methods have not been effective. Following the use of a restraint, the Supervisor of Student Services or a designee will notify the student's parent or guardian as soon as possible. An IEP meeting will be held within 10 school days after the restraint, unless the parent or guardian agrees in writing to waive the meeting. At the meeting, the IEP team will determine whether the student requires a Functional Behavioral Assessment (FBA), re-evaluation, an updated Positive Behavior Support Plan, or a change in placement to address the behavior. GASD Behavior Support Policy #113.2 last revised on January 18, 2021 defines the acceptable and nonacceptable uses of restraints.

Intensive Interagency

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

Currently, no students in the district are placed in Instruction Conducted in the Home. However, if the need arises, the Greenville Area School District would implement the following action plan. A student requiring this service would be identified at an IEP meeting. Instruction Conducted in the Home is intended for students with severe medical conditions or mobility impairments who are unable to leave their home to attend school and require full-time special education services for the entire day. The district would collaborate with the Midwestern Intermediate Unit to identify a qualified special education teacher to provide these services. The team would work together to determine the specific location and hours for instruction, as well as revise the IEP to include appropriate goals, objectives, and specially designed instruction (SDI) for the student. The IEP would be reviewed regularly to assess the student's progress and determine if any revisions are necessary. During these reviews, the team would decide if Instruction Conducted in the Home continues to be the most appropriate placement for the student based on their current needs. Additionally, the district is working on developing a directory of placement options for students who are increasingly difficult to place due to limited program availability. While awaiting placement decisions, students are provided services within the most appropriate setting, as outlined in their IEP. One of the district's challenges is finding appropriate placements for students who need intensive support, such as partial hospitalization or Residential Treatment Facility (RTF) programs. This involves coordinating with psychiatrists to obtain placement recommendations and securing available spaces that can accommodate these students.

Education Program (Caseload FTE)

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| Fisher | Secondary | Full-time (1.0) | 03/21/2025 02:02 PM |

| | | |
|---|---------------------------|------------------|
| Building Name | | |
| Greenville JSHS | | |
| Support Type | | |
| Life Skills Support | | |
| Support Sub-Type | | |
| Life Skills Support (Grades 7-12) | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 6 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 13 to 17 |
| Age Range Justification | | FTE % |
| Students are within age range in separate groups or students out of the age range have waivers in their IEPs. | | 0.3 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| Bauer | Elementary | Full-time (1.0) | 03/21/2025 02:02 PM |

| | | |
|-------------------------|--|------------------|
| Building Name | | |
| Greenville El Sch | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Full-Time (80% or More) | | 6 |

| | | |
|---|---------------------------|------------------|
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 6 to 12 |
| Age Range Justification | | FTE % |
| Students are within age range in separate groups or students out of the age range have waivers in their IEPs. | | 0.75 |

| | | |
|---|---------------------------|------------------|
| Building Name | | |
| Greenville El Sch | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 6 to 12 |
| Age Range Justification | | FTE % |
| Students are within age range in separate groups or students out of the age range have waivers in their IEPs. | | 0.12 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| Zane | Secondary | Full-time (1.0) | 03/21/2025 02:02 PM |

| | | |
|---------------------------|---------------------------|------------------|
| Building Name | | |
| Greenville JSHS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 16 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 14 |

| | |
|--------------------------------|--------------|
| Age Range Justification | FTE % |
| | 0.32 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Greenville JSHS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 3 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 14 |
| Age Range Justification | | FTE % |
| | | 0.15 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Warner | Elementary | Full-time (1.0) | 03/20/2025 07:32 AM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Greenville El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 6 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 8 to 9 |
| Age Range Justification | | FTE % |
| | | 0.3 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Greenville El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 2 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 8 to 9 |
| Age Range Justification | | FTE % |
| | | 0.04 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| Yager | Elementary | Full-time (1.0) | 03/20/2025 07:32 AM |

| | | |
|---|---------------------------|------------------|
| Building Name | | |
| Greenville Area SD | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 16 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 6 to 12 |
| Age Range Justification | | FTE % |
| Speech & Language services are provided with grade level peers. | | 0.25 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| Cooper | Elementary | Full-time (1.0) | 03/20/2025 07:33 AM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Greenville El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 2 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 9 to 10 |
| Age Range Justification | | FTE % |
| | | 0.04 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Greenville El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 11 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 9 to 10 |
| Age Range Justification | | FTE % |
| | | 0.55 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| Yeatts | Secondary | Full-time (1.0) | 03/20/2025 07:39 AM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Greenville JSHS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 10 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 14 |
| Age Range Justification | | FTE % |
| | | 0.5 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Greenville JSHS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 4 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 14 |
| Age Range Justification | | FTE % |
| | | 0.08 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Lanciotti, T | Secondary | Full-time (1.0) | 03/21/2025 02:02 PM |

| | | |
|---|---------------------------|------------------|
| Building Name | | |
| Greenville JSHS | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 5 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 17 |
| Age Range Justification | | FTE % |
| Students are within age range in separate groups or students out of the age range have waivers in their IEPs. | | 0.1 |

| | | |
|---|---------------------------|------------------|
| Building Name | | |
| Greenville JSHS | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 2 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 17 |
| Age Range Justification | | FTE % |
| Students are within age range in separate groups or students out of the age range have waivers in their IEPs. | | 0.1 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Lanciotti, S | Elementary | Full-time (1.0) | 03/20/2025 07:40 AM |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Greenville El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 3 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 10 to 11 |
| Age Range Justification | | FTE % |
| | | 0.06 |

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|--|---------------------------|------------------|
| Building Name | | |
| Greenville El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 10 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 10 to 11 |
| Age Range Justification | | FTE % |
| | | 0.5 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Mild | Secondary | Full-time (1.0) | 03/21/2025 02:02 PM |

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|----------------------|--|--|
| Building Name | | |
| Greenville JSHS | | |

| | | |
|---|---------------------------|------------------|
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 25 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 13 to 17 |
| Age Range Justification | | FTE % |
| Students are within age range in separate groups or students out of the age range have waivers in their IEPs. | | 0.5 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| Weightman | Elementary | Full-time (1.0) | 03/20/2025 07:41 AM |

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|--|---------------------------|------------------|
| Building Name | | |
| Greenville El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 13 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 11 to 12 |
| Age Range Justification | | FTE % |
| | | 0.65 |

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|----------------------|--|--|
| Building Name | | |
| Greenville El Sch | | |
| Support Type | | |
| Learning Support | | |

| | | |
|--------------------------------|---------------------------|------------------|
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 2 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 11 to 12 |
| Age Range Justification | | FTE % |
| | | 0.04 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| Pratt | Elementary | Full-time (1.0) | 03/21/2025 02:02 PM |

| | | |
|---|---------------------------|------------------|
| Building Name | | |
| Greenville El Sch | | |
| Support Type | | |
| Multiple Disabilities Support | | |
| Support Sub-Type | | |
| Multiple Disabilities Support | | |
| Level of Support | | Case Load |
| Full-Time (80% or More) | | 7 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 12 |
| Age Range Justification | | FTE % |
| Students are within age range in separate groups or students out of the age range have waivers in their IEPs. | | 0.88 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|-----------|--------------------|----------------------------------|---------------------|
| Schilling | Elementary | Full-time (1.0) | 03/20/2025 07:41 AM |

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|---|---------------------------|------------------|
| Building Name | | |
| Greenville El Sch | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 13 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 6 to 11 |
| Age Range Justification | | FTE % |
| Speech & Language services are provided with grade level peers. | | 0.2 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Auen | Elementary | Full-time (1.0) | 03/20/2025 07:42 AM |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Greenville El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 6 to 8 |
| Age Range Justification | | FTE % |
| | | 0.02 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Greenville El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 9 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 6 to 8 |
| Age Range Justification | | FTE % |
| | | 0.45 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------|--------------------|----------------------------------|---------------------|
| McKinney | Secondary | Full-time (1.0) | 03/21/2025 02:02 PM |

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|---|---------------------------|------------------|
| Building Name | | |
| Greenville JSHS | | |
| Support Type | | |
| Life Skills Support | | |
| Support Sub-Type | | |
| Life Skills Support (Grades 7-12) | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 7 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 13 to 19 |
| Age Range Justification | | FTE % |
| Students are within age range in separate groups or students out of the age range have waivers in their IEPs. | | 0.35 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------|
|--------|--------------------|----------------------------------|---------|

| | | | |
|----------|-----------|-----------------|---------------------|
| Williams | Secondary | Full-time (1.0) | 03/21/2025 02:02 PM |
|----------|-----------|-----------------|---------------------|

| | | |
|---|---------------------------|------------------|
| Building Name | | |
| Greenville JSHS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 30 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 13 to 18 |
| Age Range Justification | | FTE % |
| Students are within age range in separate groups or students out of the age range have waivers in their IEPs. | | 0.6 |

| | | |
|---|---------------------------|------------------|
| Building Name | | |
| Greenville JSHS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 13 to 18 |
| Age Range Justification | | FTE % |
| Students are within age range in separate groups or students out of the age range have waivers in their IEPs. | | 0.05 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Hibbard | Elementary | Full-time (1.0) | 03/20/2025 07:44 AM |

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|--|---------------------------|------------------|
| Building Name | | |
| Greenville El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 4 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 7 |
| Age Range Justification | | FTE % |
| | | 0.2 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Wingard | Elementary | Full-time (1.0) | 03/21/2025 02:02 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Greenville El Sch | | |
| Support Type | | |
| Life Skills Support | | |
| Support Sub-Type | | |
| Life Skills Support (Grades K-6) | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 7 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 9 to 12 |
| Age Range Justification | | FTE % |
| | | |

| | |
|---|------|
| Students are within age range in separate groups or students out of the age range have waivers in their IEPs. | 0.35 |
|---|------|

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------|--------------------|----------------------------------|---------------------|
| McCright | Elementary | Full-time (1.0) | 03/21/2025 02:02 PM |

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|---|---------------------------|------------------|
| Building Name | | |
| Greenville El Sch | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 6 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 6 to 12 |
| Age Range Justification | | FTE % |
| Students are within age range in separate groups or students out of the age range have waivers in their IEPs. | | 0.12 |

| | | |
|---|---------------------------|------------------|
| Building Name | | |
| Greenville El Sch | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 5 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 6 to 12 |
| Age Range Justification | | FTE % |
| Students are within age range in separate groups or students out of the age range have waivers in their IEPs. | | 0.25 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------|--------------------|----------------------------------|---------------------|
| Thompson | Secondary | Full-time (1.0) | 03/21/2025 02:02 PM |

| | | |
|---|---------------------------|------------------|
| Building Name | | |
| Greenville JSHS | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 3 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 17 |
| Age Range Justification | | FTE % |
| Students are within age range in separate groups or students out of the age range have waivers in their IEPs. | | 0.38 |

| | | |
|---|---------------------------|------------------|
| Building Name | | |
| Greenville JSHS | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Full-Time (80% or More) | | 3 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 17 |
| Age Range Justification | | FTE % |
| Students are within age range in separate groups or students out of the age range have waivers in their IEPs. | | 0.38 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| Gladysz | Multiple | Full-time (1.0) | 03/20/2025 07:45 AM |

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|---|---------------------------|------------------|
| Building Name | | |
| Greenville El Sch | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 11 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Multiple | 7 to 18 |
| Age Range Justification | | FTE % |
| Speech & Language services are provided with grade level peers. | | 0.17 |

Special Education Facilities

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Greenville El Sch | | Speech Suite #1 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 18 feet, 0 inches x 10 feet, 0 inches | 180sqft | 6 |
| Implementation Date | | |
| 2022-06-14 | | |
| Uploaded Files | | |
| | | |

1Assurance Check

| Assurance Check | Yes | No |
|--|-----|----|
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |
| The location of the class has been maintained for at least 3 school years. | Yes | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Greenville JSHS | | 103 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 29 feet, 0 inches x 21 feet, 0 inches | 609sqft | 21 |
| Implementation Date | | |
| 2022-06-14 | | |
| Uploaded Files | | |
| | | |

2 Assurance Check

| | | |
|--|-----|----|
| Assurance Check | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |
| The location of the class has been maintained for at least 3 school years. | Yes | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Greenville JSHS | | Speech Room #101 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 14 feet, 0 inches x 15 feet, 0 inches | 210sqft | 7 |
| Implementation Date | | |
| 2022-06-14 | | |
| Uploaded Files | | |
| | | |

3 Assurance Check

| | | |
|--|-----|----|
| Assurance Check | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |
| The location of the class has been maintained for at least 3 school years. | Yes | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Greenville El Sch | | 410 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 30 feet, 0 inches x 24 feet, 0 inches | 720sqft | 25 |
| Implementation Date | | |
| 2022-06-14 | | |
| Uploaded Files | | |
| | | |

4Assurance Check

| Assurance Check | Yes | No |
|--|-----|----|
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |
| The location of the class has been maintained for at least 3 school years. | Yes | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Greenville El Sch | | 308 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 32 feet, 0 inches x 23 feet, 0 inches | 736sqft | 26 |
| Implementation Date | | |
| 2022-06-14 | | |

| |
|-----------------------|
| Uploaded Files |
| |

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 | |
| The location of the class has been maintained for at least 3 school years. | Yes | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Greenville El Sch | | 501 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 35 feet, 0 inches x 21 feet, 0 inches | 735sqft | 26 |
| Implementation Date | | |
| 2022-06-14 | | |
| 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 | |
| The location of the class has been maintained for at least 3 school years. | Yes | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Greenville JSHS | | 105 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 40 feet, 0 inches x 21 feet, 0 inches | 840sqft | 30 |
| Implementation Date | | |
| 2022-06-14 | | |
| Uploaded Files | | |
| | | |

7Assurance Check

| | | |
|--|-----|----|
| Assurance Check | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |
| The location of the class has been maintained for at least 3 school years. | Yes | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Greenville JSHS | | 228 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 37 feet, 0 inches x 24 feet, 0 inches | 888sqft | 31 |

| |
|----------------------------|
| Implementation Date |
| 2022-06-14 |
| Uploaded Files |
| |

8 Assurance Check

| Assurance Check | Yes | No |
|--|-----|----|
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |
| The location of the class has been maintained for at least 3 school years. | Yes | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Greenville El Sch | | 319 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 33 feet, 0 inches x 20 feet, 0 inches | 660sqft | 23 |
| Implementation Date | | |
| 2022-06-14 | | |
| Uploaded Files | | |
| | | |

9 Assurance Check

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

| | | |
|---|-----|--|
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |
| The location of the class has been maintained for at least 3 school years. | Yes | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Greenville El Sch | | Speech Suite #2 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 13 feet, 0 inches x 10 feet, 0 inches | 130sqft | 4 |
| Implementation Date | | |
| 2022-06-14 | | |
| Uploaded Files | | |
| | | |

10Assurance Check

| | | |
|--|-----|----|
| Assurance Check | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |
| The location of the class has been maintained for at least 3 school years. | Yes | |

| | | |
|------------------------|--|---|
| Building Name | | Room # |
| Greenville El Sch | | 407 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |

| | | |
|---------------------------------------|-----------------------------------|---------------------------------------|
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 30 feet, 0 inches x 24 feet, 0 inches | 720sqft | 25 |
| Implementation Date | | |
| 2022-06-14 | | |
| Uploaded Files | | |
| | | |

11 Assurance Check

| | | |
|--|-----|----|
| Assurance Check | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |
| The location of the class has been maintained for at least 3 school years. | Yes | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Greenville El Sch | | 202 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 27 feet, 0 inches x 22 feet, 0 inches | 594sqft | 21 |
| Implementation Date | | |
| 2022-06-14 | | |
| Uploaded Files | | |
| | | |

12 Assurance Check

| | | |
|-----------------|-----|----|
| Assurance Check | Yes | No |
|-----------------|-----|----|

| | | |
|--|-----|--|
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |
| The location of the class has been maintained for at least 3 school years. | Yes | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Greenville JSHS | | 124 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 36 feet, 0 inches x 24 feet, 0 inches | 864sqft | 30 |
| Implementation Date | | |
| 2022-06-14 | | |
| Uploaded Files | | |
| | | |

13Assurance Check

| | | |
|--|-----|----|
| Assurance Check | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |
| The location of the class has been maintained for at least 3 school years. | Yes | |

| | |
|----------------------|---------------|
| Building Name | Room # |
| Greenville JSHS | 234 |

| | | |
|---------------------------------------|-----------------------------------|---|
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 37 feet, 0 inches x 22 feet, 0 inches | 814sqft | 29 |
| Implementation Date | | |
| 2022-06-14 | | |
| Uploaded Files | | |
| | | |

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 | |
| The location of the class has been maintained for at least 3 school years. | Yes | |

| | | |
|--------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Greenville El Sch | | Speech Suite #3 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 15 feet, 0 inches x 8 feet, 0 inches | 120sqft | 4 |
| Implementation Date | | |
| 2022-06-14 | | |
| Uploaded Files | | |
| | | |

15 Assurance Check

| | | |
|--|-----|----|
| Assurance Check | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |
| The location of the class has been maintained for at least 3 school years. | Yes | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Greenville JSHS | | 120 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 37 feet, 0 inches x 24 feet, 0 inches | 888sqft | 31 |
| Implementation Date | | |
| 2022-06-14 | | |
| Uploaded Files | | |
| | | |

16Assurance Check

| | | |
|--|-----|----|
| Assurance Check | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |
| The location of the class has been maintained for at least 3 school years. | Yes | |

| | |
|----------------------|---------------|
| Building Name | Room # |
|----------------------|---------------|

| | | |
|---------------------------------------|-----------------------------------|---|
| Greenville El Sch | | 207 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 33 feet, 0 inches x 22 feet, 0 inches | 726sqft | 25 |
| Implementation Date | | |
| 2022-06-14 | | |
| Uploaded Files | | |
| | | |

17Assurance 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 | |
| The location of the class has been maintained for at least 3 school years. | Yes | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Greenville JSHS | | 112 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 22 feet, 0 inches x 22 feet, 0 inches | 484sqft | 17 |
| Implementation Date | | |
| 2024-06-06 | | |
| Uploaded Files | | |
| | | |

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 | |
| The location of the class has been maintained for at least 3 school years. | | No |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Greenville El Sch | | 502 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 34 feet, 0 inches x 20 feet, 0 inches | 680sqft | 24 |
| Implementation Date | | |
| 2022-06-14 | | |
| Uploaded Files | | |
| | | |

19Assurance Check

| | | |
|--|-----|----|
| Assurance Check | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |
| The location of the class has been maintained for at least 3 school years. | Yes | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Greenville El Sch | | 502 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 34 feet, 0 inches x 20 feet, 0 inches | 680sqft | 24 |
| Implementation Date | | |
| 2023-03-17 | | |
| Uploaded Files | | |
| | | |

20Assurance Check

| | | |
|--|-----|----|
| Assurance Check | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |
| The location of the class has been maintained for at least 3 school years. | | No |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Greenville JSHS | | 114 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 29 feet, 0 inches x 24 feet, 0 inches | 696sqft | 24 |
| Implementation Date | | |
| 2022-06-14 | | |
| Uploaded Files | | |
| | | |

21Assurance Check

| | | |
|--|-----|----|
| Assurance Check | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |
| The location of the class has been maintained for at least 3 school years. | Yes | |

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Greenville El Sch | | 212 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 27 feet, 0 inches x 22 feet, 0 inches | 594sqft | 21 |
| Implementation Date | | |
| 2022-06-14 | | |
| Uploaded Files | | |
| | | |

22Assurance Check

| | | |
|--|-----|----|
| Assurance Check | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes | |
| The class is located where noise will not interfere with instruction | Yes | |
| The class is located only in space that is designed for purposes of instruction | Yes | |
| The class is readily accessible | Yes | |
| The class is composed of at least 28 square feet per student | Yes | |
| The location of the class has been maintained for at least 3 school years. | Yes | |

Special Education Support Services

23Special Education Support Services

| Special Education Support Services | Numerical Value | Primary Location | Contractor or District |
|---|------------------------|-------------------------|-------------------------------|
| Director of Special Education | 1.0 | District Wide | District |
| School Psychologist | 1.0 | District Wide | District |
| Other | 1.0 | District Wide | District |
| Paraprofessionals | 13.0 | Elementary | District |
| Paraprofessionals | 10.0 | Secondary | District |
| Behavior Specialist | 1.0 | District Wide | Contractor |
| Guidance Counselor | 2 | Secondary | District |
| Guidance Counselor | 1 | Elementary | District |
| Transition Coordinator | 1 | Secondary | District |

Special Education Personnel Development

Autism

| Description of Training | | | |
|---|--------------------|------------------|---|
| ABA PLC | | | |
| Lead Person/Position | | Year of Training | |
| Beth Schaller/Director of Special Education | | 2025 2026 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 6 | 4 | PaTTAN | Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other |

| Description of Training | | | |
|--|--------------------|-------------------|---|
| Autism 101 | | | |
| Lead Person/Position | | Year of Training | |
| Beth Schaller/ Director of Special Education | | 2025 2026 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| .5 | 1 | Intermediate Unit | Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other |

Positive Behavior Support

| Description of Training | | | |
|--|--------------------|------------------------------|--|
| Safety Care Training | | | |
| Lead Person/Position | | Year of Training | |
| Beth Schaller/ Director of Special Education | | 2025 2026 2027 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 8 | 2 | Intermediate Unit | Building Administrators General Education Teachers Paraprofessionals Special Education Teachers |

| Description of Training | | | |
|--|--------------------|-------------------------------|--|
| PBIS- School Wide | | | |
| Lead Person/Position | | Year of Training | |
| Beth Schaller/Director of Special Education & Tim Strausser/Assistant Elementary Principal | | 2025 2026 2027 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| .5 | 2 | District Intermediate Unit | Building Administrators General Education Teachers Paraprofessionals Special Education Teachers |

Paraprofessional

| Description of Training | | | |
|-------------------------|--------------------|------------------------------|-------------------|
| PATTAN Modules | | | |
| Lead Person/Position | | Year of Training | |
| PATTAN Consultants | | 2025 2026 2027 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 10 | PaTTAN | Paraprofessionals |

| Description of Training | | | |
|--|--------------------|------------------------------|-------------------|
| Safety Care Recertification training | | | |
| Lead Person/Position | | Year of Training | |
| Beth Schaller/ Director of Special Education | | 2025 2026 2027 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 6 | 1 | Intermediate Unit | Paraprofessionals |

Transition

| Description of Training | |
|--|----------------------|
| OVR Training | |
| Lead Person/Position | Year of Training |
| Beth Schaller/ Director of Special Education/ Dr. Katie Williams | 2025 2026 2027 |

| | | | |
|---------------------------|---------------------------|-----------------|--|
| | | 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1.5 | 1 | Other | Building Administrators Paraprofessionals Special Education Teachers |

Science of Literacy

| | | | |
|---|---------------------------|------------------------------|---|
| Description of Training | | | |
| Wilson Reading System Introductory Course | | | |
| Lead Person/Position | | Year of Training | |
| Beth Schaller/ Director of Special Education & Dr. Katie Williams | | 2025 2026 2027 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 8 | 3 | District Other | Paraprofessionals Special Education Teachers |

| | | | |
|---|---------------------------|------------------------------|-----------------|
| Description of Training | | | |
| Wilson - Advanced Word Study Course (Steps 7 - 12) | | | |
| Lead Person/Position | | Year of Training | |
| Beth Schaller/ Director of Special Education & Dr. Katie Williams | | 2025 2026 2027 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| | | | |

| | | | |
|---|---|-------------------|----------------------------|
| 6 | 2 | District Other | Special Education Teachers |
|---|---|-------------------|----------------------------|

| | | | |
|--|---------------------------|-----------------|--|
| Description of Training | | | |
| Data Review of Benchmarking Data | | | |
| Lead Person/Position | | | Year of Training |
| Beth Schaller, GES Principal & Jackie Nehlen, Reading Specialist | | | 2025 |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 2 | District | Building Administrators General Education Teachers Paraprofessionals Special Education Teachers |

Parent Training

| | | | |
|---|---------------------------|-----------------|------------------------------|
| Description of Training | | | |
| Differentiated topic selection - Parents will be provided a survey at each student's IEP meeting showing a variety of topics. Training information will then be provided. | | | |
| Lead Person/Position | | | Year of Training |
| Beth Schaller/ Director of Special Education & Dr. Katie Williams | | | 2025 2026 2027 2028 |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 4 | District | Parents |

Description of Training

| | | | |
|---|---------------------------|-------------------------|-----------------|
| IEP Basics | | | |
| Lead Person/Position | | Year of Training | |
| Beth Schaller/ Director of Special Education & Dr. Katie Williams | | 2026 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1.0 | 1 | District | Parents |

IEP Development

| | | | |
|--------------------------------|---------------------------|-------------------------|----------------------------|
| Description of Training | | | |
| Writing Compliant IEPs | | | |
| Lead Person/Position | | Year of Training | |
| MIU4 | | 2026 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 4 | 1 | Intermediate Unit | Special Education Teachers |

| | | | |
|---|---------------------------|-------------------------------|--|
| Description of Training | | | |
| FBA/PBSP | | | |
| Lead Person/Position | | Year of Training | |
| Beth Schaller/ Director of Special Education & Dr. Katie Williams | | 2026 2028 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1.5 | 1 | District Intermediate Unit | Building Administrators General Education Teachers Paraprofessionals Special Education Teachers |

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

