

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 461
School District Total Student Enrollment 2242
Percent of Students Receiving Special Education 20.6

Steering Committee

Name	Position/Role	Building	Email
Gwynn Bollinger	Director of Special Education	Fleetwood Area SD	gbollinger@fleetwoodasd.org
Greg Miller	Superintendent	Fleetwood Area SD	gmiller@fleetwoodasd.org
Amelia Spatz	Other	Fleetwood Area SD	aspatz@fleetwoodasd.org
Jess Saunders	Other	Willow Creek El Sch	jsaunders@fleetwoodasd.org
Cindi Levengood	Special Education Teacher	Andrew Maier El Sch	clevengood@fleetwoodasd.org
Jess Carr	Other	Fleetwood Area SD	jcarr@fleetwoodasd.org
Wendy Wunderlich	Special Education Teacher	Fleetwood SHS	wwunderlich@fleetwoodasd.org
Mary Templin	Parent	Fleetwood Area SD	mtemplin@fleetwoodasd.org
Mandy Torres	Special Education Teacher	Fleetwood MS	mtorres@fleetwoodasd.org
Michelle Jackson	Building Principal	Willow Creek El Sch	mjackson@fleetwoodasd.org
Marc Walters	General Education Teacher	Fleetwood SHS	mwalters@fleetwoodasd.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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

Currently, the district does not have any non-resident students. However, should the case arise, the IEP team would reconvene to assess the needs of the student. The IEP team would meet to discuss the next steps and plan based on the strengths and needs of the student. The district ensures we meet this obligation by providing the same rights, transportation, and services as resident students are provided. The district ensures that students are receiving a free and appropriate public education in the least restrictive environment by assessing each individual need of the student placed in a non-resident setting. Once this is done, the district would then follow the MDE referral process to determine if additional data is needed. The district's reevaluation process would then be initiated, if necessary.

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

The district would be in communication with the facility thru phone calls, update meetings, IEP meetings, emails, and check-ins throughout the time frame that the students are in attendance at these facilities. Weekly updates would be provided to the district from the facility and any issues to be addressed would be done in a timely manner, via phone, zoom, email, and on-site. When the time arises for the student to transition back to the district, the school and facility teams would collaborate with the student involved, as well as the parents/guardians to assure a successful transition. For a successful transition, small on-site visits to the district will occur to meet staff and the teachers, walk through the schedule, collaborate as a team, and to become familiar with the setting. The IEP will be revised to successfully address the student's needs and to successfully transition back to public education. Transitioning to the district can be done in half days, every other day, full days, etc. This is all dependent on each individual and what their needs may be.

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.

Our data is slightly below the state target for being inside the regular class 80% or more; our data indicates we are at 59.8% and the state target is 61.9%. For being inside the regular education classroom less than 40%, the district data is 5.1% and the state target is 9.6%. Lastly, for students placed in other settings, our data indicates 4.9% and the state target is 4.8%, suggesting this area is slightly over the state target. The district has already initiated a plan to implement procedures to address this area, such as increased data collection, revision of IEPs to address areas of concern, and plans being implemented to assure all areas of concern are addressed prior to 'other settings' being an option. The district also implemented a plan this summer to address increasing the amount of time students spend in the general education classroom by reviewing all IEPs and progress data to begin using a "push-in" model. This allows students to be included within the general education setting more with support from special education staff pushing into the classroom. IEPs have been revised to address these changes, which in turn, has more students participating in the least restrictive environment by exposing the child to the general education setting while providing support.

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

The district uses a Multi-Tiered System of Support (MTSS) to support the academic and social/emotional needs of all students, including those that are in need of accommodations to their learning environment. Through the use of this system, students receive Tier 1 instruction that includes differentiation to meet their individual skill level. Historically, some students identified with disabilities may not have been included in the Tier 1 curriculum, but moving forward, students will receive core instruction in addition to targeted intervention. As data indicates a need, students also have access to additional interventions of increasing intensity in the area of academic and social/emotional skills. To further support students, meetings are held to identify students in need of additional supports and accommodations to access the curriculum and learning environment. Professional development occurs to discuss student data and how adjustments to the learning environment can be made to support those who need accommodations.

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

In general education, the district utilizes Wonders as its ELA curriculum and Envision as its math curriculum. To support students with disabilities in the general education curriculum, the district is providing special education and general education teachers with training in the curriculums. Training has also been provided in screening and intervention practices to identify individual needs and support student progress. In addition, training is being provided by an outside consultant on inclusionary practices to further strengthen the meaningful participation of students with disabilities in the general education curriculum.

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

Students with disabilities in the district are supported through supplemental aids and services to ensure meaningful participation of students with disabilities in extracurricular activities. Staff personnel that lead extracurricular activities (i.e., coaches, teachers), receive training about student IEPs to guarantee understanding of a student's skills, needs, and specially designed instruction (ex. simplified directions, behavioral strategies, repeat or clarification of information). This allows for the staff to provide students with accommodations so the students can participate meaningfully. Additional adult support may be provided if needed during extracurricular activities. Students and staff also have access to required assistive technology (i.e., FM system, iPad for communication, visual supports) that the student requires to participate.

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 that are placed out of district in private settings are ensured the opportunity to participate in all district level activities and extracurricular activities. These students are given the same opportunities as all students, whether it be a concert, sports, art, music, etc. At intake meetings, IEP meetings, and team meetings for those students in alternative placements, all options and considerations are discussed regarding those opportunities within the district for district led extracurricular activities. The team would discuss the needs of the student if they chose to participate in any extracurricular activities.
6. Discuss the district’s need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)
 The district identified a need in ensuring we have provided students with a continuum of services prior to considering an out-of-district placement. To address this need, the district is implementing a procedure that includes multiple steps of problem solving, intervention implementation, and data collection. This process allows for a continuum of support to be provided within the district. The district also identified a need in increasing instruction to support students with emotional concerns to address skills such as self-regulation, coping, and social skills.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Centennial	Approved Private School (APS)		Lehigh University	Emotional Support	2
Hogan Learning Academy	Licensed Private Academic		Hogan Learning Academy	Autistic Support	6
Buxmont Academy	Licensed Private Academic		Buxmont Academy	Emotional Support	3
New Story	Licensed Private Academic		New Story	Autistic Support	4
Deveruex	Approved Private School (APS)		Chester County Intermediate unit	Life Skills Support	1
Cottage Seven	Licensed Private Academic		Cottage Seven	Emotional Support	2
KidsPeace	Licensed Private Academic		Kidspeace	Emotional Support	1
Childrens Home of Reading	Licensed Private Academic		CHOR	Emotional Support	1

Positive Behavior Support

Date of Approval
2022-11-15

Uploaded Files

Policy 113.2 Behavior Support 11.2022.pdf

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

The Fleetwood Area School District's Behavioral Support Policy includes all components as required by IDEA 2004 and the revised Chapter 14. The Behavioral Support Policy for our district is included in the policy manual (Policy 113.2). The district implements behavior interventions that are positive and teach skills needed to learn. In addition, our "Profile of A Graduate" is what staff refer to as it describes traits in the areas of responsibility, critical thinking/problem solving, communication, perseverance/adaptability, and creativity. Teams include special education teachers, regular education teachers, guidance counselors and administrators. The district has an initiative that focuses on behavior. A behavior screener is used at the elementary level. All buildings are working on using outside SEL classrooms. Two buildings have used these types of classrooms for several years. This helps students to calm and relax in a peaceful area. The classroom teachers also review behavioral expectations of what it looks like and sounds like to meaningfully participate in all areas of the building at least two times per year. Some buildings use videos that were created with students in addition to stations at each location. A BCBA is being contracted to help with observations, feedback, and support for staff in addition to conducting Functional Behavior Assessments. This BCBA will be part of our teams that will develop the positive behavior support plans for the students who need them. There are also social worker interns that also provide support such as conducting social skill groups and working with students who have disabilities with who have emotional and social needs. Community in Schools has also increased to be able to help at all buildings. At the tier I level, the classroom teachers at the elementary level teach SEL lessons from Second Step. In addition, responsive classroom is used at the elementary level which includes morning meetings, class meetings, end of day meetings, and the use of calm corners. The 2x10 strategy is also used at one of our elementary buildings to provide positive relationships between staff and students. At the middle and high school levels, restorative practices are used. At the tier II level, Check-In and Check-Out are implemented at the elementary and middle school buildings. Behavior contracts have also been used at all levels for students with social and emotional needs. Social skills small group instruction is an option at all buildings. Counseling is also available to those students who need it through our counseling staff in addition to Concern School Based therapy. The Caron Foundation provides student assistance with mental health needs and/or substance abuse, social skills, and training to the staff. Other behavioral services are provided through the Counsel on Chemical Abuse, BCIU and Berks County Children and Youth. At the tier III level, individual social skills instruction is available at all buildings. The district also has a therapeutic classroom at the elementary level to address severe emotional and behavioral concerns. At the secondary level emotional support classrooms are available. In addition, Functional Behavior Assessments and individual Positive Behavior Support Plans are conducted when needed.

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 Fleetwood Area School District has an initiative that focuses on behavior. This includes providing training to address trauma, responsive classroom, and

restorative practices. The district also provides training to elementary staff on prevention of behaviors, setting up their classroom and de-escalation strategies. Safety Care training is provided for specific staff in each building who would be called when a behavior that requires immediate intervention is observed. The initial Safety Care training is two day in length. The district has two trainers in addition to using the Berks County Intermediate Unit when needed for this training.

3. Describe the district positive school wide support programs.

The district's positive school wide support programs all focus on using positive reinforcement, building positive relationships, and using natural consequences. However, it looks different at each building. The elementary buildings use positive reinforcement by praising and using programs to "fill buckets" and "earn paws". The classrooms all work using this system and add to it for students who need more support than a class-wide reward. At the middle school level, the students earn "Pride" tickets that can be cashed in for a variety of motivating rewards such as the use of the cell phone table at lunch. The high school level recognizes students of the month and gives character-based awards.

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

Counseling is available to those students who need it through our counseling staff in addition to Concern School Based therapy. The social worker interns support our staff, students, and families. The Caron Foundation provides student assistance with mental health needs and/or substance abuse, social skills, and training to the staff. Community in Schools has also increased into our buildings providing services in and out of the school day. This year we are also contracting a BCBA to assist with observations, feedback, and support for staff in addition to conducting Functional Behavior Assessments. This BCBA will be part of our teams that will develop the positive behavior support plans for the students that are needed. Other behavioral services are provided through the Counsel on Chemical Abuse, BCIU and Berks County Children and Youth.

5. Describe the district restraint procedure.

The Fleetwood Area School District has a board policy that describes the use of restraints, code 113.2. This policy defines a restraint as the application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's body, excluding; 1. Briefly holding a student, without force, to calm or comfort him/her. 2. Guiding a student to an appropriate activity. 3. Holding a student's hand to escort him/her safely from one area to another. 4. Hand-over-hand assistance with feeding or task completion. 5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parent/guardians and specified in the IEP. 6.

Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices. The district utilizes the use of emergency physical management procedures (restraint) as a last resort. Trained staff in Safety Care look for three criteria (as listed in the Safety Care manual) that need to be met to use emergency physical management procedures including: there must be imminent risk of serious harm to the agitated person or someone else, there must be no other practical way to prevent that harm without physical management and the risk of not intervening must be greater than the risk of intervening. When a situation occurs that requires immediate support, the procedure is to contact a Safety Care team member who will immediately go to the situation. All buildings have staff, including administrators, teachers, and paraprofessionals that are trained in Safety Care. When the staff arrive, they will look for the three criteria to be met and then use the least restrictive procedure for the least amount of time possible to create a safe situation. Parents are notified and the staff involved meet to debrief the situation, this must occur and an IEP meeting must be held within 10 school days of a restraint occurrence unless waived by the parent. The restraint occurrence is then reported in Leader Services RISC.

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.

At this time the Fleetwood Area School District does not have any students who are instructed within the home or or homebound instruction

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LB1234	Secondary	Full-time (1.0)	08/17/2022 11:56 AM

Building Name		
Fleetwood 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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
At any given time there may be more than a 3 year age gap between students in the special education classroom however this placement continues to be the most appropriate placement		0.15

Building Name		
Fleetwood 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)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20

Age Range Justification	FTE %
At any given time there may be more than a 3 year age gap between students in the special education classroom however this placement continues to be the most appropriate placement	0.27

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CW1234	Secondary	Full-time (1.0)	08/17/2022 11:20 AM

Building Name		
Fleetwood SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.24

Building Name		
Fleetwood 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	16 to 18

Age Range Justification	FTE %
	0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GM1234	Secondary	Full-time (1.0)	08/17/2022 11:57 AM

Building Name		
Fleetwood SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.28

Building Name		
Fleetwood SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional 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 15
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WW1234	Secondary	Full-time (1.0)	08/17/2022 11:57 AM

Building Name		
Fleetwood SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
At any given time there may be more than a 3 year age gap between students in the special education classroom however this placement continues to be the most appropriate placement		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
YW1234	Secondary	Full-time (1.0)	08/17/2022 11:57 AM

Building Name
Fleetwood SHS
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.17

Building Name		
Fleetwood SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.3

Building Name		
Fleetwood SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KR1234	Secondary	Full-time (1.0)	08/17/2022 11:58 AM

Building Name		
Fleetwood SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
At any given time there may be more than a 3 year age gap between students in the special education classroom however this placement continues to be the most appropriate placement		0.38

Building Name		
Fleetwood 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 17
Age Range Justification		FTE %
At any given time there may be more than a 3 year age gap between students in the special education classroom however this placement continues to be the most appropriate placement		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KP1234	Secondary	Full-time (1.0)	08/17/2022 11:58 AM

Building Name		
Fleetwood SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.08

Building Name		
Fleetwood SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range

School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.35

Building Name		
Fleetwood 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	13 to 15
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DD1234	Secondary	Full-time (1.0)	08/17/2022 11:59 AM

Building Name		
Fleetwood SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %

	0.7
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Building Name		
Fleetwood SHS		
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 15
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KL1234	Secondary	Full-time (1.0)	08/17/2022 11:59 AM

Building Name		
Fleetwood MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 14

Age Range Justification	FTE %
At any given time there may be more than a 3 year age gap between students in the special education classroom however this placement continues to be the most appropriate placement	0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Brenden1234	Secondary	Full-time (1.0)	08/17/2022 11:59 AM

Building Name		
Fleetwood MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		0.25

Building Name		
Fleetwood 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 14
Age Range Justification		FTE %

	0.05
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Building Name		
Fleetwood MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MA1234	Secondary	Full-time (1.0)	08/17/2022 11:53 AM

Building Name		
Fleetwood MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 11
Age Range Justification		FTE %
		0.08

Building Name		
Fleetwood MS		
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%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 11
Age Range Justification		FTE %
		0.1

Building Name		
Fleetwood 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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.05

Building Name		
Fleetwood MS		
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	13 to 13
Age Range Justification		FTE %
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RS1234	Secondary	Full-time (1.0)	08/17/2022 12:00 PM

Building Name		
Fleetwood MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EP1234	Secondary	Full-time (1.0)	08/17/2022 12:00 PM

Building Name		
Fleetwood MS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.35

Building Name		
Fleetwood MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 12
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MI1234	Secondary	Full-time (1.0)	08/17/2022 12:00 PM

Building Name		
Fleetwood 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 12
Age Range Justification		FTE %
		0.1

Building Name		
Fleetwood 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	11 to 13
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SD1234	Secondary	Full-time (1.0)	08/17/2022 12:01 PM

Building Name		
Fleetwood MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AC1234	Secondary	Full-time (1.0)	08/17/2022 12:01 PM

Building Name	
Fleetwood MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	20
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	FTE %
	0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CH1234	Secondary	Full-time (1.0)	08/17/2022 12:01 PM

Building Name
Fleetwood MS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 11
Age Range Justification		FTE %
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NG1234	Multiple	Full-time (1.0)	08/17/2022 12:01 PM

Building Name		
Andrew Maier El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TJ1234	Multiple	Part-time (0.5)	08/17/2022 12:04 PM

Building Name		
Willow Creek El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
At any given time there may be more than a 3 year age gap between students in the special education classroom however this placement continues to be the most appropriate placement		0.11

Building Name		
Andrew Maier El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
At any given time there may be more than a 3 year age gap between students in the special education classroom however this placement continues to be the most appropriate placement		0.09

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CB1234	Secondary	Full-time (1.0)	08/17/2022 12:02 PM

Building Name		
Fleetwood MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		0.35

Building Name		
Fleetwood MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DF	Elementary	Part-time (0.5)	08/17/2022 12:02 PM

Building Name		
Willow Creek El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
GG1234	Elementary	Full-time (1.0)	08/17/2022 12:02 PM

Building Name		
Willow Creek El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language 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 %
		0.09

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AD1234	Elementary	Full-time (1.0)	08/17/2022 12:02 PM

Building Name		
Willow Creek El Sch		
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	Elementary	5 to 9
Age Range Justification		FTE %
At any given time there may be more than a 3 year age gap between students in the special education classroom however this placement continues to be the most appropriate placement		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KK1234	Elementary	Full-time (1.0)	08/31/2022 11:41 AM

Building Name

Willow Creek 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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
At any given time there may be more than a 3 year age gap between students in the special education classroom however this placement continues to be the most appropriate placement		0.2

Building Name		
Willow Creek El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
At any given time there may be more than a 3 year age gap between students in the special education classroom however this placement continues to be the most appropriate placement		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AR1234	Elementary	Full-time (1.0)	08/17/2022 12:03 PM

Building Name		
Willow Creek El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.17

Building Name		
Willow Creek 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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MT1234	Elementary	Full-time (1.0)	08/17/2022 11:38 AM

Building Name		
Willow Creek 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	9 to 10
Age Range Justification		FTE %
		0.14

Building Name		
Willow Creek El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DA1234	Elementary	Full-time (1.0)	08/17/2022 11:39 AM

Building Name		
Willow Creek 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	7 to 8
Age Range Justification		FTE %
		0.16

Building Name		
Willow Creek El Sch		
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	Elementary	7 to 8
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS1234	Elementary	Full-time (1.0)	08/17/2022 11:41 AM

Building Name		
Willow Creek El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.12

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DG1234	Elementary	Full-time (1.0)	08/17/2022 11:56 AM

Building Name		
Willow Creek 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 6
Age Range Justification		FTE %
		0.16

Building Name		
Willow Creek El 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	6 to 6
Age Range Justification		FTE %
		0.05

Building Name		
Willow Creek El Sch		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BW1234	Elementary	Full-time (1.0)	08/17/2022 11:46 AM

Building Name		
Andrew Maier El Sch		
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	Elementary	5 to 6
Age Range Justification		FTE %
		0.08

Building Name		
Andrew Maier El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RH1234	Elementary	Full-time (1.0)	08/31/2022 11:41 AM

Building Name		
Andrew Maier El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
At any given time there may be more than a 3 year age gap between students in the special education classroom however this placement continues to be the most appropriate placement		0.06

Building Name		
Andrew Maier El Sch		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
At any given time there may be more than a 3 year age gap between students in the special education classroom however this placement continues to be the most appropriate placement		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CL1234	Elementary	Full-time (1.0)	08/17/2022 11:49 AM

Building Name		
Andrew Maier 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	6 to 10
Age Range Justification		FTE %
At any given time there may be more than a 3 year age gap between students in the special education classroom however this placement continues to be the most appropriate placement		0.25

Special Education Facilities

Building Name		Room #
Andrew Maier El Sch		2
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 32 feet, 0 inches	864sqft	30
Implementation Date		
2022-08-17		
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 #
Andrew Maier El Sch		3
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, 5 inches x 25 feet, 2 inches	513sqft	18
Implementation Date		
2022-08-17		
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 #
Andrew Maier El Sch		13
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 30 feet, 0 inches	780sqft	27
Implementation Date		
2022-08-17		
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 #
Andrew Maier El Sch		15
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 32 feet, 0 inches	864sqft	30
Implementation Date		
2022-08-17		
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 #
Willow Creek El Sch		224
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 31 feet, 0 inches	806sqft	28
Implementation Date		
2022-08-17		
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 #
Willow Creek El Sch		226
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 30 feet, 0 inches	750sqft	26
Implementation Date		
2022-08-17		
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 #
Willow Creek El Sch		219
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, 5 inches x 30 feet, 5 inches	773sqft	27
Implementation Date		
2022-08-17		
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 #
Willow Creek El 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
27 feet, 0 inches x 32 feet, 0 inches	864sqft	30
Implementation Date		
2022-08-17		
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 #
Willow Creek El Sch		128
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 29 feet, 0 inches	783sqft	27
Implementation Date		
2022-08-17		
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 #
Willow Creek El Sch		122
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 30 feet, 0 inches	750sqft	26
Implementation Date		
2022-08-17		
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 #
Willow Creek El Sch		233
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 20 feet, 0 inches	300sqft	10
Implementation Date		
2022-08-17		
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 #
Willow Creek El Sch		131
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 20 feet, 0 inches	300sqft	10
Implementation Date		
2022-08-17		
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 #
Willow Creek 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
15 feet, 0 inches x 20 feet, 0 inches	300sqft	10
Implementation Date		
2022-08-17		
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 #
Willow Creek El Sch		130
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 20 feet, 0 inches	300sqft	10
Implementation Date		
2022-08-17		
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 #
Fleetwood SHS		121
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
15 feet, 0 inches x 15 feet, 0 inches	225sqft	8
Implementation Date		
2022-08-17		
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 #
Fleetwood SHS		209
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
27 feet, 0 inches x 32 feet, 0 inches	864sqft	30
Implementation Date		
2022-08-17		
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 #
Fleetwood SHS		201
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
27 feet, 0 inches x 32 feet, 0 inches	864sqft	30
Implementation Date		
2022-08-17		
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		No

Building Name		Room #
Fleetwood SHS		101
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
27 feet, 0 inches x 33 feet, 0 inches	891sqft	31
Implementation Date		
2022-08-17		
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 #
Fleetwood SHS		200
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
27 feet, 0 inches x 32 feet, 0 inches	864sqft	30
Implementation Date		
2022-08-17		
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 #
Fleetwood SHS		15
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
23 feet, 0 inches x 28 feet, 0 inches	644sqft	23
Implementation Date		
2022-08-17		
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 #
Fleetwood SHS		2
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 30 feet, 0 inches	750sqft	26
Implementation Date		
2022-08-17		
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 #
Fleetwood SHS		4
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 30 feet, 0 inches	750sqft	26
Implementation Date		
2022-08-17		
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 #
Fleetwood SHS		134
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 30 feet, 0 inches	750sqft	26
Implementation Date		
2022-08-17		
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 #
Fleetwood SHS		155
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
27 feet, 0 inches x 32 feet, 0 inches	864sqft	30
Implementation Date		
2022-08-17		
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 #
Fleetwood MS		220
School Building		Building Description
Middle		A special education center where no general education are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 32 feet, 0 inches	864sqft	30
Implementation Date		
2022-08-17		
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 #
Fleetwood MS		119
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 32 feet, 0 inches	864sqft	30
Implementation Date		
2022-08-17		
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 #
Fleetwood MS		206
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 31 feet, 0 inches	806sqft	28
Implementation Date		
2022-08-17		
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 #
Fleetwood MS		206
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 30 feet, 0 inches	780sqft	27
Implementation Date		
2022-08-17		
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 #
Fleetwood MS		205
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 30 feet, 0 inches	750sqft	26
Implementation Date		
2022-08-17		
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 #
Fleetwood MS		204
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 30 feet, 0 inches	750sqft	26
Implementation Date		
2022-08-17		
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 #
Fleetwood MS		123
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 33 feet, 0 inches	924sqft	33
Implementation Date		
2022-08-17		
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 #
Fleetwood MS		115
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 33 feet, 0 inches	924sqft	33
Implementation Date		
2022-08-17		
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 #
Fleetwood MS		118
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 30 feet, 0 inches	750sqft	26
Implementation Date		
2022-08-17		
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 #
Fleetwood MS		120
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 32 feet, 0 inches	864sqft	30
Implementation Date		
2022-08-17		
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 #
Fleetwood MS		226
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 32 feet, 0 inches	864sqft	30
Implementation Date		
2022-08-17		
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 #
Fleetwood MS		227
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 30 feet, 0 inches	750sqft	26
Implementation Date		
2022-08-17		
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	

Special Education Support Services

37Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Transition Coordinator	1.0	Secondary	District
School Psychologist	1.0	Elementary	District
School Psychologist	1.0	Secondary	District
School Psychologist	1.0	Secondary	District
School Psychologist	1.0	District Wide	Contractor
Director of Special Education	1.0	District Wide	District
Other	1.0	District Wide	District
Paraprofessionals	1.0	Secondary	District
Paraprofessionals	1.0	Secondary	District
Paraprofessionals	1.0	Secondary	District
Paraprofessionals	1.0	Secondary	District
Paraprofessionals	1.0	Secondary	Contractor
Paraprofessionals	1.0	Secondary	District
Paraprofessionals	1.0	Secondary	District
Paraprofessionals	1.0	Secondary	District
Paraprofessionals	1.0	Secondary	District
Paraprofessionals	1.0	Secondary	District
Paraprofessionals	1.0	Secondary	District
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Paraprofessionals	1.0	Secondary	District
Paraprofessionals	1.0	Secondary	District
Paraprofessionals	1.0	Secondary	District
Paraprofessionals	1.0	Secondary	District
Paraprofessionals	1.0	Secondary	District
Paraprofessionals	1.0	Elementary	District
Paraprofessionals	1.0	Elementary	District
Paraprofessionals	1.0	Elementary	Contractor
Paraprofessionals	1.0	Elementary	District

Paraprofessionals	1.0	Elementary	District
Paraprofessionals	1.0	Elementary	District
Paraprofessionals	1.0	Elementary	District
Paraprofessionals	1.0	Elementary	District
Paraprofessionals	1.0	Elementary	District
Paraprofessionals	1.0	Elementary	District
Paraprofessionals	1.0	Elementary	District
Paraprofessionals	1.0	Elementary	District
Paraprofessionals	1.0	Elementary	District
Paraprofessionals	1.0	Elementary	Contractor
Paraprofessionals	1.0	Elementary	Contractor
Paraprofessionals	1.0	Elementary	District
Paraprofessionals	1.0	Elementary	District
Paraprofessionals	1.0	Elementary	District
Other	1.0	Elementary	District
Other	1.0	Secondary	District
Other	1.0	Secondary	District
Other	1.0	Secondary	District
Other	1.0	Elementary	District
Other	1.0	Elementary	District
Behavior Specialist	1.0	District Wide	Contractor
Guidance Counselor	1.0	Secondary	District
Guidance Counselor	1.0	Elementary	District
Guidance Counselor	1.0	Secondary	District
Guidance Counselor	1.0	Secondary	District
Guidance Counselor	1.0	Secondary	District
Guidance Counselor	1.0	Elementary	District
Guidance Counselor	1.0	Elementary	District
Guidance Counselor	1.0	Secondary	District
Physical Therapist	.5	Secondary	Contractor
Occupational Therapist	1.0	Elementary	Contractor
Occupational Therapist	.5	Secondary	Contractor
Physical Therapist	.5	Elementary	Contractor
Occupational Therapist	.5	Secondary	Contractor
Other	1.0	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
The Special Education Liaison and School Psychologist will conduct periodic trainings with staff and parents to provide awareness and education on the needs of students with Autism. We will continue to work with regular education teachers to include and develop strategies to support students with Autism in the classroom.			
Lead Person/Position		Year of Training	
Special Education Liaison		2023-2026	
Hours Per Training	Number of Sessions	Provider	Audience
one hour	6	District Other	Building Administrators Paraprofessionals Special Education Teachers

Description of Training			
The district utilizes a Verbal Behavior program within the Life Skills classrooms, in which students with Autism are included. Teacher and paraprofessionals that work in the Verbal Behavior settings are trained by Pattan consultants. In addition, the internal coach, along with the teachers and paraprofessionals, provide the parents with a training that describes the program. Monthly, the Pattan consultants meet with the teachers and paraprofessionals to assist with programming for the students. Trainings will continue to occur.			
Lead Person/Position		Year of Training	
Special Education Liaison		2023-2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	30	PaTTAN Other	Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training

Safety Care/ Safety Care is utilized to teach preventative strategies for our students by providing modeling, role playing, staff participation and a final test to help staff to learn the strategies and philosophy. It is based in Applied Behavior Analysis focusing on preventative measures and de-escalation strategies ending with emergency physical management strategies.			
Lead Person/Position		Year of Training	
Special education liaison/ Dean of students		2023-2026	
Hours Per Training	Number of Sessions	Provider	Audience
6	16	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
All paraprofessionals attend a training that reviews responsibilities and the teacher/para agreement procedures. The training involves staff actively participating in what the role entails. The paras then meet with teachers and complete the agreement.			
Lead Person/Position		Year of Training	
Director of Special Education and special education liaison		2023-2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	12	District	Paraprofessionals

Transition

Description of Training			
Teachers will receive training and support on all aspects of Indicator 13 via small group and individual sessions throughout the school year. Sessions will focus on Indicator 13 checklist and writing Indicator 13 compliant IEPs.			
Lead Person/Position		Year of Training	
Director of Special Education and Transition Coordinator		2023-2026	
Hours Per Training	Number of Sessions	Provider	Audience

1	27	District	Special Education Teachers
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Science of Literacy

Description of Training			
Professional development in the science of reading for special education staff to support students with disabilities in the general education environment			
Lead Person/Position		Year of Training	
Vendor/ Assistant Superintendent		2023-2026	
Hours Per Training	Number of Sessions	Provider	Audience
3	6	District Other	Special Education Teachers

Description of Training			
The Fleetwood Area School District has implemented the Read180/System 44 and Math 180 are programs at the middle and high school levels. A consultant comes into the district three times per year to monitor fidelity and examine progress of students. Consultation is provided to teachers.			
Lead Person/Position		Year of Training	
Special Education Liaison , Special Education Director and outside consultants		2023-2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	20	District Other	Special Education Teachers

Parent Training

Description of Training			
An outside agency will provide a parent training and information on steps to take when developing behavior management within the home.			
Lead Person/Position		Year of Training	
Outside Agency in collaboration with district administration		2023-2026	
Hours Per Training	Number of Sessions	Provider	Audience

2	3	District Other	Parents
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Description of Training			
An outside agency will provide a parent training giving information, suggestions, and strategies on how to help our students in the area of social/emotional health.			
Lead Person/Position			Year of Training
Outside agencies in collaboration with district administration			2023-2026
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District Other	Parents

IEP Development

Description of Training			
Training will be provided to the special education staff on writing and implementing IEP's especially in writing goals with the needed parts. The training will involve the staff to actively engage and practice writing goals with feedback from the presenters.			
Lead Person/Position			Year of Training
Director of Special Education and Special Education Liaison			2023-2026
Hours Per Training	Number of Sessions	Provider	Audience
1	22	District	Special Education Teachers

Description of Training			
Staff will attend trainings and check ins for progress monitoring. The development of graphs for each goal, accurately presenting data and analyzing the data will be reviewed.			
Lead Person/Position			Year of Training
Director of Special Education			2023-2026
Hours Per Training	Number of Sessions	Provider	Audience

1	22	District	Special Education Teachers
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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

