

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 784
School District Total Student Enrollment 4920
Percent of Students Receiving Special Education 15.9

Steering Committee

Name	Position/Role	Building	Email
Mike Robinson	Other	Cornwall-Lebanon SD	mrobinson@clsd.k12.pa.us
Kate Long	Director of Special Education	Cornwall-Lebanon SD	klong@clsd.k12.pa.us
Mariah Rackley	Building Principal	Cedar Crest MS	mrackley@clsd.k12.pa.us
Nathanial Artz	Building Principal	Cornwall El Sch	nartz@clsd.k12.pa.us
Chris Groff	Building Principal	Cedar Crest HS	cgroff@clsd.k12.pa.us
Susan Dieffenbach	Board Member	Cornwall-Lebanon SD	sdieffenbach@clsd.k12.pa.us
Diana Carpenter	Board Member	Cornwall-Lebanon SD	dcarpenter@clsd.k12.pa.us
Isaiah Reid	Special Education Teacher	Cedar Crest MS	ireid@clsd.k12.pa.us
Belinda Martinez	General Education Teacher	Union Canal El Sch	bmartinez@clsd.k12.pa.us
Trisha Truax	Parent	Cornwall-Lebanon SD	tlber616@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)

Improvement and Planning Activity
The district will create additional school psychologist position starting in the 2022-2023 school year.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Improvement and Planning Activity
Examine student schedules with principals at the secondary level to increase opportunities for disabled students to participate in regular education settings.
Examine class sizes and structures of regular education rooms to accommodate students with special needs.

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

Corrective Action	Improvement and Planning Activities
Increase parent training	1. An in-person parent night will held in November to discuss the basics of the IEP process. 2. The District will post web-based trainings on the district website. 3. The District will host a parent session for students of transition age that explores post-secondary opportunities and connects these to services offered in the school setting.
Increase teacher training	1. Add additional sessions that address special education focused information. (For example, universal design lesson planning). 2. Opening day information for all staff regarding the special education process. 3. Review the Special Education process with all case managers to highlight PDE requirements.
Increase special education access to the regular education setting	1. Examine student schedules with principals at the secondary level to increase opportunities for disabled students to participate in regular education settings. 2. Examine class sizes and structures of regular education rooms to accommodate students with special needs. 3. Train teachers on the principles of Universal Design Lesson Planning.

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.)

There are no children's institutions within the boundaries of Cornwall-Lebanon School District that have an educational program on-site. In the event that facility moves into the Cornwall-Lebanon School District, the District will fully comply with the requirements of IDEA and PA Chapter 14 to meet its obligations under §1306 of the Public School Code. If a facility providing services to §1306 students were to move into the Cornwall-Lebanon School District, we would follow the state guidelines - Educational Program for Students in "Non-Educational" Placements. 22. Pa. Code Section 14.102 (a)(2)(xiii). The Cornwall-Lebanon School District is responsible for providing educational programs for students, including students with disabilities who are placed in facilities, and for ensuring the provisions of a "free appropriate public education" (FAPE) for eligible children with Individualized Education Programs (IEPs) in accordance with the Individual with Disabilities Education Act (IDEA). The District follows the guidelines that have been developed to ensure that all receive a free appropriate public education. For a child with a disability, the host district must consider the educational placement options to educate the student in the host district's public schools. The IEP team convenes after a student is placed within a children's institute to determine the appropriate educational program for the student. The host district is responsible for providing the student with a Free Appropriate Public Education (FAPE) and any needed special education or services in the Least Restrictive Environment (LRE).

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 communicate with the facility directors to provide services to the students. The District has a wide array of special education programs available within the public school buildings, including life skills, autistic, learning, and emotional support. When a §1306 facility was located within the District, there were no significant problems or barriers which limited the District's ability to meet its obligations under §1306. In the event, that the local interagency process has not identified an appropriate educational placement, the District would identify the student as requiring intensive interagency coordination. The District would submit an intensive interagency initial report to the Department of Education and utilize that process while trying to determine an appropriate educational placement. The District has a multitude of in-school supports for students including school psychologists, guidance counselors, Community in Schools, and behavioral supports including Check-In/Check-Out (CICO). The team would meet to discuss a transition plan for each individual student as they re-enter the school and supports and services would be addressed.

Incarcerated Students Oversight

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

§1306.2 Facilities			
Facility Name	Facility Type	Services Provided By	Student Count
Lebanon County Correctional Facility	Prison	District	2

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).
The Cornwall-Lebanon School District, fully complies with the requirements of IDEA and PA Chapter 14 to meet its obligations under Section 1306 of the Public School Code. The Cornwall-Lebanon School District contracts with the Lancaster-Lebanon Intermediate Unit to provide educational services to eligible students that have been placed in the Lebanon County Correctional Facility. The District maintains a relationship with the Lancaster-Lebanon IU to, identify, and evaluate students who are eligible and in need of educational services in the county correctional facility. The District follows the guidelines that have been developed to ensure that all incarcerated youth receive a free appropriate public education. The Cornwall-Lebanon School District posts the Annual Public Notice on the District website. Should an individual become incarcerated in the Lebanon County Correctional Facility, a designee conducts an interview of anyone under the age of 21. The interview ascertains the inmate's name; date of birth; last school attended; last grade attended and dates; name of facility of previous incarcerations, if appropriate, while also identifying any special education programs provided while attending the last known school; and, determining if the student has acquired a high school diploma or GED and the date of issue. If the student is found to be eligible for school services, the jail notifies the District, in writing. The District requests educational records from the student's most recent district of residence and a scholastic record is established, including a plan addressing the credits required for graduation. An acknowledgement form is sent to the district of residence. If records indicate that the student is identified as a student with a disability, under Pennsylvania Chapter 14: Special Education Services and Programs, then the District provides a Free Appropriate Public Education (FAPE) in accordance with State Regulations. Appropriately certified teachers are assigned to deliver instruction. The teachers utilize formal lesson plans. The student's progress is monitored and reported on a nine-week basis. If the student is not identified as a student with a disability, a screening process, as required under Child Find is conducted. The screening process includes a review of the student's records for academic concerns; an assessment of the student's functioning in the curriculum including curriculum-based assessments; and systematic observations of the student's behavior during instructional activities. Should the screening indicate that the student is potentially a student with a disability, the District initiates an evaluation in accordance with §14.123 Evaluation. If the student is identified as a student with a disability, the subsequent procedures are followed as per current Pennsylvania Regulations. The County Jail notifies the District when the student is no longer incarcerated.

Least Restrictive Environment

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

The 2019-2020 Penn Data Report reflects the District's percentage for Indicator 5 as follows: Educational Environment for students with disabilities receiving special education in the regular education class for 80% of the school day has increased from 50.1.% in 2017 to 51.6.% in the 2019-2020 school year. The state target for the 2019-2020 school year was 61.5%. The District will continue to review strategies to increase the number of students with disabilities within the regular education setting. Educational Environment for students with disabilities receiving special education inside the regular class for 40% of the school day has stayed between 18.8% and 20.3% between 2017 and 2020. The state target for the 2019-2020 school year was 9.6%. The District will continue to review strategies to increase the number of students with disabilities within the regular education setting. The Educational Environment for students with disabilities receiving special education in an outside setting has stayed between 3.0% and 3.8%. The state target for the 2019-2020 school year was 4.8%. We have exceeded the state target. The District has increased programming within its schools to address the needs of students with autism. The District will continue to focus on increasing the percentage of students with disabilities receiving supports and services in the least restrictive environment through increased teacher training and review of both building, teacher and student schedules.

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 addresses the academic needs of students in several ways. Students in the District are grouped to receive curriculum at their instructional level in reading. At the elementary level, benchmark assessments are conducted three times a year to identify students who are at-risk academically. Students in Kindergarten through grade 3 who are identified as needing additional support are then administered diagnostic assessments to identify specific skill deficit areas. Students then are placed into intervention groups based on skill deficits. Students are progress monitored monthly or weekly. Elementary teachers differentiate math instruction and ensure deficit areas are addressed. At the middle school level, students also are assessed using benchmark assessments three times a year to identify students who are at-risk academically. The middle school schedule includes an intervention period (NEST) to address individual skill deficits. At the high school level, students utilize the supportive study halls, after-school tutoring, and credit recovery to address academic needs. The LEA has developed a School Wide Positive Behavior Support Plan (SWPBSP) in each building. At the secondary level, the "Wings of Praise" programs have resulted in a marked decrease in disciplinary referrals. The programs follow the principles of SWPBSPs to mitigate risk factors by setting clear, consistent boundaries; increasing prosocial bonding; and teaching social emotional curriculum. We attempt to build resiliency into the environment by setting and communicating high expectations; providing opportunities for meaningful participation and providing care and support through a number of programs, including an emotional support program beginning in the elementary schools. Students identified with needing behavior support have behavior support plans in their IEPs. These plans include interventions that can be accommodated in all environments and only consider a more restrictive environment when data supports a need.

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

Our professional and support staff attend professional development opportunities offered through PDE, the Lancaster-Lebanon IU, as well as multiple in-house training sessions. These professional development opportunities focus on the implementation of our reading and math programs, inclusive practices, teaching and intervention strategies, social and emotional learning, data review, and allow for team planning. Specialists like school psychologists and speech therapists, are given opportunities to participate in growth opportunities that target their area of certification. In addition, the Director of Pupil Services attends meetings with the Intermediate Unit and local meetings with other county districts.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. At every IEP meeting, teams consider the least restrictive environment (LRE), including supplementary aids and services that may be provided to ensure the student's access to the regular education environment, including extracurricular and non-academic activities. As part of this process, the team considers supplementary aids and services that will meet each individual child's needs. When considering participation in extracurricular and non-academic activities, teams may consider counseling services, transportation, health services, training/professional development for staff, one-to-one support, communication needs, and any other identified area of need. Students that receive special education services in outside placement are able to participate in extracurricular and non-academic activities with supplementary aids and services as determined by the IEP team.
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?
Every school district is responsible for Child Find and must offer a free appropriate public education (FAPE) for all children who are residents and who are seeking eligibility for FAPE in the public schools. In our county, the Intermediate Unit is responsible for Child Find for children parentally placed in private schools for equitable participation only. The District participates in child find activities regularly through information provided on our website. The IU ensures that private schools within their boundaries are afforded equitable participation. Students who are enrolled in the District and placed in programming outside the District are afforded the same access to extracurricular and non-academic activities as students attending their neighborhood schools. IEP meetings are held to review each student's individual needs, to determine the least restrictive environment and discuss access to extracurricular and non-academic 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 Cornwall-Lebanon School District provides a Free and Appropriate Public Education to all students with disabilities. During the 2019-20 school year, the District had 3.9% of students with special needs receiving services in other settings. This average was below the State average of 4.8%. The district has a continuum of services within all of its regular school buildings from itinerant to full-time in Learning Support, Emotional Support, Autistic Support, and Life Skills Support. In addition, the District provides speech and language, hearing support, vision support, social work services, occupational and physical therapy. At every IEP meeting, teams consider the least restrictive environment (LRE), including supplementary aids and services that may be provided to ensure the student's access to the regular education environment. As part of this process, the team considers supplementary aids and services that will meet each individual child's needs. Services are provided to support students with disabilities access to the general education curriculum in the least restrictive environment. The District has personnel attend out-of-district individualized education plan (IEP) meetings in person, via phone or virtual meetings.

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Story	Licensed Private Academic		New Story	Autistic Support	2
The Vista School	Approved Private School (APS)		Vista	Autistic Support	8
Yellow Breeches	Licensed Private Academic		Yellow Breeches	Learning Support	4

Positive Behavior Support

Date of Approval
2011-03-24

Uploaded Files
113.2.pdf

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

In order to address the emotional and social needs of our students with disabilities, the District utilizes a variety of approaches to support students. School Wide Positive Behavior Intervention Supports are implemented for all students with a reward program for positive behavior. At the individual level, when determined necessary, teams will conduct Functional Behavioral Assessments and implement Positive Behavior Support Plans to increase desired behaviors. All elementary students have exposure to the Second Step SEL curriculum. Students who are identified as needing more social emotional interventions can access guidance services that are supplemented through contracts with community counseling agencies. Other resources that are available based on identified needs are social work services, in-school counseling, and Social Learning for students with Autism.

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 recognizes the importance of professional development for all staff on positive behavioral supports and de-escalation techniques. The school also devotes time for professional development on SWPBSPs. Each school year, all teachers are trained or, given a booster session, related to the structure of our program. The District employs two staff members that are certified CPI trainers. Training focuses on providing support in verbal de-escalation techniques and physical control techniques. Staff receive training to become certified through this program with annual refreshers being provided.

3. Describe the district positive school wide support programs.

School Wide Positive Behavior Support Plans are a proactive approach to discipline that promotes appropriate student behavior and increased learning. Traditionally, models of school discipline tend to be reactive (i.e., student misbehavior results in punitive consequences). Each school utilizes these programs to positively impact behavior, school climate, and adult-student interactions. Each system is tailored to individual school needs. A system of supports to all students in a school is based on preventative practices that emphasize teaching and reinforcing expected student behaviors. The District has utilized the Second Step, Social-Emotional Learning curricular programs for direct instruction. The District team is currently working on improving the intervention supports through the use of community partnerships and hiring additional staff. The process of team meetings is being codified throughout the District to review data and determine students who are making progress and identify students who may need additional supports, such as a referral for an evaluation for special education.

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

Cornwall-Lebanon School District provides school-based behavioral health services through a collaborative arrangement with community agencies who support students in the school setting. The district contracts with T.W. Ponessa & Associates Counseling Services to provide individual, school-based counseling services. The District contracts with Pennsylvania Counseling Services to provide interventions for groups and individuals. The District also

employs a social worker to aid students and families who may be facing various challenges. Furthermore, the District has an on-going connection with Wellspan Philhaven that provides mental health services to students in Kindergarten through twelfth grade.

5. Describe the district restraint procedure.

The Cornwall-Lebanon Behavior Support Policy for Special Education Students (#113.1) states that behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment. These programs and plans must be based on functional assessment of behavior and utilize positive behavior techniques. The use of restraints is considered to be a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques. Restraints to control acute or episodic aggressive behavior or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be, or are, less effective. The use of restraints to control the aggressive behavior of an individual student shall cause the District to notify the parent/guardian of the use of the restraint and shall cause a meeting of the IEP team, unless the parent, after written notice, agrees in writing to waive the meeting. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if: the restraint is used with specific component elements of a PBSP; the restraint is used in conjunction with teaching socially appropriate alternative skills / behaviors; and/or a PBSP that includes efforts to eliminate the use of restraints. Should a restraint be utilized, the documentation will be reported via RISC reporting and an IEP team meeting will be scheduled to review the incident and to discuss possible revisions / adaptations / accommodations / modifications to programming and services. The use of prone restraints is prohibited.

Intensive Interagency

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

When the Cornwall-Lebanon School District has students that are placed on Instruction Conducted in the Home, the IEP team has determined the need for this most restrictive placement. Typically, students who are determined to need this placement are medically fragile and the team has considered input from physicians. The pandemic has increased concerns for some students who may have compromised immune systems. If the District has a student at a substantial risk of waiting more than 30 days for an appropriate educational placement, the LEA would engage in the interagency process of collaborative consultation with the local Intermediate Unit, community agencies, and parents to address programming concerns of students within the least restrictive environment. The District also has requested the assistance of the Lebanon County Child and Adolescent Social Service Program (CASSP). In the event that a student is at a substantial risk of waiting more than 30 days for an appropriate educational placement, the LEA will report the student for intensive interagency coordination, which is designed for rare situations when local teams are not able to arrange for the placement of students in the public educational setting, and the students have waited, or are at risk of waiting, more than 30 days for an appropriate educational placement.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
47	Elementary	Full-time (1.0)	07/27/2022 10:58 AM

Building Name		
South Lebanon El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	8 to 11
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
46	Elementary	Full-time (1.0)	07/27/2022 10:59 AM

Building Name		
South Lebanon El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		5

Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	7 to 10
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
45	Elementary	Full-time (1.0)	07/27/2022 11:05 AM

Building Name		
South Lebanon El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 8
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
44	Secondary	Full-time (1.0)	07/27/2022 11:05 AM

Building Name		
Cedar Crest MS		
Support Type		

Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	11 to 14
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
43	Secondary	Full-time (1.0)	07/27/2022 11:02 AM

Building Name		
Cedar Crest HS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	15 to 20
Age Range Justification		FTE %
Low Incidence Classroom in which needs justify the grouping		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
42	Secondary	Full-time (1.0)	07/27/2022 11:02 AM

Building Name		
Cedar Crest HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	17 to 21
Age Range Justification		FTE %
		0.53

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
41	Elementary	Full-time (1.0)	07/27/2022 10:40 AM

Building Name		
South Lebanon El Sch		
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	Elementary	9 to 11
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
40	Elementary	Full-time (1.0)	07/27/2022 10:39 AM

Building Name		
South Lebanon El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	18	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification	FTE %	
	0.36	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
39	Elementary	Full-time (1.0)	07/27/2022 10:44 AM

Building Name		
South Lebanon 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 9
Age Range Justification		FTE %
		0.25

Building Name		
South Lebanon El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.67

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
38	Elementary	Full-time (1.0)	07/27/2022 10:47 AM

Building Name		
South Lebanon 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)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %

	0.67
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
37	Elementary	Full-time (1.0)	07/27/2022 10:35 AM

Building Name		
South Lebanon 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)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.67

Building Name		
South Lebanon 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	6 to 8
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
36	Elementary	Full-time (1.0)	07/27/2022 10:33 AM

Building Name		
Ebenezer El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
35	Elementary	Full-time (1.0)	07/27/2022 10:32 AM

Building Name		
Ebenezer El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load

Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
34	Elementary	Full-time (1.0)	07/27/2022 10:31 AM

Building Name		
Ebenezer El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.46

Building Name		
Ebenezer 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 7
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
33	Elementary	Full-time (1.0)	07/27/2022 10:29 AM

Building Name		
Ebenezer El Sch		
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	Elementary	7 to 10
Age Range Justification		FTE %
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
32	Elementary	Full-time (1.0)	07/27/2022 10:27 AM

Building Name		
Ebenezer El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.92

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
31	Elementary	Full-time (1.0)	07/27/2022 10:26 AM

Building Name		
Union Canal El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.5

Building Name		
Union Canal El Sch		
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	Elementary	8 to 11
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
30	Elementary	Full-time (1.0)	07/27/2022 10:25 AM

Building Name		
Union Canal El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
29	Elementary	Full-time (1.0)	07/27/2022 10:23 AM

Building Name

Union Canal El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
28	Elementary	Full-time (1.0)	07/27/2022 10:22 AM

Building Name		
Union Canal El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
27	Elementary	Full-time (1.0)	07/27/2022 10:21 AM

Building Name		
Union Canal El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
26	Elementary	Full-time (1.0)	07/26/2022 04:31 PM

Building Name		
Cornwall El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %

	0.5
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
25	Secondary	Full-time (1.0)	07/26/2022 04:30 PM

Building Name		
Cornwall El Sch		
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	5 to 8
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
24	Elementary	Full-time (1.0)	07/26/2022 04:29 PM

Building Name		
Cornwall El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.33

Building Name		
Cornwall El Sch		
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	Elementary	9 to 11
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
23	Elementary	Full-time (1.0)	07/27/2022 10:46 AM

Building Name	
Cornwall El Sch	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	Case Load
Full-Time (80% or More)	8

Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Not needed		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
22	Elementary	Full-time (1.0)	07/26/2022 04:07 PM

Building Name		
Cornwall El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
21	Secondary	Full-time (1.0)	07/26/2022 04:05 PM

Building Name	
Cedar Crest 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)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.73

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
20	Secondary	Full-time (1.0)	07/26/2022 04:04 PM

Building Name		
Cedar Crest MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
19	Secondary	Full-time (1.0)	07/26/2022 04:01 PM

Building Name		
Cedar Crest MS		
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	11 to 14
Age Range Justification		FTE %
		0.6

Building Name		
Cedar Crest MS		
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	11 to 14
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
18	Secondary	Full-time (1.0)	07/26/2022 04:00 PM

Building Name		
Cedar Crest MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
17	Secondary	Full-time (1.0)	07/26/2022 03:58 PM

Building Name		
Cedar Crest MS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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16	Secondary	Full-time (1.0)	07/26/2022 03:56 PM
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Building Name		
Cedar Crest MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.42

Building Name		
Cedar Crest MS		
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	11 to 14
Age Range Justification		FTE %
		0.2

Building Name		
Cedar Crest 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	11 to 14
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
15	Secondary	Full-time (1.0)	07/27/2022 11:06 AM

Building Name		
Cedar Crest MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.38

Building Name		
Cedar Crest MS		
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	11 to 14
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14	Secondary	Full-time (1.0)	07/26/2022 03:50 PM

Building Name		
Cedar Crest 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		
Cedar Crest MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22

Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.44

Building Name		
Cedar Crest MS		
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	11 to 14
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13	Secondary	Full-time (1.0)	07/26/2022 03:34 PM

Building Name		
Cedar Crest MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13

Age Range Justification	FTE %
	0.58

Building Name		
Cedar Crest 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 13
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12	Secondary	Full-time (1.0)	07/26/2022 03:30 PM

Building Name		
Cedar Crest HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 20
Age Range Justification		FTE %
		0.25

Building Name		
Cedar Crest HS		
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	17 to 21
Age Range Justification		FTE %
		0.27

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
11	Secondary	Full-time (1.0)	07/26/2022 03:27 PM

Building Name		
Cedar Crest HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.5

Building Name		
Cedar Crest 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)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.13

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10	Secondary	Full-time (1.0)	07/26/2022 03:22 PM

Building Name		
Cedar Crest HS		
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	14 to 18
Age Range Justification		FTE %
		0.04

Building Name		
Cedar Crest HS		

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9	Secondary	Full-time (1.0)	07/26/2022 03:20 PM

Building Name		
Cedar Crest HS		
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		
Cedar Crest HS		
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	14 to 18
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8	Secondary	Full-time (1.0)	07/26/2022 03:19 PM

Building Name		
Cedar Crest HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.33

Building Name		
Cedar Crest HS		
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	14 to 18
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7	Secondary	Full-time (1.0)	07/26/2022 03:17 PM

Building Name		
Cedar Crest HS		
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		
Cedar Crest HS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6	Secondary	Full-time (1.0)	07/26/2022 03:12 PM

Building Name		
Cedar Crest HS		
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		
Cedar Crest HS		
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	Secondary	14 to 18

Age Range Justification	FTE %
	0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5	Secondary	Full-time (1.0)	07/26/2022 03:10 PM

Building Name		
Cedar Crest HS		
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		
Cedar Crest HS		
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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4	Secondary	Full-time (1.0)	07/26/2022 03:07 PM

Building Name		
Cedar Crest HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional 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 %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3	Secondary	Full-time (1.0)	07/26/2022 03:06 PM

Building Name		
Cedar Crest HS		
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		
Cedar Crest HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2	Secondary	Full-time (1.0)	07/27/2022 10:47 AM

Building Name		
Cedar Crest HS		
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%)		4
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1	Secondary	Full-time (1.0)	07/26/2022 03:01 PM

Building Name		
Cedar Crest HS		
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	14 to 18
Age Range Justification		FTE %
		0.08

Building Name		
Cedar Crest HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %

	0.33
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Building Name		
Cedar Crest HS		
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	17 to 17
Age Range Justification		FTE %
		0.02

Special Education Facilities

Building Name		Room #
Union Canal El Sch		21
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 33 feet, 0 inches	990sqft	35
Implementation Date		
2022-07-27		
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 #
Union Canal El Sch		22
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 33 feet, 0 inches	990sqft	35
Implementation Date		
2022-07-27		
Uploaded Files		

2Assurance 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 #
Union Canal El Sch		25
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 33 feet, 0 inches	990sqft	35
Implementation Date		
2022-07-27		
Uploaded Files		

3Assurance 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 #
Union Canal El Sch		35
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 33 feet, 0 inches	990sqft	35
Implementation Date		
2022-07-27		
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 #
Union Canal El Sch		38
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 33 feet, 0 inches	990sqft	35
Implementation Date		
2022-07-27		
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 #
Ebenezer El Sch		A1
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 20 feet, 0 inches	500sqft	17
Implementation Date		
2022-07-27		
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 #
Ebenezer El Sch		B110
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 32 feet, 0 inches	736sqft	26
Implementation Date		
2022-07-27		
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 #
Ebenezer El Sch		B112
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 32 feet, 0 inches	736sqft	26
Implementation Date		
2022-07-27		
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 #
Ebenezer El Sch		B113
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 17 feet, 0 inches	323sqft	11
Implementation Date		
2022-07-27		
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 #
Ebenezer El Sch		C128
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 28 feet, 0 inches	924sqft	33
Implementation Date		
2022-07-27		
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 #
Ebenezer El Sch		C126
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 28 feet, 0 inches	896sqft	32
Implementation Date		
2022-07-27		
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 #
Cornwall 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
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2022-07-27		
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 #
Cornwall-Lebanon SD		208
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		
2022-07-27		
Uploaded Files		

13 Assurance Check

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

Building Name		Room #
Cornwall 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
24 feet, 0 inches x 27 feet, 0 inches	648sqft	23
Implementation Date		
2022-07-27		
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 #
Cornwall El Sch		306
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 20 feet, 0 inches	280sqft	10
Implementation Date		
2022-07-27		
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 #
Cornwall El Sch		406
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 20 feet, 0 inches	280sqft	10
Implementation Date		
2022-07-27		
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 #
South Lebanon El Sch		14A
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 20 feet, 0 inches	440sqft	15
Implementation Date		
2022-07-27		
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 #
South Lebanon El Sch		18A
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 20 feet, 0 inches	440sqft	15
Implementation Date		
2022-07-27		
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 #
South Lebanon El Sch		5
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 27 feet, 0 inches	594sqft	21
Implementation Date		
2022-07-27		
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 #
South Lebanon El Sch		10
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		
2022-07-27		
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 #
South Lebanon El Sch		14
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 28 feet, 0 inches	840sqft	30
Implementation Date		
2022-07-27		
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 #
South Lebanon El Sch		18
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 24 feet, 0 inches	648sqft	23
Implementation Date		
2022-07-27		
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 #
South Lebanon El Sch		11
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 19 feet, 0 inches	532sqft	19
Implementation Date		
2022-07-27		
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 #
South Lebanon El Sch		12
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 27 feet, 0 inches	486sqft	17
Implementation Date		
2022-07-27		
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 #
Cedar Crest MS		A-16
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 18 feet, 0 inches	432sqft	15
Implementation Date		
2022-07-27		
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 #
Cedar Crest MS		B-44
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 16 feet, 0 inches	448sqft	16
Implementation Date		
2022-07-27		
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 #
Cedar Crest MS		A-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
25 feet, 0 inches x 19 feet, 0 inches	475sqft	16
Implementation Date		
2022-07-27		
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 #
Cedar Crest MS		B-31
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 21 feet, 0 inches	630sqft	22
Implementation Date		
2022-07-27		
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 #
Cedar Crest MS		B-34
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 19 feet, 0 inches	475sqft	16
Implementation Date		
2022-07-27		
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 #
Cedar Crest MS		C-16
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 22 feet, 0 inches	550sqft	19
Implementation Date		
2022-07-27		
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 #
Cedar Crest MS		B-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
22 feet, 0 inches x 25 feet, 0 inches	550sqft	19
Implementation Date		
2022-07-27		
Uploaded Files		

31Assurance 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 #
Cedar Crest MS		C-01
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 28 feet, 0 inches	896sqft	32
Implementation Date		
2022-07-27		
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 #
Cedar Crest MS		C-04
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 20 feet, 0 inches	480sqft	17
Implementation Date		
2022-07-27		
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 #
Cedar Crest MS		C-07
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 30 feet, 0 inches	960sqft	34
Implementation Date		
2022-07-27		
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 #
Cedar Crest HS		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
31 feet, 0 inches x 25 feet, 0 inches	775sqft	27
Implementation Date		
2022-07-27		
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 #
Cedar Crest HS		207
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 25 feet, 0 inches	775sqft	27
Implementation Date		
2022-07-27		
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 #
Cedar Crest HS		303
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
21 feet, 0 inches x 26 feet, 0 inches	546sqft	19
Implementation Date		
2022-07-27		
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 #
Cedar Crest HS		500
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
22 feet, 0 inches x 28 feet, 0 inches	616sqft	22
Implementation Date		
2022-07-27		
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 #
Cedar Crest HS		103
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		
2022-07-27		
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 #
Cedar Crest HS		217
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 25 feet, 0 inches	775sqft	27
Implementation Date		
2022-07-27		
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	

Building Name		Room #
Cedar Crest HS		315
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 32 feet, 0 inches	800sqft	28
Implementation Date		
2022-07-27		
Uploaded Files		

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41 Assurance Check

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

Building Name		Room #
Cedar Crest HS		703
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 24 feet, 0 inches	648sqft	23
Implementation Date		
2022-07-27		
Uploaded Files		

42 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 #
Cedar Crest HS		808
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
22 feet, 0 inches x 18 feet, 0 inches	396sqft	14
Implementation Date		
2022-07-27		
Uploaded Files		

43Assurance 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 #
Cedar Crest HS		320
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
24 feet, 0 inches x 28 feet, 0 inches	672sqft	24
Implementation Date		
2022-07-27		
Uploaded Files		

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44 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 #
Cedar Crest HS		322
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
32 feet, 0 inches x 28 feet, 0 inches	896sqft	32
Implementation Date		
2022-07-27		
Uploaded Files		

45 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 #
Cedar Crest HS		313
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
32 feet, 0 inches x 28 feet, 0 inches	896sqft	32
Implementation Date		
2022-07-27		
Uploaded Files		

46Assurance 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

47Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1	District Wide	District
Other	2	Elementary	District
Other	3	Secondary	District
Paraprofessionals	4	Secondary	District
Paraprofessionals	5	Secondary	District
Paraprofessionals	6	Secondary	District
Paraprofessionals	7	Secondary	District
Paraprofessionals	8	Secondary	District
Paraprofessionals	9	Secondary	District
Paraprofessionals	10	Secondary	District
Paraprofessionals	11	Secondary	District
Paraprofessionals	12	Secondary	District
Paraprofessionals	13	Secondary	District
Paraprofessionals	14	Secondary	District
Paraprofessionals	15	Secondary	District
Paraprofessionals	16	Secondary	District
Paraprofessionals	17	Elementary	District
Paraprofessionals	18	Elementary	District
Paraprofessionals	19	Elementary	District
Paraprofessionals	20	Elementary	District
Paraprofessionals	21	Elementary	District
Paraprofessionals	22	Elementary	District
Paraprofessionals	23	Elementary	District
Paraprofessionals	24	Elementary	District
Paraprofessionals	25	Elementary	District
Paraprofessionals	26	Elementary	District
Paraprofessionals	27	Elementary	District
Paraprofessionals	28	Elementary	District
Paraprofessionals	29	Elementary	District
Paraprofessionals	30	Elementary	District
Paraprofessionals	31	Elementary	District
Paraprofessionals	32	Elementary	District

Paraprofessionals	33	Elementary	District
Paraprofessionals	34	Elementary	District
Paraprofessionals	35	Elementary	District
Paraprofessionals	36	Elementary	District
Paraprofessionals	37	Elementary	District
Paraprofessionals	38	Elementary	District
Paraprofessionals	39	Elementary	District
Paraprofessionals	40	Elementary	District
Paraprofessionals	41	Elementary	District
Paraprofessionals	42	Elementary	District
School Psychologist	43	Secondary	District
Social Worker	44	District Wide	District
Other	45	Elementary	District
Other	46	Elementary	District
Other	47	Elementary	District
Other	48	Elementary	District
Other	49	Secondary	District
Physical Therapist	58	District Wide	Contractor
Other	51	Secondary	Contractor
Other	52	Elementary	Contractor
School Psychologist	61	Elementary	District
Occupational Therapist	56	Elementary	Contractor
Occupational Therapist	57	District Wide	Contractor
Other	50	Secondary	Contractor
Occupational Therapist	55	Elementary	Contractor
Occupational Therapist	54	District Wide	Contractor
Occupational Therapist	53	Elementary	Contractor
School Psychologist	59	District Wide	Contractor
Behavior Specialist	60	District Wide	District
School Psychologist	62	Elementary	District
School Psychologist	65	District Wide	District
School Psychologist	63	Elementary	District
School Psychologist	64	Elementary	District

Special Education Personnel Development

Autism

Description of Training			
To increase knowledge, skill set, and types of modifications and adaptations that may be needed by students that have autism. Autism Spectrum Disorder (ASD) is characterized by deficits in social communication and social interaction along with restricted, repetitive patterns of behavior, interests, or activities. These students can be academically skilled but may exhibit behaviors that present a challenge and interfere with classroom performance. Trainings will focus on an understanding of behavior and provide instructional strategies that will support the autism spectrum.			
Lead Person/Position		Year of Training	
Jaime Hostettler / Pupil Services Specialist		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2-6	1-4	District PaTTAN	Building Administrators Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
CPI Training			
Lead Person/Position		Year of Training	
Stephanie Livingston and Jaime Hostettler, Pupil Services Specialists		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2-6	2-6	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Cornwall-Lebanon's School-Wide Positive Behavior Supports is about improving student academic and behavior outcomes and ensuring all students can access the most effective instructional and behavioral practices and interventions possible. SWPBS provides an operational framework for achieving these outcomes. Training will focus on the implementation of the framework, data, and proven research based strategies.			
Lead Person/Position		Year of Training	
School Administrators			
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District	General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
To increase knowledge of paraprofessionals in the following areas: Professional and Ethical Practices, Best Practices in Behavior Management Techniques (School-Wide Positive Behavioral Supports), Crisis Prevention Intervention (CPI), Instruction in Instructional Strategies, Collaboration, and Communication. Training outcomes will be monitored by formal and informal observation data collection and documentation. Paraprofessionals are required to have a minimum of 20 hours of professional development annually as required by PDE.			
Lead Person/Position		Year of Training	
Kate Long, Director of Pupil Services		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
20 per year	as needed to equal 20 per year	District Intermediate Unit PaTTAN Other	Paraprofessionals

Transition

Description of Training
Transition planning begins at age 14, or younger if determined appropriate by the IEP team, as students consider their goals for the time after graduation through career awareness and exploration activities. Training will address academic instruction and community experiences to help clarify and support each

student's goals. Transition planning can be thought of as a bridge between school programs and the opportunities of adult life, including higher education or training, employment, independent living and community participation. Training will address these areas.			
Lead Person/Position		Year of Training	
Stephanie Livingston, Pupil Services Specialists		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1-3	2	District Intermediate Unit Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Science of Literacy

Description of Training			
Professional Development will be provided to staff on the selected reading program that is evidence based and rooted in the science of Reading.			
Lead Person/Position		Year of Training	
Mariah Rackley, Director of Curriculum		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	4	District Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Parent Training

Description of Training

Transition Planning			
Lead Person/Position		Year of Training	
Stephanie Livingston, Pupil Services Specialist		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1-3	1	District	Parents

Description of Training			
The IEP Process			
Lead Person/Position		Year of Training	
Jaime Hostetler, Pupil Services Specialist		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1-3	1	District	Parents

IEP Development

Description of Training			
The Special Education Process and PDE requirements			
Lead Person/Position		Year of Training	
Kate Long, Director of Pupil Services		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Signatures & Affirmations

Approval Date
2022-09-19

Uploaded Files
affirmation_statement_specialeducationplan_July 2022.docx

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

Superintendent/Chief Executive Officer
Philip L. Domencic
Date
2022-07-28

