

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 677
School District Total Student Enrollment 3422
Percent of Students Receiving Special Education 19.8

Steering Committee

Name	Position/Role	Building	Email
Lauren Zima-Engro	Director of Special Education	Shippensburg Area SD	Lauren.Zima@ship.k12.pa.us
Bethany Bridges	Other	Shippensburg Area SD	Bethany.Bridges@ship.k12.pa.us
Caitlin Cressler	Special Education Teacher	Shippensburg Area SHS	Caitlin.Cressler@ship.k12.pa.us
Vanessa Lee	Other	Nancy Grayson El Sch	Vanessa.Lee@ship.k12.pa.us
Stephanie Barnhart	Building Principal	Shippensburg Area MS	Stephanie.Barnhart@ship.k12.pa.us
Stephanie Eberly	Board Member	Shippensburg Area SD	Stephanie.Eberly@ship.k12.pa.us
Miranda Shipp	General Education Teacher	James Burd El Sch	Miranda.Shipp@ship.k12.pa.us
Sheri Woodall	Director of Curriculum	Shippensburg Area SD	Sheri.Woodall@ship,k12.pa.us
Kelsey Gordon	Parent	Shippensburg Area SHS	Kelsey067@yahoo.com

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)

Improvement and Planning Activity
Establishment of two additional social worker positions during the 2021/2022 year
Creation of a virtual education program (SAVE)
Addition of two virtual education teachers to assist students who participate in the SAVE program

Drop Out (Indicator 2)

Improvement and Planning Activity
Addition of two social workers during the 2021/2022 school year.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Improvement and Planning Activity
Creation of parent advisory committee during the 2021/2022 school year
Increase in parent trainings during the 2021/2022 school year

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Improvement and Planning Activity
Creation of ShipWorks program to increase co-op and job training opportunities for students
Exploring the possibility of purchasing PAES lab

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 Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities
Middle and high school students enrolled in special education in Shippensburg SD during the 2019-20 SY were 5.55 times as likely to be placed in AEDY than students not enrolled in special education;	During the 2021/2022 school year, the LEA created the STAR program which is an in-house program that addresses the mental health and trauma needs of our students. This placement has deterred students from needing AEDY and out of district referrals as well as reduced the number of out of school suspension days from previous years.

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
New Visions Inc.	Group Home		Other	0
New Visions Inc.	Group Home		Other	0

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

The Supervisor of Special Education is responsible for ensuring the implementation of IEPs for all non-District resident students. When students with IEPs are registered in the school district, a notice is sent electronically to the email of the the Supervisor of Special Education. The Supervisor contacts the previous school district to request an IEP and arranges an IEP meeting. The IEP team determines the provision of a free appropriate public education (FAPE) in the least restrictive environment (LRE). The Supervisor of Special Education is responsible for ensuring proper child accounting procedures are followed and assists with mandated PDE PIMS reporting. A privately owned group home provider operates two homes in the District accepting 18- 21 year old students. Group home staff registers students and the district convenes an IEP team meeting to determine FAPE. The resident school district supervisor of special education is included on the team. A District High School Counselor is assigned to the student and acts as a liaison between group home staff and the High School. SASD, as the host school district, allows non-resident students in these homes to attend our district schools until they turn 21 years of age or receive a diploma. SASD provides FAPE to all students, including those students with a disability under IDEA, or under Section 504. Unless there is a court order stating that the child must be educated in the facility; a NOREP requires a different placement, or the student is expelled from their last placement due to a weapons violation, SASD cannot refuse to educate students residing in this facility. In addition to providing FAPE, SASD has Child Find responsibilities for students who are "thought -to-be-eligible" for special education services. Information from the facility, as well as independent efforts to obtain more information regarding each student must be considered. If a student is "though-to-be", SASD will seek permission to conduct an evaluation, and continue to maintain contact with the resident district, seeking input regarding educational decisions. If an IEP already exists, SASD will provide comparable services and supports until a new IEP can be developed

2. Describe the district’s procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
 To date, no barriers exist limiting the ability of the District to implement its obligations under section 1306. Child accounting is an important administrative and business task for these students. In the case of students with IEPs, the resident district, or other state/local agency pays the cost of the IEP.

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.

When it comes to deciding where a student will be educated, usually there are different options to consider. For most students, the placement options include the regular classroom, a special education classroom for part of the day or a special education classroom for most of the day. The first consideration is education in the general education classroom with supports and services. In Shippensburg Area School District, this is a guiding practice of LRE decision making. In Federal Law, the regular education classroom is referred to as the "least restrictive environment" (LRE). Considering placement in the regular classroom, or school, is not something a student must earn. Consideration of the regular classroom is a right. In practice, the education of IEP students in regular classes is called "inclusion." Removal from the regular education environment only occurs when education in that setting, with supplementary aids and services, would not result in meaningful educational benefit and an appropriate education. According to the 2019-2020 Special Education Data Report, SASD did not meet the SPP target for the 80% category, SE Inside Regular Class 80% or more. The state average was 61.5%, and SASD was 53.8%. Efforts have been made to remedy this issue. Professional development on Chapter 14 regulations and LRE have been provided, and will continue to be provided, to both special education and regular education teachers. Counselors and administrators have been trained as well. Past practices have been changed and a more compliant philosophy adopted. The SAS Toolkit has been utilized and professional development in differentiation in the classroom is scheduled. Determining the probability of the educational benefits of each placement option is an important part in LRE decision making. Several factors are considered by the IEP team including present levels of academic and social functioning, individual needs and goals, specially designed instruction needs and related services. The IEP team considers heavily the advice and recommendations of District School Psychologists. Information from independent evaluators is considered as well. To guide placement decisions and ensure placement in the LRE, the IEP team uses the LRE questions in the DE approved IEP document. Placement decisions are thoughtfully made on an individual basis by each student's IEP team. The LEA Representative ensures that all team members participate in placement decisions. The Principal, Supervisor of Special Education, or Assistant Supervisor of Special Education serves as the LEA representative. The above procedures apply to all Shippensburg Area School District students in District buildings or in programs operated by private institutions, private schools or the intermediate unit.

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?

Universal Screening- Individuals trained on universal screening test administration (e.g. classroom teachers, Reading Specialists, Special Education teachers, school psychologist, paraprofessionals, etc.) conduct universal screening of critical elements of reading at all grade levels. Acadience Reading and Math conducted 3 times per year for students in grades K-5. Power Word Lists - at least 4 times per year for students in grades K-3 iReady Math and Reading - Diagnostic tests are conducted 3 times per year for students K-5 ARC The screening tools utilized are efficiently administered by trained staff, are predictive of performance on standards, and are sensitive to growth over time. Data collected via benchmark assessment tools are maintained in district purchased data warehousing systems. Relevant student data through these systems are accessible to all regular and special education teachers, specialists, instructional coaches, and administrators. All aforementioned staff are expected to view and download the computer-generated user-friendly summaries of data relevant to the students with whom they work. Timely analysis and interpretation of data is facilitated during teaming, as outlined in the Data Analysis section below. Interventionists will maintain and update classroom- level excel data spreadsheets including all benchmark and diagnostic assessment data available on individual students. The district periodically reviews the assessment plan to ensure students receive the appropriate screening and assessments Strategic and Targeted Interventions for At-Risk and Low Performing Students- Interventions can be initiated at any time during the school year based upon data collected indicating that a student is not responding to instruction in the core curriculum. When all universal screening data is

collected, the reading specialists will compile classroom sets of data and distribute to all classroom teachers. A Data Team Meeting will occur after every universal screening (September, December, May). The data team will be responsible for identifying students who are at-risk. Teachers are asked to bring additional information about the students. With knowledge of available interventionists, the Data Team will determine the cut-off score necessary to be identified for an intervention group with the reading specialists. The reading specialists will send home a letter to parents communicating that their child has been selected for entry into Title I Services. All students identified as needing Title I services will participate in further diagnostic screening assessments conducted by the specialists. Results of this data will be utilized to group students according to need and assign students to a research based intervention. The building principal is responsible for routinely evaluating fidelity of intervention delivery. Intervention groups should not exceed 6 students (unless permitted by the intervention protocol being implemented). Student progress is monitored biweekly using reliable and efficient tools aligned to the skill focus of the assigned intervention group. Progress monitoring data is maintained by reading specialists on progress monitoring protocols and Classroom Teachers are responsible for documenting the results of progress monitoring assessments. Student progress is graphed using paper/pencil or online resources (e.g. <https://acadiancelearning.net/>) If student is making adequate progress, student should be discussed at Data Team Meetings and a determination should be made based upon individual Rates of Improvement to: Continue student in current intervention if team determines that additional time with intervention or modification to the intervention could support Rate of Improvement that will allow student to meet benchmark by end of school year. Exit student to teacher-led intervention groups if Rate of Improvement indicates that student will meet benchmark by end of school year. The reading specialists will send home a form letter to parents communicating this change. Child Study Teams If students continue to not make progress with interventions and accommodations in the classroom and/or with reading specialists, then the students are referred to the Child Study Team (teacher will submit referral to principal using attached CST Referral Document) CST teams include principal, reading specialist, general education teacher, Assistant Supervisor of Special Education, and/or specialists. Teams meet every 6-8 weeks with parents in order to review data and progress. At the conclusion of each meeting, it will be decided if the student continues with the same intervention because progress is being made, change interventions, dismiss from the CST process if they met their goals and are performing on grade-level expectations, or move to a multi-disciplinary evaluation to determine eligibility for special education. School Wide Positive Behavior Support: District schools are in various stages of implementing school wide positive behavior supports (SWPBS). To help students use self-control, de-escalation techniques of the Safety Care program are utilized. Special Education teachers conduct weekly social skills lessons for those students who need this service. Agencies provide IBHS services in school and counseling at home for students and parents. The District works closely with various county agencies and private providers to assist students with significant behavior problems. Two elementary buildings have been using Tier I SWPBS implementation and currently implementing advanced tiers of support and intervention. One of the elementary schools was recognized for their advanced tiers of support. The school counselors have classroom guidance lessons every other cycle for all students K-3 to support behavioral health and social skills. An Elementary Student Assistance Program (eSAP) is available to support students struggling with mental health problems in both elementary schools. The Shippensburg Area Intermediate School is using a tier I PBIS implementation. The school counselor provides 8 classroom guidance lessons per year to each classroom to support behavior, social skills, study skills, and career exploration. An Elementary Student Assistance Program (eSAP) is available to support students struggling with mental health problems. The Middle School has had a SWPBS approach in place for several years. SWPBS includes the Greyhound Ground Rules (Be Safe, Be Respectful, Be On Time, Ready and Prepared, and Be a Person of Great Character), the daily Paw Passes and Dog Dollars for rewarding good behavior, and Mystery Motivator trips. The program is supported by structured classroom lessons taught by teachers. School based behavioral health has been supported through the Student Assistance Program and Aliff counseling. Counselors have facilitated the paperwork process for helping families get access to mental health services. One counselor has partnered with a special education teacher to provide social skills lessons for students and assistance for the teacher. During the 2021/2022 school year the middle school

introduced the Shippensburg Therapeutic Academic Resource (STAR) program. The classroom serves to address the mental health, behavioral, and trauma needs of our students. The High School has been trained and implemented tier 1 support to all students. In addition most of our special education staff has been provided training in de-escalation. A Student Assistance Program is available to support students struggling with serious substance abuse and mental health problems. The district has partnered with SCRC to provide weekly Grey Matters groups to identified students. In addition to the interventions notated above, during the 2021/2022 school year the district added two Board Certified Behavior Analysts to facilitate PBIS interventions, conduct Functional Behavioral Assessments, and train staff in effective classroom management. Additionally, during the 2021/2022 school year SASD added two additional Social Workers to the existing position allowing for one social worker at each of the three levels (elementary, middle and high school). The Social Workers provide individual and group sessions and serve as a resource for families in accessing behavioral and mental health services.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.
SASD facilitates co-planning for teachers who are participating in co-teaching classes. Additionally, teachers are provided with multiple opportunities during the school year to participate in grade-level meetings, data meetings, and in-service opportunities. During the 2021/2022 school year teachers were provided the opportunity to participate in a co-teaching training offered by the LIU. This training was in preparation for additional co-teaching opportunities that will occur during the 2022/2023 school year.
4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. The special education teaching staff has initiated new clubs during the 2021/2022 school year in an effort facilitate participation of special education students. The Shippensburg Area School District started participating in the Unified Bocce program during the 2020/2021 school year. All students receive information regarding club, team, and extracurricular opportunities within the district. Special education teachers collaborate with coaches and club advisors regarding any accommodations and modifications that would be necessary for active student participation.
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 who are placed in out-of-district placements are welcomed to participate in district-run activities. Students are notified of such opportunities through email correspondence, skyward notification, and social media posts. If a student who is attending an out-of-district placement indicates that he/she would like to participate in a district run-extracurricular activity, the district provides the student with the necessary transportation.
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)
During the 2020/2021 school year the district reviewed the current continuum of services and established the need for additional programming. Program enhancements during the 2021/2022 school year included K-12 Intensive Learning Support, K-5 ABA programming, and 6-8 STAR programming. The district projects additional programmatic services during the 2022/2023 school year to include 6-8 ABA programming, K-3 Supplemental Autism Support, and an additional K-3 ABA classroom. During the 2021/2022 school year, the district expanded placement options for students with autism and for students who would benefit from day-treatment programming.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Vista	Approved Private School (APS)		Vista	Autistic Support	1
New Story	Licensed Private Academic		New Story	Autistic Support	4
River Rock Academy	Licensed Private Academic		River Rock	Emotional Support	9
Yellow Breeches Educational Center	Licensed Private Academic		Yellow Breeches	Emotional Support	9
Franklin Learning Center	Other	Special education Center	LIU 12	Multiple Disabilities Support	18
Hilltop Academy	Other	Special Education Center	CAIU	Emotional Support	1
Private District Residence	Other	Instruction in the home	SASD	Multiple Disabilities Support	1
Oak Flat Elementary	Other	Neighboring school district	Big Spring School District	Multiple Disabilities Support	1
Big Spring Middle School	Other	Neighboring school district	Big Spring School District	Multiple Disabilities Support	1
Big Spring High School	Other	Neighboring school district	Big Spring School District	Autistic Support	2
Southwood Hospital	Other	Inpatient	Southwood	Emotional Support	1
Point Pleasant Pediatric Specialty Care	Other	School District	Bucks County IU	Multiple Disabilities Support	1
Wellspan Philhaven	Other	Inpatient	Wellspan	Autistic Support	1
Melmark School	Approved Private School (APS)		Melmark	Autistic Support	1

Positive Behavior Support

Date of Approval
2021-02-08

Uploaded Files
BoardDocs® PL.pdf

1. How does the district support the emotional, social needs of students with disabilities?
Shippensburg Area School District offers social skills programming K-12 utilizing researched based curriculum. During the 2021/2022 school year the district has chosen to provide experiential trips for all emotional support programs K-12. District social workers run individual and group sessions for students. District BCBA's co-facilitate social skills groups with special education teachers. Additionally these staff complete functional behavioral assessments and behavioral observations for students. Shippensburg Area School District implemented the STAR classroom during the 2021/2022 school year to support middle school students who are experiencing mental health, behavioral, or trauma needs.
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
The District utilizes the de-escalation strategies and restraint techniques of the nationally recognized Safety Care curriculum created by QBS, Inc. of Southborough, Massachusetts. The CAIU provides training on an annual basis. During the 2021/2022 school year the district employed two Board Certified Behavior Analysts. The district BCBA's are train-the-trainers for the program and complete in-house training and consultation for all SASD staff. Additionally, during the 2021/2022 school year teachers have been provided with the opportunity to participate in professional development sessions related to trauma informed care, effective classroom management, and de-escalation.
3. Describe the district positive school wide support programs.
District schools are in various stages of implementing school wide positive behavior supports (SWPBS). To help students use self-control, de-escalation techniques of the Safety Care program are utilized. Special Education teachers conduct weekly social skills lessons for those students who need this service. Agencies provide IBHS services in school and counseling at home for students and parents. The District works closely with various county agencies and private providers to assist students with significant behavior problems. Two elementary buildings have been using Tier I SWPBS implementation and currently implementing advanced tiers of support and intervention. One of the elementary schools was recognized for their advanced tiers of support. The school counselors have classroom guidance lessons every other cycle for all students K-3 to support behavioral health and social skills. An Elementary Student Assistance Program (eSAP) is available to support students struggling with mental health problems in both elementary schools. The Shippensburg Area Intermediate School is using a tier I PBIS implementation. The school counselor provides 8 classroom guidance lessons per year to each classroom to support behavior, social skills, study skills, and career exploration. An Elementary Student Assistance Program (eSAP) is available to support students struggling with mental health problems. The Middle School has had a SWPBS approach in place for several years. SWPBS includes the Greyhound Ground Rules (Be Safe, Be Respectful, Be On Time, Ready and Prepared, and Be a Person of Great Character), the daily Paw Passes and Dog Dollars for rewarding good behavior, and Mystery Motivator trips. The program is supported by structured classroom lessons taught by teachers. School based behavioral health

has been supported through the Student Assistance Program and Aliff counseling. Counselors have facilitated the paperwork process for helping families get access to mental health services. One counselor has partnered with a special education teacher to provide social skills lessons for students and assistance for the teacher. The High School has been trained and implemented tier 1 support to all students. In addition most of our special education staff has been provided training in de-escalation. A Student Assistance Program is available to support students struggling with serious substance abuse and mental health problems. The district has partnered with SCRC to provide weekly Grey Matters groups to identified students.

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

During the 2021/2022 school year the middle school introduced the Shippensburg Therapeutic Academic Resource (STAR) program. The classroom serves to address the mental health, behavioral, and trauma needs of our students. In addition to the interventions notated above, during the 2021/2022 school year the district added two Board Certified Behavior Analysts to facilitate PBIS interventions, conduct Functional Behavioral Assessments, and train staff in effective classroom management. Additionally, during the 2021/2022 school year SASD added two additional Social Workers to the existing position allowing for one social worker at each of the three levels (elementary, middle and high school). The Social Workers provide individual and group sessions and serve as a resource for families in accessing behavioral and mental health services.

5. Describe the district restraint procedure.

Restraints may only be used when a student is acting in a manner as to be a clear and present danger to him/her, to other students, or to employees, and only when less restrictive techniques are proven ineffective. The IEP team decides if appropriate restraints must be used. Restraints are not used as punishment, because they are convenient or in lieu of an appropriate educational program. The district has developed two forms for staff to utilize - Incident Form with restraint and Incident Form without restraint. All forms are submitted and reviewed by the Supervisor of Special Education. The following aversive techniques are considered inappropriate and policy guards against their use: Corporal Punishment Punishment for a manifestation of a student's disability Locked rooms, Noxious substances Deprivation of basic rights; withholding meals, water, fresh air Serial suspensions Treatment of a demeaning nature Electric Shock Methods implemented by untrained person

Intensive Interagency

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

The Shippensburg Area School District does not currently have difficulty ensuring FAPE for an individual student or a particular disability category. The district offers a wide range of services within its local neighborhood schools. Programs currently operating within the district include Learning Support, Emotional Support, Autistic Support, Speech and Language Support, and Life Skills Support. Itinerant and supplemental programming is offered and is dependent on the level and type of need of each student. SASD contracts with our consortium for Blind and Visually Impaired and Deaf and Hearing Impaired Services. When the Shippensburg Area School District is having difficulty ensuring FAPE for an individual student or a particular disability category, the following procedures and methods are used to determine gaps in the continuum of special education supports, services and educational placement options with an emphasis of making sure that all gaps are closed and the student's needs are met. Procedures when gaps exist for students: -SASD will work collaboratively with the Capital Area Intermediate Unit (CAIU 15) and Lincoln Intermediate Unit (LIU 12) and other designated local school districts to establish and provide appropriate educational services for students with disabilities. - SASD will work collaboratively with out of district placements located outside of each of the above IUs. -The district will use the Technical Assistance Consultants at CAIU and LIU to provide support to IEP teams to provide consultation and training. - SASD works collaboratively with local mental health agencies when warranted. Students who are at risk of or in need of mental health services are identified and teamed through interagency meetings or through the Children and Adolescence Service System Program (CASSP). SASD works with the following agencies to ensure that student needs are being addressed in the Least Restrictive Environment: Cumberland and Franklin MH/ID, OVR, Cumberland and Franklin D&A programs, Juvenile Probation, Children & Youth, CAIU, LIU, New Story, River Rock Academy, Yellow Breeches Education Center, Franklin Learning Center, Diakon, Big Spring School District, Hilltop Academy, Aliff Counseling Services, and others as needed. Through this network of supports, the district has been successful in achieving a continuum of programs, services, and educational placements without any gaps in services for students to date. SASD currently has 1 student who receives Instruction in the Home.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 3 MJ	Multiple	Full-time (1.0)	04/19/2022 02:26 PM

Building Name		
Shippensburg Intrm Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.54

Building Name		
Shippensburg Area MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.31

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 2 AE	Multiple	Full-time (1.0)	04/19/2022 02:26 PM

Building Name		
Nancy Grayson El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		40
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.62

Building Name		
Shippensburg Area MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.15

Building Name		
Shippensburg Area SHS		
Support Type		

Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 1 MS	Elementary	Full-time (1.0)	04/19/2022 02:26 PM

Building Name		
James Burd El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		45
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.69

Building Name		
Grace B Luhrs Univ Elem		
Support Type		
Speech And Language Support		
Support Sub-Type		

Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Numbers reflect caseload, not students who are receiving service at the same time.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS Sp Ed 9 AB	Secondary	Full-time (1.0)	04/19/2022 02:25 PM

Building Name		
Shippensburg Area SHS		
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%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Each student's IEP team agrees that it is appropriate for the student to be in this class program even when the age range is greater than 3 years.		0.4

Building Name		
Shippensburg Area SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		

Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Each student's IEP team agrees that it is appropriate for the student to be in this class program even when the age range is greater than 3 years.		0.07

Building Name		
Shippensburg Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.22

Building Name		
Shippensburg Area SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.17

Building Name		
Shippensburg Area SHS		

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS Sp Ed 8 EF	Secondary	Full-time (1.0)	04/19/2022 02:20 PM

Building Name		
Shippensburg Area SHS		
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	14 to 18
Age Range Justification		FTE %
		0.32

Building Name		
Shippensburg Area SHS		
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	14 to 18
Age Range Justification		FTE %
		0.15

Building Name		
Shippensburg Area SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.25

Building Name		
Shippensburg Area SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS Sp Ed 7 JS	Secondary	Full-time (1.0)	04/19/2022 02:10 PM

Building Name		
Shippensburg Area SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.42

Building Name		
Shippensburg Area SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS Sp Ed 6 MF	Secondary	Full-time (1.0)	04/19/2022 02:08 PM

Building Name		
Shippensburg Area SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.3

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

Building Name		
Shippensburg Area SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.08

Building Name		
Shippensburg Area SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS Sp Ed 5 CC	Secondary	Full-time (1.0)	04/19/2022 01:59 PM

Building Name

Shippensburg Area SHS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.45

Building Name		
Shippensburg Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.22

Building Name		
Shippensburg Area SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18

Age Range Justification	FTE %
	0.02

Building Name		
Shippensburg Area SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS Sp Ed 4 CM	Secondary	Full-time (1.0)	04/19/2022 01:55 PM

Building Name		
Shippensburg Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.24

Building Name		
Shippensburg Area SHS		
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	14 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS Sp Ed 3 KL	Secondary	Full-time (1.0)	04/19/2022 01:53 PM

Building Name		
Shippensburg Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.3

Building Name		
Shippensburg Area SHS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.45

Building Name		
Shippensburg Area SHS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.02

Building Name		
Shippensburg Area SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS Sp Ed 2 RF	Secondary	Full-time (1.0)	04/19/2022 01:42 PM

Building Name		
Shippensburg Area SHS		
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	14 to 18
Age Range Justification		FTE %
		0.32

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

	0.4
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS Sp Ed 1 BP	Secondary	Full-time (1.0)	04/19/2022 01:20 PM

Building Name		
Shippensburg Area SHS		
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	14 to 18
Age Range Justification		FTE %
		0.32

Building Name		
Shippensburg Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.6

Building Name		
Shippensburg Area MS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.02

Building Name		
Shippensburg Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SAMS Sp Ed 11 ABA	Secondary	Full-time (1.0)	04/19/2022 10:49 AM

Building Name		
Shippensburg Area MS		

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.5

Building Name		
Shippensburg Area MS		
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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 16
Age Range Justification		FTE %
Each student's IEP team agrees that it is appropriate for the student to be in this class program even when the age range is greater than 3 years.		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SAMS Sp Ed 10 BL	Secondary	Full-time (1.0)	04/19/2022 10:48 AM

Building Name		
Shippensburg Area MS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 16
Age Range Justification		FTE %
Each student's IEP team agrees that it is appropriate for the student to be in this class program even when the age range is greater than 3 years.		0.1

Building Name		
Shippensburg Area MS		
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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 16
Age Range Justification		FTE %
Each student's IEP team agrees that it is appropriate for the student to be in this class program even when the age range is greater than 3 years.		0.25

Building Name		
Shippensburg Area MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support	Case Load	
Itinerant (20% or Less)	1	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification	FTE %	
	0.08	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SAMS Sp Ed 9 EO	Secondary	Full-time (1.0)	04/19/2022 10:43 AM

Building Name		
Shippensburg Area MS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SAMS Sp Ed 8 AW	Secondary	Full-time (1.0)	04/19/2022 10:42 AM

Building Name	
Shippensburg Area MS	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	Case Load

Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.42

Building Name		
Shippensburg Area MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SAMS Sp Ed 7 SP	Secondary	Full-time (1.0)	04/19/2022 10:39 AM

Building Name		
Shippensburg Area MS		
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	11 to 14
Age Range Justification		FTE %
		0.1

Building Name		
Shippensburg Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.5

Building Name		
Shippensburg Area MS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.12

Building Name		
Shippensburg Area MS		
Support Type		
Autistic Support		

Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SAMS Sp Ed 6 LS	Secondary	Full-time (1.0)	04/19/2022 10:36 AM

Building Name		
Shippensburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.14

Building Name		
Shippensburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SAMS Sp Ed 5	Secondary	Full-time (1.0)	04/19/2022 10:31 AM

Building Name		
Shippensburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.24

Building Name		
Shippensburg Area MS		
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	Secondary	13 to 14
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SAMS Sp Ed 4 SC	Secondary	Full-time (1.0)	04/19/2022 10:29 AM

Building Name		
Shippensburg Area MS		
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 13
Age Range Justification		FTE %
		0.08

Building Name		
Shippensburg Area MS		
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	Secondary	12 to 13
Age Range Justification		FTE %
		0.55

Building Name		
Shippensburg Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.08

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SAMS Sp Ed 3 KC	Secondary	Full-time (1.0)	04/19/2022 10:25 AM

Building Name		
Shippensburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.14

Building Name		
Shippensburg Area MS		
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 13
Age Range Justification		FTE %
		0.5

Building Name		
Shippensburg Area MS		
Support Type		
Autistic Support		
Support Sub-Type		

Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.17

Building Name		
Shippensburg Area MS		
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	Secondary	12 to 13
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SAMS Sp Ed 2 CG	Secondary	Full-time (1.0)	04/19/2022 10:14 AM

Building Name		
Shippensburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.18

Building Name		
Shippensburg Area MS		
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	Secondary	11 to 12
Age Range Justification		FTE %
		0.65

Building Name		
Shippensburg Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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SAMS Sp Ed 1 KS	Secondary	Full-time (1.0)	04/19/2022 10:11 AM
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Building Name		
Shippensburg Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.2

Building Name		
Shippensburg Area MS		
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	Secondary	11 to 12
Age Range Justification		FTE %
		0.55

Building Name		
Shippensburg Area MS		
Support Type		
Autistic Support		

Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SAIS Sp Ed 8 ABA	Elementary	Full-time (1.0)	04/19/2022 10:04 AM

Building Name		
Shippensburg Intrm Sch		
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	Elementary	8 to 10
Age Range Justification		FTE %
		0.38

Building Name		
Shippensburg Intrm 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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SAIS Sp Ed 7 BB	Elementary	Full-time (1.0)	04/19/2022 10:01 AM

Building Name		
Shippensburg Intrm 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%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SAIS Sp Ed 6 DH	Elementary	Full-time (1.0)	04/19/2022 10:06 AM

Building Name

Shippensburg Intrm Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.04

Building Name		
Shippensburg Intrm Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.15

Building Name		
Shippensburg Intrm Sch		
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	Elementary	8 to 10

Age Range Justification	FTE %
	0.38

Building Name		
Shippensburg Intrm Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.08

Building Name		
Shippensburg Intrm Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.1

Building Name		
Shippensburg Intrm 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	8 to 10
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SAIS Sp Ed 5 SE	Elementary	Full-time (1.0)	04/19/2022 09:55 AM

Building Name		
Shippensburg Intrm 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	8 to 10
Age Range Justification		FTE %
		0.5

Building Name		
Shippensburg Intrm Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SAIS Sp Ed 4 SW	Elementary	Full-time (1.0)	04/19/2022 09:53 AM

Building Name		
Shippensburg Intrm Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.26

Building Name		
Shippensburg Intrm Sch		
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	Elementary	8 to 10
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SAIS Sp Ed 3 AP	Elementary	Full-time (1.0)	04/19/2022 09:50 AM

Building Name		
Shippensburg Intrm Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SAIS Sp Ed 2 DG	Elementary	Full-time (1.0)	04/19/2022 09:48 AM

Building Name
Shippensburg Intrm Sch

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SAIS Sp Ed 1 CA	Elementary	Full-time (1.0)	04/19/2022 09:46 AM

Building Name		
Shippensburg Intrm Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.8

Building Name		
Shippensburg Intrm 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	8 to 10
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JB Sp Ed 5 ABA	Elementary	Full-time (1.0)	04/19/2022 09:42 AM

Building Name		
James Burd 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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JB SpEd 4 DS	Elementary	Full-time (1.0)	04/19/2022 09:41 AM

Building Name		
James Burd 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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.05

Building Name		
James Burd El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JB SpEd 3 AK	Elementary	Full-time (1.0)	04/19/2022 09:38 AM

Building Name		
James Burd 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	5 to 8
Age Range Justification		FTE %
		0.35

Building Name		
James Burd El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JB SpEd 2 MS	Elementary	Full-time (1.0)	04/19/2022 09:34 AM

Building Name
James Burd El Sch

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

Building Name		
James Burd 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	5 to 8
Age Range Justification		FTE %
		0.5

Building Name		
James Burd El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %

	0.02
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Building Name		
James Burd El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JB SpEd 1 SO	Elementary	Full-time (1.0)	04/19/2022 09:29 AM

Building Name		
James Burd El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.14

Building Name		
James Burd El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.4

Building Name		
James Burd El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NG SpEd 4 BM	Elementary	Full-time (1.0)	04/19/2022 09:23 AM

Building Name		
Nancy Grayson El Sch		
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	Elementary	5 to 8
Age Range Justification		FTE %
		0.1

Building Name		
Nancy Grayson El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.35

Building Name		
Nancy Grayson 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	5 to 8
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NG SpEd 3 NS	Elementary	Full-time (1.0)	04/19/2022 09:22 AM

Building Name		
Nancy Grayson 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	5 to 8
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NG SpEd 2 MV	Elementary	Full-time (1.0)	04/19/2022 09:20 AM

Building Name		
Nancy Grayson El Sch		
Support Type		

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.5

Building Name		
Nancy Grayson El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.16

Building Name		
Nancy Grayson El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NG SpEd 1 RS	Elementary	Full-time (1.0)	04/19/2022 09:17 AM

Building Name		
Nancy Grayson El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.3

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

Building Name		
Nancy Grayson El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.08

Building Name		
Nancy Grayson El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GBLUES LS	Elementary	Part-time (0.5)	04/19/2022 09:04 AM

Building Name

Grace B Luhrs Univ Elem		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
This is the range of the roster not the class.		0.18

Special Education Facilities

Building Name		Room #
Grace B Luhrs Univ Elem		General Education Classr
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 6 inches x 13 feet, 0 inches	266sqft	9
Implementation Date		
2022-05-20		
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	

Building Name		Room #
James Burd El Sch		123
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 26 feet, 0 inches	754sqft	26
Implementation Date		
2022-05-20		
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	

Building Name		Room #
James Burd El Sch		113
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29
Implementation Date		
2022-05-20		
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	

Building Name		Room #
James Burd El Sch		204
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 27 feet, 0 inches	864sqft	30
Implementation Date		
2022-05-20		
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	

Building Name		Room #
James Burd El Sch		310
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 26 feet, 0 inches	832sqft	29
Implementation Date		
2022-05-20		
Uploaded Files		

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5 Assurance Check

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

Building Name		Room #
James Burd El Sch		202B
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 24 feet, 0 inches	768sqft	27
Implementation Date		
2022-05-20		
Uploaded Files		

6 Assurance Check

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

Building Name		Room #
James Burd El Sch		301
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 25 feet, 0 inches	825sqft	29
Implementation Date		
2022-05-20		
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	

Building Name		Room #
Nancy Grayson El Sch		401B
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 6 inches x 31 feet, 6 inches	425sqft	15
Implementation Date		
2022-05-20		
Uploaded Files		

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8 Assurance Check

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

Building Name		Room #
Nancy Grayson El Sch		303
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 27 feet, 0 inches	864sqft	30
Implementation Date		
2022-05-20		
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	

Building Name		Room #
Nancy Grayson El Sch		115
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 27 feet, 0 inches	837sqft	29
Implementation Date		
2022-05-20		
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	

Building Name		Room #
Nancy Grayson El Sch		107
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 33 feet, 0 inches	891sqft	31
Implementation Date		
2022-05-20		
Uploaded Files		

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11 Assurance Check

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

Building Name		Room #
Shippensburg Intrm Sch		136
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 27 feet, 0 inches	729sqft	26
Implementation Date		
2022-05-20		
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	

Building Name		Room #
Shippensburg Intrm Sch		216
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 25 feet, 0 inches	750sqft	26
Implementation Date		
2022-05-20		
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	

Building Name		Room #
Shippensburg Intrm Sch		121
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 24 feet, 0 inches	744sqft	26
Implementation Date		
2022-05-20		
Uploaded Files		

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14 Assurance Check

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

Building Name		Room #
Shippensburg Intrm Sch		214
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
Implementation Date		
2022-05-20		
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	

Building Name		Room #
Shippensburg Intrm Sch		111
School Building		Building Description
Elementary		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		
2022-05-20		
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	

Building Name		Room #
Shippensburg Intrm Sch		221
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 24 feet, 0 inches	744sqft	26
Implementation Date		
2022-05-20		
Uploaded Files		

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17 Assurance Check

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

Building Name		Room #
Shippensburg Intrm Sch		231
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 27 feet, 0 inches	837sqft	29
Implementation Date		
2022-05-20		
Uploaded Files		

18 Assurance Check

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

Building Name		Room #
Shippensburg Intrm Sch		134
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 28 feet, 0 inches	700sqft	25
Implementation Date		
2022-05-20		
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	

Building Name		Room #
Shippensburg Intrm Sch		235
School Building		Building Description
Elementary		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		
2022-05-20		
Uploaded Files		

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20 Assurance Check

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

Building Name		Room #
Shippensburg Area MS		5
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 22 feet, 0 inches	836sqft	29
Implementation Date		
2022-05-20		
Uploaded Files		

21 Assurance Check

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

Building Name		Room #
Shippensburg Area MS		125
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 22 feet, 0 inches	704sqft	25
Implementation Date		
2022-05-20		
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	

Building Name		Room #
Shippensburg Area MS		65
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 22 feet, 0 inches	836sqft	29
Implementation Date		
2022-05-20		
Uploaded Files		

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23 Assurance Check

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

Building Name		Room #
Shippensburg Area MS		1
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 32 feet, 0 inches	800sqft	28
Implementation Date		
2022-05-20		
Uploaded Files		

24 Assurance Check

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

Building Name		Room #
Shippensburg Area MS		47
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 12 feet, 0 inches	264sqft	9
Implementation Date		
2022-05-20		
Uploaded Files		

25Assurance Check

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

Building Name		Room #
Shippensburg Area MS		2
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 35 feet, 0 inches	1050sqft	37
Implementation Date		
2022-05-20		
Uploaded Files		

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26 Assurance Check

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

Building Name		Room #
Shippensburg Area MS		75
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 32 feet, 0 inches	960sqft	34
Implementation Date		
2022-05-20		
Uploaded Files		

27 Assurance Check

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

Building Name		Room #
Shippensburg Area MS		153
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 12 feet, 0 inches	348sqft	12
Implementation Date		
2022-05-20		
Uploaded Files		

28Assurance Check

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

Building Name		Room #
Shippensburg Area MS		55
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 32 feet, 0 inches	960sqft	34
Implementation Date		
2022-05-20		
Uploaded Files		

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29 Assurance Check

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

Building Name		Room #
Shippensburg Area MS		235
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 26 feet, 0 inches	832sqft	29
Implementation Date		
2022-05-20		
Uploaded Files		

30 Assurance Check

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

Building Name		Room #
Shippensburg Area MS		207
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 27 feet, 0 inches	864sqft	30
Implementation Date		
2022-05-20		
Uploaded Files		

31 Assurance Check

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

Building Name		Room #
Shippensburg Area SHS		41
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
39 feet, 0 inches x 13 feet, 0 inches	507sqft	18
Implementation Date		
2022-05-20		
Uploaded Files		

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32 Assurance Check

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

Building Name		Room #
Shippensburg Area SHS		14A
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 16 feet, 0 inches	400sqft	14
Implementation Date		
2022-05-20		
Uploaded Files		

33 Assurance Check

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

Building Name		Room #
Shippensburg Area SHS		21
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 31 feet, 0 inches	806sqft	28
Implementation Date		
2022-05-20		
Uploaded Files		

34 Assurance Check

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

Building Name		Room #
Shippensburg Area SHS		85A
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 24 feet, 0 inches	432sqft	15
Implementation Date		
2022-05-20		
Uploaded Files		

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35 Assurance Check

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

Building Name		Room #
Shippensburg Area SHS		85B
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 24 feet, 0 inches	432sqft	15
Implementation Date		
2022-05-20		
Uploaded Files		

36 Assurance Check

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

Building Name		Room #
Shippensburg Area SHS		14B
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 16 feet, 0 inches	416sqft	14
Implementation Date		
2022-05-20		
Uploaded Files		

37Assurance Check

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

Building Name		Room #
Shippensburg Area SHS		23
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 27 feet, 0 inches	837sqft	29
Implementation Date		
2022-05-20		
Uploaded Files		

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38 Assurance Check

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

Building Name		Room #
Shippensburg Area SHS		100
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 0 inches x 25 feet, 0 inches	925sqft	33
Implementation Date		
2022-05-20		
Uploaded Files		

39 Assurance Check

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

Building Name		Room #
Shippensburg Area SHS		15A
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 16 feet, 0 inches	416sqft	14
Implementation Date		
2022-05-20		
Uploaded Files		

40Assurance 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

41Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	2.0 - Dir and Asst Dir	District Wide	District
School Psychologist	1.0	Elementary	District
School Psychologist	1.0	Secondary	District
Behavior Specialist	2.0	District Wide	District
Social Worker	1.0	Elementary	District
Social Worker	2.0	Secondary	District
School Psychologist	.5	District Wide	District
Other	1.5 secretaries	District Wide	District
Paraprofessionals	17 part time	Elementary	District
Paraprofessionals	6 full-time	Elementary	District
Paraprofessionals	4 full-time	Secondary	District
Paraprofessionals	16 part-time	Secondary	Contractor
Occupational Therapist	0.5	District Wide	Contractor
Other	1.0 COTAs	Elementary	Contractor
Physical Therapist	.25	District Wide	Contractor
Other	1.0 IH-IU12	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Safety Care			
Lead Person/Position		Year of Training	
Nicole Showers/ BCBA		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
16	7	District	Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
PaTTAN Autism Initiative Bootcamp			
Lead Person/Position		Year of Training	
Lauren Zima-Engro/ Supervisor of Special Education		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
16	2	District	Building Administrators Parents Paraprofessionals Special Education Teachers

Description of Training			
PaTTAN Autism Initiative Advanced Learner Training			
Lead Person/Position		Year of Training	
Lauren Zima-Engro/Supervisor of Special Education		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience

16	1	PaTTAN	Central Office Administrators General Education Teachers
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Description of Training			
PaTTAN Autism Initiative Early Learner Training			
Lead Person/Position		Year of Training	
Lauren Zima-Engro/Supervisor of Special Education		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
16	1	District PaTTAN	Building Administrators Central Office Administrators Paraprofessionals Special Education Teachers

Description of Training			
National Autism Conference			
Lead Person/Position		Year of Training	
Lauren Zima-Engro/Supervisor of Special Education		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
28	4	Intermediate Unit PaTTAN	Building Administrators Parents Paraprofessionals Special Education Teachers Other

Description of Training			
ABA Parent Training			
Lead Person/Position		Year of Training	
Amiris DiPuglia/ Lead PaTTAN Autism Initiative Consultant		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience

6	1	District PaTTAN	Parents Paraprofessionals Special Education Teachers
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Positive Behavior Support

Description of Training			
Safety Care Training			
Lead Person/Position		Year of Training	
Nicole Showers/BCBA		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
16	7	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
PaPBS Implementers Forum			
Lead Person/Position		Year of Training	
Nicole Showers/ BCBA			
Hours Per Training	Number of Sessions	Provider	Audience
18	3	PaTTAN	Building Administrators Central Office Administrators Other

Description of Training

BCBA Consultation and Training			
Lead Person/Position		Year of Training	
Nicole Showers and Brianne Bream		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
ongoing	ongoing	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Registered Behavior Technician Consultation and Training			
Lead Person/Position		Year of Training	
Lauren Zima-Engro/Supervisor of Special Education		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
ongoing	ongoing	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
MTSS Consultation			
Lead Person/Position		Year of Training	
Matt Flohr & Jeremy Eastman/ Elementary Principals		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
ongoing	ongoing	Intermediate Unit	Building Administrators General Education Teachers

			Paraprofessionals Special Education Teachers Other
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Description of Training			
Principles of Reinforcement			
Lead Person/Position		Year of Training	
Nicole Showers and Brianne Bream/District BCBA's		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Safety Care Training			
Lead Person/Position		Year of Training	
Nicole Showers/BCBA		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
16	7	District	Paraprofessionals

Description of Training	
Principles of Reinforcement	
Lead Person/Position	Year of Training
Nicole Showers/BCBA	2022, 2023, 2024

Hours Per Training	Number of Sessions	Provider	Audience
2	3	District	Paraprofessionals

Description of Training			
Trauma			
Lead Person/Position			Year of Training
Tabitha Curtis, Janelle Carbaugh & Amanda Sigrist/District Social Workers			2022, 2023, 2024
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District	Paraprofessionals

Description of Training			
Foundations of Special Education			
Lead Person/Position			Year of Training
Camille Rombold & Vanessa Lee/ District School Psychologists			2022, 2023, 2024
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Paraprofessionals

Description of Training			
Assistive Technology			
Lead Person/Position		Year of Training	
Ann Emmons & Molly Smathers/ District SLP		2023, 2024, 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Paraprofessionals

Description of Training
PaTTAN Autism Initiative Bootcamp

Lead Person/Position		Year of Training	
Lauren Zima-Engro		2022,2023,2024	
Hours Per Training	Number of Sessions	Provider	Audience
16	2	PaTTAN	Paraprofessionals

Transition

Description of Training			
PA Community of Practice Transition Conference			
Lead Person/Position		Year of Training	
Lauren Zima-Engro/Supervisor of Special Education		2022	
Hours Per Training	Number of Sessions	Provider	Audience
16	2	PaTTAN	Central Office Administrators Special Education Teachers Other

Description of Training			
PaTTAN Effective Practices for Transition Planning Modules			
Lead Person/Position		Year of Training	
Lauren Zima-Engro		2022	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	PaTTAN	Special Education Teachers

Description of Training			
Introduction to PAES Labs			
Lead Person/Position		Year of Training	
Lauren Zima-Engro/Supervisor of Special Education		2022	
Hours Per Training	Number of Sessions	Provider	Audience

1	1	Other	Special Education Teachers
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Science of Literacy

Description of Training			
SRA ELA Curriculum Training			
Lead Person/Position		Year of Training	
Lauren Zima-Engro/Supervisor of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	Special Education Teachers

Description of Training			
MTSS Consultation			
Lead Person/Position		Year of Training	
Matt Flohr & Jeremy Eastman/Elementary Principals		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
ongoing	ongoing	Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Literacy Coach Consultation			
Lead Person/Position		Year of Training	
Cathy Wolfe, Literacy Coach		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
ongoing	ongoing	District	Building Administrators General Education Teachers

			Special Education Teachers
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Parent Training

Description of Training			
ABA Parent Training			
Lead Person/Position			Year of Training
Amiris DiPuglia, Lead PaTTAN Autism Initiative Consultant			2022.,2023,2024
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District PaTTAN	Parents

Description of Training			
Special Education Basics			
Lead Person/Position			Year of Training
Lauren Zima-Engro/Supervisor of Special Education			2023
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents

Description of Training			
Consortium offered parent trainings- various topics			
Lead Person/Position			Year of Training
Western Cumberland County Consortium			2022,2023,2024
Hours Per Training	Number of Sessions	Provider	Audience
various	various	District Other	Parents

Description of Training			
National Autism Conference			
Lead Person/Position		Year of Training	
Lauren Zima-Engro		2022,2023,2024	
Hours Per Training	Number of Sessions	Provider	Audience
24	4	PaTTAN	Parents

IEP Development

Description of Training			
Aimsweb progress monitoring training			
Lead Person/Position		Year of Training	
Lauren Zima-Engro/Supervisor of Special Education		2022,2023	
Hours Per Training	Number of Sessions	Provider	Audience
various	1	Other	Special Education Teachers

Description of Training			
Special Education Department Trainings/PD			
Lead Person/Position		Year of Training	
Lauren Zima-Engro/Supervisor of Special Education		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1 hours	3	District	Special Education Teachers

Description of Training	
Special Education Compliance Consultant- David Bateman	
Lead Person/Position	Year of Training

David Bateman/Consultant & Lauren Zima-Engro/Supervisor of Special Education		2022	
Hours Per Training	Number of Sessions	Provider	Audience
not to exceed 32 hours	various	District Other	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

