

**Warwick School District**  
Special Education Plan  
*Local Education Agency (LEA) Profile*

---

The Warwick School District covers 41 square miles and comprises the Borough of Lititz, and the Townships of Elizabeth and Warwick. The District is approximately nine miles north of Lancaster, in the north-central section of Lancaster County. Major urban centers are readily accessible as the school district is located approximately 70 miles west of Philadelphia, 25 miles southwest of Reading, 70 miles southwest of Allentown, 25 miles east of York and 30 miles southeast of Harrisburg.

The southern and central areas of the school district are residential in nature, with industrial and commercial areas surrounding the Borough of Lititz. The northern area is rural, with many of Lancaster County's most productive farms coming from this area. The Borough of Lititz serves as the business and commercial center of the school district. The community possesses a great deal of natural beauty and is kept in a well-maintained condition, with emphasis placed on historical preservation.

The Warwick School District is a suburban school district serving approximately 3,850 students in six schools, a high school for students in grades 9-12, a middle school for students in grades 7 and 8, and four elementary schools for grades PK-6. The District Office sits adjacent to the high school. The high school, middle school and District Office are in a campus-like setting, while the four elementary schools service a particular community. John Beck Elementary School has approximately 450 students, John R. Bonfield Elementary School, approximately 500 students, Kissel Hill Elementary School, approximately 550 students, Lititz Elementary School, approximately 450 students, Warwick Middle School, approximately 600 students and Warwick High School, approximately 1300 students.

Approximately 29% of students at Warwick are receiving free and reduced lunch. 82.4% of the students attending are White, approximately 9.2% of the students are Hispanic, 3.7% of the students are Multi-racial, 2.4% of the students are Black or African American, 2.1% of the students are Asian, .1% of the students are American Indian or Alaskan Native, and .1% of the students are Native Hawaiian or Pacific Islander. Warwick has 1% of students eligible for English Language services, with Spanish being the second most frequent language spoken by our students.

The District provides strong comprehensive educational programs to students in Pre-kindergarten through grade 12. A standards-aligned curriculum is provided at all levels, with the inclusion of a tiered framework of interventions to increase the academic achievement of students. Enrichment is provided to students who have demonstrated mastery of grade level standards. Participation at the Lancaster County Career & Technology Centers is an option for high school students, as well as advanced coursework and Dual Enrollment opportunities.

As per state and federal guidelines, special education services (learning, speech & language, occupational therapy, physical therapy, behavioral specialists), gifted services, and programming for English Language Learners are also provided to eligible students. Warwick School District operates special education classrooms for the following programs: Learning Support/Life Skills, Multiple Disabilities Support, Autistic Support and Emotional

Support. Participation in a district-operated virtual academy is offered to students interested in a cyber educational environment in grades 7-12. Students who may require alternative education programs have an opportunity to receive those supports in the district.

Through provision of during and after school opportunities in the cultural arts, applied arts and humanities, students have opportunities to explore and develop related skills. After school learning programs are provided at the elementary, middle school, and high school levels, as well as a vast array of clubs, extracurricular activities, and athletics programs. The District values a holistic approach to education, balancing core academics with the arts and physical education while also offering opportunities for developing student creativity and leadership skills.

At this time, the Warwick School District employs 312 professional staff members (157 elementary level staff and 155 secondary level staff), 136 support/paraprofessional staff, 14 technology department personnel, 40 building and facilities staff, 23 food services staff, and 20 administrators. The annual budget for the 2021/2022 school year is approximately 79 million, with approximately 57% dedicated to instructional programming, 26% to support services, 2% for non-instructional services, 1% for facilities, acquisition, construction and improvement services, and 14% for "other" (transportation, facilities, etc.). The finance department works closely with each school to plan for the instructional, staffing, and facility needs of the building.

The school district collaborates with businesses and organizations within the local community. Local businesses include manufacturing, commercial, retail, service, hospitality, technology, health care, nursing and residential care, pharmaceutical, construction, entertainment, travel, financial, and agriculture. Community and organizational resources include but are not limited to the following: a local recreation center, ministerium, civic and service organizations, child care providers, library, parks and recreation, government offices, airport, medical facilities, historical foundation, emergency management services, environmental and conservation agencies/areas, school-related organizations, and many large and small businesses.

Through the collaborative resources of the community, students are provided with opportunities for career experiences, job shadowing, internships, scholarships, travel, and employment. Community organizations support both the academic and extracurricular programs.

Similarly, the school district provides professional development opportunities for adult community members through its Adult Education Program. Community members have access to a variety of reduced fee activities and workshops focusing on topics such as technology, healthy living, etc. The district also holds an annual parent forum on relevant community topics (resilience, grief, suicide awareness, parent university, etc...).

The Warwick School District maintains to be a positive focal point of the local community. Because of the active involvement of the community and parents in the educational and extracurricular programs of the school district, the District continues to experience ongoing success with a well-rounded curriculum that balances strong core academic instruction with robust opportunities in the arts, humanities, and physical education.

## Profile and Plan Essentials

### Special Education Students

Total Number of Special Education Students 573

Total Student Enrollment 3821

Percent of Special Education Students 15

## Steering Committee

Name	Position/Role	Building	Email
Dr. Melanie Calender	Other	Warwick SD	mcalender@warwicksd.org
Dr. Juliet Ashton	Other	Warwick SD	jashton@warwicksd.org
Mrs. Heather Bellows	Other	Warwick SD	hbellows@warwicksd.org
Dr. April Hershey	Superintendent	Warwick SD	ahershey@warwicksd.org
Dr. Ron Hallett	Director of Curriculum	Warwick SD	rhallett@warwicksd.org
Mrs. Amy Balsbaugh	Building Principal	Warwick SD	abalsbaugh@warwicksd.org
Mrs. Amanda Sprague	Special Education Teacher	Warwick SHS	asprague@warwicksd.org
Mrs. Emily Zimmerman	Board Member	Warwick SD	ezimmerman@warwicksd.org
Mrs. Lyndsay Gardner	Parent	Warwick SD	lyndsay.e.gardner@gmail.com
Dr. Kristina Szobocsan	Building Principal	Warwick SD	kszobocsan@warwicksd.org
Mrs. Kirstin LoPerena	Special Education Teacher	Warwick SD	kloperena@warwicksd.org
Mrs. Jill Sturgis	General Education Teacher	Warwick SD	jsturgis@warwicksd.org
Ms. Kara Reynolds	Other	Warwick SD	kreynolds@warwicksd.org
Ms. Christina Moore	Other	Warwick SD	cmoore@warwicksd.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Improvement and Planning Activity
-----------------------------------

LEA rate is 92.9%; target is 100%. Transition planning should be discussed in the upcoming school year, with special attention paid to full Indicator 13 retraining with the utilization of the IU13's TaC team and the Coordinator of Student Services.

### Graduation (Indicator 1)

#### Improvement and Planning Activity

Students with disabilities and the 4 year cohort - state goal is 74.8% and we had 74.19%. This is an internal discrepancy and Warwick will work on improving this to be more in line with the state goal.

### 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
-----------------------------------

Inside regular class less than 40% - state was 9.8%; Warwick was 15%. Inside regular class 80% or more - state was 61.5%; Warwick was 71%. This could be due to the number of programs that we are operating within district and the complex needs of our students. IEP teams should review LRE annually in order to ensure students are being educated in their least restrictive environment.
---

### Parent Involvement (Indicator 8)

Indicator not flagged at this time.

### Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

### Post-School Outcomes (Indicator 14)

Improvement and Planning Activity
-----------------------------------

Target A - our rate is 6.3% and target is 28.5% (Target A is enrolled in higher education within a year of graduation). This should be discussed and trained on during aspects of Indicator 13 training. It is important for IEP teams to have realistic conversations about goals following graduation from high school and clearly articulate them within the IEP.
--

## Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

## Mediation (Indicator 16)

Indicator not flagged at this time.

## School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

## Identification Method

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

Building Name	AUN	Branch Number	RTI	Approved RTI Use
Lititz El Sch	113369003	2660	Reading	x
John Beck El Sch	113369003	2661	Reading	x
Kissel Hill El Sch	113369003	4823	Reading	x
John R Bonfield El Sch	113369003	7420	Reading	x

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.)

Under Section 1306 of the School Code, the host school district is required to allow nonresident students in children's institutions, including detention homes, drug and alcohol treatment centers and others, located within their borders, to attend the public schools of the host school district. The host school district is responsible for making decisions regarding the goals, programming, and educational placement for each student. The host school district is also responsible for seeking advice from the resident school district with respect to the student, and keeping the resident school district informed of its plans to educate the student.

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

The host district should maintain regular communication with the 1306 facilities in order to ensure students are appropriately placed and making progress. If a 1306 facility has a child find concern, the host district has a responsibility to respond to the concern. The host district should coordinate with the district of residence regarding the educational services to be provided and also keep the district of residence informed with regard to the student's educational programming. To facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host school district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least two weeks prior to the student's planned discharge from the residential program, if possible. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new host school district.

## Incarcerated Students Oversight

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

No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).  
Warwick currently does not have a correctional facility without our geographical boundaries. However, should one open, students who are eligible for services would be entitled to services from Warwick School District. Warwick would work with the student's home district and with the facility to customize an educational program that would provide a free and appropriate public education.to the student.

## Least Restrictive Environment

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

Students with an intellectual disability, multiple disabilities, and traumatic brain injury: There are a higher number of students with an intellectual disability educated in the special education setting due to their specific needs related to academics and functional needs. While there was a general increase in disability categories, there was a notable decrease in the amount of time students with autism were spending inside the general education classroom. However, students that fell into one of the other disability categories all showed increased time in the general education setting or were stagnant. Individualized Education Program (IEP) teams always consider the least restrictive environment for students, meaning we first consider the general education setting. At times, IEP teams may determine that a student requires specific and intensive interventions and instruction that cannot be delivered solely in the general education setting. Student progress is regularly reviewed by the Individualized Education Program (IEP) teams so that a student is always educated in his/her least restrictive environment, therefore providing them with a free and appropriate public education. Though the reasons are individualized for each student, some reasons include the need for specific programming for communication (like a verbal behavior approach) or for complex medical needs (like a multiple disabilities program).

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?

Warwick School District utilizes the Response to Instruction and Intervention (RTII) framework at the elementary level. Response to Instruction and Intervention / Multi-Tiered System of Supports (RTII/MTSS) is a multi-step school improvement approach to provide early academic and behavioral supports to struggling students rather than waiting for a child to fail before offering help. Warwick provides Social, Emotional, and Academic Development (SEAD) programming for all students from pre-kindergarten programmings to twelfth grade. At the elementary level, learning facilitators coordinate academic, social, and behavioral health interventions for all students. At the secondary level, school counselors provide consultation, counseling, and educational services related to academic achievement, career development, and child social/emotional development. School psychologist services are available for consultation and student evaluation related to behavioral and academic concerns. School nurses administer state regulations related to student health, provide consultation to parents, students, and staff about health issues and provide emergency care as needed during the school day. In addition, a home and school visitor serves as a liaison between parents, staff, and community agencies. Student assistance teams that consist of trained staff members identify students whose behaviors create barriers to learning through the Student Assistance Program (SAP). They work with parents, staff, and community agencies to assist students in removing those barriers. Referrals may be made through the learning facilitator/school counselor, building principal, school nurse, home and school visitor, or other Student Assistance Program (SAP) team member. At all levels, the building's support staff consists of several layers of support. Roles for support staff include: Student Support Assistants, Special Programs Assistants and Behavior Support Assistants. These staff members are assigned to classrooms and programs and with students who have demonstrated a need for additional academic and/or behavioral support beyond a classroom teacher.

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

All students are encouraged to fully and meaningfully participate in Warwick educational programming. At the elementary level, learning

facilitators coordinate academic, social, and behavioral health interventions for all students. At the secondary level, school counselors provide consultation, counseling, and educational services related to academic achievement, career development, and child social/emotional development. School psychologist services are available for consultation and student evaluation related to behavioral and academic concerns. School nurses administer state regulations related to student health, provide consultation to parents, students, and staff about health issues and provide emergency care as needed during the school day. In addition, a home and school visitor serves as a liaison between parents, staff, and community agencies. Student assistance teams that consist of trained staff members (PK-12+) identify students whose behaviors create barriers to learning through the Student Assistance Program (SAP). They work with parents, staff, and community agencies to assist students in removing those barriers. Referrals may be made through the learning facilitator/school counselor, building principal, school nurse, home and school visitor, or other SAP team member. At all levels, the building's support staff consists of several layers of support. Roles for support staff include: Student Support Assistants, Special Programs Assistants and Behavior Support Assistants. These staff members are assigned to classrooms and programs and with students who have demonstrated a need for additional academic and/or behavioral support beyond a classroom teacher. All staff members are provided training annually and more frequently based on demonstrated need. All paraprofessionals are required to obtain 20 hours per year of staff development. This is done through district-wide staff development prior to the start of the school year, as well as building level training and additional conferences/training sessions. Staff submit time sheets for this training and must sign in/out for the trainings. This information is kept on file at the district office. All staff complete feedback following training and are asked to identify additional training needs. This information is reviewed by district leaders to plan and implement future training. In addition, the district administration meet regularly to determine additional areas of training that are needed and then provide that training to identified stakeholders. One full day per year focuses on areas of student services. Warwick provides professional development activities for all professional staff. Most of the time the sessions are for both special education and general education teachers. One full day per year focuses solely on student services topics. All professional development that is offered is geared to meet the needs of staff and students and to fulfill the mission of the Warwick School District.

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

Individualized Education Program (IEP) teams always consider supplementary aids and services including adaptations and modifications to the general education program and curriculum. This is always reflected in the Individualized Education Program (IEP) and is reviewed regularly based on student progress.

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?

The Coordinators of Student Services case manage students placed in private institutions. As part of the Individualized Education Program (IEP) team, the coordinator works to ensure that students are provided an opportunity to participate in extra curricular activities and with children without disabilities to the greatest extent possible. Individualized Education Programs (IEPs) and Notice of Recommended Educational Placements (NOREPs) always outline services and supports that have been discussed to ensure students are being educated in the least restrictive environment.

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 Student Services Department assists in providing services and supports for our students and their educational teams, including parents. This department is comprised of both professional and support staff whose responsibility it is to ensure an appropriate school program for every child. Each building principal or assistant principal of each building is aware of student needs within their building and fill the primary Local Educational Agency (LEA) role at IEP meetings. A continuum of services is available to students with special needs from preschool to graduation. The school district provides a range of special programs based on the least restrictive environment (LRE) concept. This means we work to keep all students as close to the general education classroom as possible, while meeting their unique educational needs. Below is a list of "special" services/programs utilized to accomplish this goal: General class with "support" strategies (Elementary - Multi-Tiered System of Supports (MTSS)), Reading support (Title I reading specialists and reading tutors), Speech & language therapy, Hearing & vision therapy/consultation, Gifted support programs, Learning support programs, Emotional support programs, Life skills programs, Multiple disability programs, Autistic support programs, Residential placement, Occupational Therapy, Physical Therapy, and Behavior Specialists. Student Services consists of learning facilitators, school counselors, school psychologists, speech therapists, school nurses, occupational therapists, a physical therapist, behavior specialists and home and school visitors who assist students during their educational experience. Each professional has a master's degree and state certification in their area of specialization. In addition, our department includes learning support teachers and intervention specialists who assist with meeting the academic, social and emotional needs of students. At the elementary level, learning facilitators coordinate academic, social, and behavioral health interventions for all students. At the secondary level, school counselors provide consultation, counseling, and educational services related to academic achievement, career development, and child social/emotional development. School psychologist services are available for consultation and student evaluation related to behavioral and academic concerns. School nurses administer state regulations related to student health, provide consultation to parents, students, and staff about health issues and provide emergency care as needed during the school day. In addition, a home and school visitor serves as a liaison between parents, staff, and community agencies. Student assistance teams that consist of trained staff members identify students whose behaviors create barriers to learning through the Student Assistance Program (SAP). They work with parents, staff, and community agencies to assist students in removing those barriers. Referrals may be made through the learning facilitator/school counselor, building principal, school nurse, home and school visitor, or other Student Assistance Program (SAP) team member. At all levels, the building's support staff consists of several layers of support. Roles for support staff include: Student Support Assistants, Special Programs Assistants and Behavior Support Assistants. These staff members are assigned to classrooms and programs and with students who have demonstrated a need for additional academic and/or behavioral support beyond a classroom teacher. Warwick provides all staff with professional development annually on student services topics. In recent years, that has included behavioral strategies and programming, suicide prevention and mental health support programming, and differentiated instruction techniques.

## Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Story	Approved Private School (APS)		New Story Schools	Emotional Support	3
VISTA	Approved Private School (APS)		VISTA	Autistic Support	2
River Rock Academy	Licensed Private Academic		River Rock Academy	Emotional Support	1
Willow Valley Work Immersion	Other	Separate Public Facility	Lancaster Lebanon IU13	Life Skills Support	1
School to Work - Lancaster	Other	Separate Public Facility	Lancaster Lebanon IU13	Life Skills Support	5
Masonic Village Work Immersion	Other	Separate Public Facility	Lancaster Lebanon IU13	Life Skills Support	3
Community School Southeast	Other	Separate Public Facility	Lancaster Lebanon IU13	Emotional Support	2
Emotional Support (IU13) - Penn Manor High School	Other	Schoolbased	Lancaster Lebanon IU13	Emotional Support	4
Emotional Support (IU13) - Lampeter-Strasburg High School	Other	Schoolbased	Lancaster Lebanon IU13	Emotional Support	2
School to Work - Lebanon	Other	Schoolbased	Lancaster Lebanon IU13	Life Skills Support	1
Emotional Support (IU13) - Jackson Elementary School	Other	Schoolbased	Lancaster Lebanon IU13	Emotional Support	1
Deaf and Hard of Hearing Support (IU13) - John Beck Elementary	Other	Schoolbased	Lancaster Lebanon IU13	Deaf and Hard of Hearing Support	1



## Positive Behavior Support

Date of Approval

2020-12-15

Uploaded Files

SLE-Main Of21070811330.pdf

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

Warwick School District believes that supporting emotional and social needs for students with and without disabilities is an important aspect of comprehensive school programming, which is equitable based on student performance data measures and individual student needs. At the elementary level, learning facilitators coordinate academic, social, and behavioral health interventions for all students. At the secondary level, school counselors provide consultation, counseling, and educational services related to academic achievement, career development, and child social/emotional development. School psychologist services are available for consultation and student evaluation related to behavioral and academic concerns. Special education teachers may also assist in addressing social skill deficits through social skills instruction. The LEA's Positive Behavior Support Policy includes all of the required components including training of selected personnel for the use of Nonviolent Crisis Intervention (NCI/CPI), having a written policy and procedure for behavior support techniques, and procedures to follow for students requiring the use of restraints. These policies and procedures are available in the district's board policy handbook, student services handbook, and through the district's program, IEP etc. The district's Positive Behavior Support procedure explicitly outlines that restraints are used only when the student is exhibiting behaviors that are a danger to themselves or others and as a last resort, when all other interventions have been attempted. The district utilizes non-violent crisis intervention through CPI, which is supported by research-based practices. The district's Positive Behavior Support policy specifically outlines that physical intervention is only to be used as a last resort, when the student is a danger to him/herself and/or others. De-escalation techniques as outlined in the student's Individual Education Program (IEP) should be attempted prior to restraint. Only certified personnel should physically intervene with students. Students possibly requiring restraints should have it clearly outlined in the specially designed instruction (SDI) section of their Individualized Education Plan (IEP) as well as in the Supports for School Personnel. The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

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.

Warwick School District utilizes Nonviolent Crisis Intervention (NCI/CPI) training to ensure student safety. The district maintains a list of authorized and trained staff members that have received training in non-violent crisis intervention (restraint procedures) and this list is

maintained by the Coordinator of Student Services and disseminated annually to building administration. Restraints are considered a last resort in all Individual Education Programs (IEPs), and are utilized after positive behavior interventions are attempted to de-escalate the situation. When restraints are utilized, the Individual Education Program (IEP) teams meet to discuss patterns of behavior and/or improvements to the Positive Behavioral Support Plan (PBSP) in order to lessen the recurrence of physical intervention. Warwick School District trainers specifically review during annual Nonviolent Crisis Intervention (NCI/CPI) training that prone restraints are prohibited and are not to be used in the school setting. If a need is demonstrated, additional staff are trained throughout the year. Furthermore, multiple staff members are trained in verbal de-escalation techniques in order to assist in defusing difficult situations. For students with Individual Education Programs (IEPs) without a Functional Behavioral Assessment/Positive Behavior Support Plan (FBA/PBSPs): whenever a referral to a law enforcement agency is made by a school entity, creation of a functional behavior assessment and positive behavior support plan is required. For students with IEPs with current FBA/PBSPs: whenever a referral to a law enforcement agency is made by a school entity, updating the functional behavior assessment and positive behavior support plan is required. Coordinators of Student Services attend Pennsylvania Training and Technical Assistance Network (PaTTAN) initiatives and trainings and disseminate information accordingly to teachers and administration. Warwick is a part of the Autism Initiative through the Pennsylvania Training and Technical Assistance Network (PaTTAN). Warwick School District has also utilized the Training and Consultation team (TaC) through the Lancaster-Lebanon Intermediate Unit 13 to assist with professional development for program behavioral supports.

3. Describe the district positive school wide support programs.

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. The school district currently employs behavior specialists that assist in assessing and intervening with students and behaviors from PK-12+ grades. Warwick also partners with surrounding providers in order to provide school based counseling options for students. Each building has a school psychologist and at least one school counselor that work to provide positive school wide supports through a tiered intervention model. Warwick School District provides regular professional development and staff training in positive behavior support strategies and intervention to all staff and paraprofessionals. This training will include both identification of students who are struggling and demonstrating behaviors that are both externalizing (acting out) in nature or internalizing (withdrawing) in nature as well as trauma and resilience. Discipline referrals, requests to drop out, failing grades, and truancy will be considered as indicators for at risk students. Staff members in each building have been training in the Crisis Prevention Institute's Non-Violent Crisis Intervention, which includes a component of verbal deescalation. This training teaches all participant to use physical restraint only as a last resort. This training includes a discussion of postvention activities and review of any incident guided by a form developed by the district. This requires that teams discuss each individual incident and make adjustments to student plans in order to minimize incidents in the future. The district also employs two security officers who are trained in both Nonviolent Crisis Intervention (NCI/CPI) and emergency response techniques. Positive behavior supports will be reviewed annually with all student services staff members. Board Policy information regarding behavioral support services will be made available to parents. In addition, training will be provided to all

new staff related to classroom management and positive behavior support in the classroom. School Psychologists provided regular consultation with school teams related to supporting students with challenging behaviors.

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

The LEA provides sufficient psychological counseling services to meet the needs of students. There is one school psychologist assigned per building. In addition, the elementary schools have one school counselor per building, the middle school has two school counselors, and the high school has four school counselors. Psychological counseling services, when outlined in a student's IEP, are provided at no cost to parents and are considered a part of their free and appropriate public education. Warwick School District has two behavior specialists on staff to collaborate with teams and ensure students are provided with behavioral support in schools. In addition, Warwick School District partners with school based counseling providers. Students have access to school based counseling services at each school building. School based counseling supports are for students who are already receiving supports by school personnel and may also benefit and qualify (by insurance) for additional outside counseling. This counseling is provided during their school day because the school team has determined that the student missing academic instruction is necessary in order to meet their mental health needs. The school is removing the barrier of the student getting to and/or from the counseling offices by offering the opportunity at school. Students must be recommended by the school team, continue to be seen by school personnel, and qualify through their insurance for services in order to be part of the school-based counseling services.

5. Describe the district restraint procedure.

Physical intervention is only to be used as a last resort, when the student is a danger to him/herself and/or others. De-escalation techniques as outlined in the student's Individual Education Program (IEP) should be attempted prior to restraint. Only certified personnel should physically intervene with students. Students possibly requiring restraints should have it clearly outlined in the Specially Designed Instruction (SDI) section of their Individual Education Program (IEP) as well as in the Supports for School Personnel.

## 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.

Warwick works collaboratively with outside agencies to identify which students require intensive interagency coordination, since these are students whom the LEA has determined cannot currently be served in the public educational setting. Warwick has effective arrangements with outside service providers. Warwick offers school based counseling in conjunction with two mental health providers. We house a juvenile probation officer within our high school. We work closely with many providers to make sure that needs of each student are being met including, but not limited to: family based services, therapeutic support services, medical services, concussion protocol services, outside speech therapists, etc. Furthermore, Warwick continues to have a proactive response in planning with other systems to discuss urgent student needs through interagency meetings. These partnerships are always respected and supported in an effort to serve the individual student to the best capacity. Warwick continually monitors students receiving homebound instruction. Warwick tracks the amount of time students are on homebound and reviews eligibility often in order to ensure students are being educated appropriately. Warwick continually monitors students receiving instruction in the home for ongoing placement needs. The IEP team meets to discuss current instruction and reviews other placements in order to make sure the students is being educated in the least restrictive environment. We have been successful in finding appropriate placements for all students in a timely manner.

### Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IU DHH High School	Secondary	Full-time (1.0)	07/12/2021 01:46 PM

<b>Building Name</b>		
Warwick SHS		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IU DHH Middle School	Secondary	Full-time (1.0)	07/12/2021 01:46 PM

<b>Building Name</b>		
Warwick MS		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>

Full-Time (80% or More)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
IU DHH Elementary 2	Elementary	Full-time (1.0)	07/12/2021 01:43 PM

---

<b>Building Name</b>		
John Beck El Sch		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
IU DHH Elementary 1	Elementary	Full-time (1.0)	07/12/2021 01:41 PM

---

<b>Building Name</b>		
John Beck El Sch		

<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Foster, Abigail	Secondary	Full-time (1.0)	07/12/2021 01:22 PM

---

<b>Building Name</b>		
Warwick MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.83

<b>Building Name</b>		
Warwick MS		

<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Snyder, Sarah	Secondary	Full-time (1.0)	07/12/2021 12:59 PM

---

<b>Building Name</b>		
Warwick MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		50
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		1

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

Reardon, Lee	Elementary	Full-time (1.0)	07/12/2021 12:57 PM
-----------------	------------	-----------------	---------------------

<b>Building Name</b>		
Kissel Hill El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Joiner, Jenna	Secondary	Full-time (1.0)	07/12/2021 12:55 PM

<b>Building Name</b>		
Warwick SHS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		65
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Services students from 8th to 12th grade		1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Karstetter, Maggie	Secondary	Full-time (1.0)	07/12/2021 01:28 PM

---

<b>Building Name</b>		
Warwick SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Case manager serves students in grades 9-12		0.5

<b>Building Name</b>		
Warwick SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	13 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Case manager serves students in grades 9-12		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Weiler, Jamie	Secondary	Full-time (1.0)	07/12/2021 12:51 PM

---

<b>Building Name</b>		
Warwick SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.5

<b>Building Name</b>		
Warwick SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Walter, Ashley	Secondary	Full-time (1.0)	07/12/2021 11:52 AM

---

<b>Building Name</b>		
Warwick SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Case manages across multiple grade levels		0.5

<b>Building Name</b>		
Warwick SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Case manages across multiple grade levels		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Sprague, Amanda	Secondary	Full-time (1.0)	07/12/2021 11:50 AM

---

<b>Building Name</b>		
Warwick SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Case manages across multiple grade levels		0.5

<b>Building Name</b>		
Warwick SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Case manages across multiple grade levels		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Stein, Monique	Secondary	Full-time (1.0)	03/01/2022 11:06 AM

---

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

<b>Building Name</b>		
Warwick SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.4

<b>Building Name</b>		
Warwick SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Driscoll, Ashley	Secondary	Full-time (1.0)	07/19/2021 02:42 PM

---

<b>Building Name</b>		
Warwick SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 20

<b>Age Range Justification</b>	<b>FTE %</b>
Case manager serves students across multiple grade levels	0.5

<b>Building Name</b>		
Warwick SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
Case manager serves students across multiple grade levels		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Bollman, Courtney	Secondary	Full-time (1.0)	07/19/2021 02:42 PM

---

<b>Building Name</b>		
Warwick SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>

case manages students across grade levels	0.5
---	-----

<b>Building Name</b>		
Warwick SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.4

<b>Building Name</b>		
Warwick SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Mearig, Amanda	Secondary	Full-time (1.0)	07/12/2021 01:38 PM

<b>Building Name</b>		
Warwick SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.3

<b>Building Name</b>		
Warwick SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Futer, Hannah	Secondary	Full-time (1.0)	07/12/2021 11:16 AM

---

<b>Building Name</b>		
Warwick SHS		
<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Classroom serves students in grades 7-12+ (waivers signed for all students)		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Morris, Sandy	Secondary	Full-time (1.0)	07/12/2021 11:11 AM

---

<b>Building Name</b>		
Warwick SHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>

Program services kids in grades 9-12+ (age waiver signed when necessary)	0.2
--	-----

<b>Building Name</b>		
Warwick SHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Program services kids in grades 9-12+ (age waiver signed when necessary)		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Oberholtzer, Kristen	Secondary	Full-time (1.0)	07/12/2021 09:48 AM

---

<b>Building Name</b>		
Warwick MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>

N/A	0.5
-----	-----

<b>Building Name</b>		
Warwick MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Vargas, Katie	Secondary	Full-time (1.0)	07/12/2021 11:14 AM

---

<b>Building Name</b>		
Warwick MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 16
<b>Age Range Justification</b>		<b>FTE %</b>

Classroom serves students in grades 7-9; waivers signed as needed	1
---	---

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Brubacher, Julie	Secondary	Full-time (1.0)	07/12/2021 09:35 AM

<b>Building Name</b>		
Warwick SHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Class services 6-12th grade; waivers are signed		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Lutz, Kelly	Secondary	Full-time (1.0)	07/12/2021 09:33 AM

<b>Building Name</b>		
Warwick MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.5

<b>Building Name</b>		
Warwick MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Stauffer, Moriah	Secondary	Full-time (1.0)	03/07/2022 02:43 PM

<b>Building Name</b>		
Warwick MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.5

<b>Building Name</b>		
Warwick MS		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.24

<b>Building Name</b>		
Warwick MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Barrell, Tracey	Secondary	Full-time (1.0)	07/12/2021 09:20 AM

---

<b>Building Name</b>		
Warwick MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.5

<b>Building Name</b>		
Warwick MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Wagner, Matthew	Secondary	Full-time (1.0)	07/12/2021 09:17 AM

<b>Building Name</b>		
Warwick MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.5

<b>Building Name</b>		
Warwick MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Lititz Elementary SLP	Elementary	Full-time (1.0)	03/07/2022 02:44 PM

---

<b>Building Name</b>		
Lititz El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		65
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
SLPs support students in grades K-7		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Stauffer, Abby	Elementary	Full-time (1.0)	07/08/2021 02:48 PM

---

<b>Building Name</b>		
Lititz El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Full-Time (80% or More)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Bigsby, Jessica	Elementary	Full-time (1.0)	07/08/2021 02:45 PM

<b>Building Name</b>		
Lititz El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.5

<b>Building Name</b>		
Lititz El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		6

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Reber, Liesl	Elementary	Full-time (1.0)	07/08/2021 02:42 PM

---

<b>Building Name</b>		
Lititz El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		45
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.9

<b>Building Name</b>		
Lititz El Sch		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Irish-Fyke, Shanna	Elementary	Full-time (1.0)	07/08/2021 02:40 PM

---

<b>Building Name</b>		
Lititz El Sch		
<b>Support Type</b>		
Physical Support		
<b>Support Sub-Type</b>		
Physical Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
Waivers are signed when needed		0.1

<b>Building Name</b>		
Lititz El Sch		
<b>Support Type</b>		
Blind And Visually Impaired Support		
<b>Support Sub-Type</b>		
Blind And Visually Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
N/A		0.07

Building Name		
Lititz El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
Age waivers are completed when necessary		0.7

Building Name		
Lititz El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
N/A		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Son, Heidi	Elementary	Full-time (1.0)	07/08/2021 02:34 PM

<b>Building Name</b>		
Kissel Hill El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		65
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
SLP services span grades K-7		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Lewis, Becca	Elementary	Full-time (1.0)	07/08/2021 02:30 PM

<b>Building Name</b>		
Kissel Hill El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Classroom services students K-6; age ranger is signed when necessary		0.25

<b>Building Name</b>		
Kissel Hill El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Classroom services students K-6; age ranger is signed when necessary		0.75

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Carmany, Shea	Elementary	Full-time (1.0)	03/01/2022 11:06 AM

<b>Building Name</b>		
Kissel Hill El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		50

Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
N/A		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Hough, Monica	Elementary	Full-time (1.0)	07/08/2021 02:26 PM

---

Building Name		
Kissel Hill El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		45
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
N/A		0.9

Building Name		
Kissel Hill El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range

School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
McGonigal, Emily	Elementary	Full-time (1.0)	07/08/2021 02:05 PM

<b>Building Name</b>		
Kissel Hill El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		50
<b>Identify Classroom</b>		<b>Classroom Location</b>
School District		Elementary
<b>Age Range Justification</b>		<b>FTE %</b>
Students are provided services within the acceptable age range. Case management responsibilities span multiple grade levels.		1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Lichty, Kerry	Elementary	Full-time (1.0)	07/08/2021 01:39 PM

<b>Building Name</b>
John R Bonfield El Sch
<b>Support Type</b>
Speech And Language Support

<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		65
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
SLP serve students K-7; home building is elementary		1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Bailey, Meredith	Elementary	Full-time (1.0)	03/01/2022 11:04 AM

---

<b>Building Name</b>		
John R Bonfield El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		50
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Mehl, Bradley	Elementary	Full-time (1.0)	07/08/2021 10:30 AM

<b>Building Name</b>		
John R Bonfield El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
K-6 classroom with age waivers signed as necessary		0.5

<b>Building Name</b>		
John R Bonfield El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Bonshock, Kristen	Elementary	Full-time (1.0)	07/19/2021 02:43 PM

<b>Building Name</b>		
John R Bonfield El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.08

<b>Building Name</b>		
John R Bonfield El Sch		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.1

<b>Building Name</b>		
John R Bonfield El Sch		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		40
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		0.8

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Fleming, Kim	Elementary	Full-time (1.0)	07/08/2021 09:59 AM

---

<b>Building Name</b>		
John Beck El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		65
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
Itinerant support is offered to a larger age range without the need for students to be supported at the same time or in the same classroom setting.		1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
---------------	---------------------------	---	----------------

Wentzel, Tyler	Elementary	Full-time (1.0)	07/08/2021 09:53 AM
----------------	------------	-----------------	---------------------

<b>Building Name</b>		
John Beck El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		50
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Kellenberger, Kristen	Elementary	Full-time (1.0)	07/08/2021 09:48 AM

<b>Building Name</b>		
John Beck El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		50
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Loperena, Kirstin	Elementary	Full-time (1.0)	07/08/2021 09:44 AM

---

<b>Building Name</b>		
John Beck El Sch		
<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
MDS classroom that services students from K-7; all age waivers are signed		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Molignoni, Madalyn	Elementary	Full-time (1.0)	07/08/2021 09:41 AM

---

<b>Building Name</b>		
John Beck El Sch		
<b>Support Type</b>		

Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		50
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
N/A		1

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
John Beck El Sch		503
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
16 feet, 0 inches x 23 feet, 0 inches	368sqft	13
<b>Implementation Date</b>		
2022-03-01		
<b>Uploaded Files</b>		

### 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	

<b>Building Name</b>		<b>Room #</b>
Warwick MS		200
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
<b>Implementation Date</b>		
2022-02-22		
<b>Uploaded Files</b>		

## 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 #
Kissel Hill El Sch		230
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 13 feet, 0 inches	312sqft	11
Implementation Date		
2022-02-22		
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	

<b>Building Name</b>		<b>Room #</b>
Kissel Hill El Sch		222
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 28 feet, 0 inches	812sqft	29
<b>Implementation Date</b>		
2022-02-22		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Kissel Hill El Sch		234
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 33 feet, 0 inches	1056sqft	37
<b>Implementation Date</b>		
2022-02-22		

<b>Uploaded Files</b>

#### 5Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Kissel Hill El Sch		135
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
<b>Implementation Date</b>		
2022-02-22		
<b>Uploaded Files</b>		

#### 6Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Kissel Hill El Sch		235
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 0 inches x 34 feet, 0 inches	1156sqft	41
<b>Implementation Date</b>		
2022-02-22		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Kissel Hill El Sch		134
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
<b>Implementation Date</b>		
2022-02-23		

<b>Uploaded Files</b>

#### 8Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
John R Bonfield El Sch		500
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29
<b>Implementation Date</b>		
2022-02-23		
<b>Uploaded Files</b>		

#### 9Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
John R Bonfield El Sch		200
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29
<b>Implementation Date</b>		
2022-02-23		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
John R Bonfield El Sch		300
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29
<b>Implementation Date</b>		
2022-02-23		

<b>Uploaded Files</b>

#### 11Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
John R Bonfield El Sch		402
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29
<b>Implementation Date</b>		
2022-02-23		
<b>Uploaded Files</b>		

#### 12Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Warwick MS		141
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 26 feet, 0 inches	650sqft	23
<b>Implementation Date</b>		
2022-02-23		
<b>Uploaded Files</b>		

### 13Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Warwick MS		100
<b>School Building</b>		<b>Building Description</b>
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
<b>Implementation Date</b>		
2022-02-23		

<b>Uploaded Files</b>

#### 14Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Warwick MS		101
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
<b>Implementation Date</b>		
2022-02-23		
<b>Uploaded Files</b>		

#### 15Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Warwick MS		115
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
<b>Implementation Date</b>		
2022-02-23		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Warwick MS		121
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
<b>Implementation Date</b>		
2022-02-23		

<b>Uploaded Files</b>

#### 17Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Warwick MS		204
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
<b>Implementation Date</b>		
2022-02-23		
<b>Uploaded Files</b>		

#### 18Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Warwick MS		215
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
<b>Implementation Date</b>		
2022-02-23		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Warwick MS		220
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
<b>Implementation Date</b>		
2022-02-23		

<b>Uploaded Files</b>

## 20Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Warwick MS		120
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
<b>Implementation Date</b>		
2022-02-23		
<b>Uploaded Files</b>		

## 21Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Warwick MS		224
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
<b>Implementation Date</b>		
2022-02-23		
<b>Uploaded Files</b>		

## 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	

<b>Building Name</b>		<b>Room #</b>
Lititz El Sch		305
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 23 feet, 0 inches	575sqft	20
<b>Implementation Date</b>		
2022-03-01		

<b>Uploaded Files</b>

### 23Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Lititz El Sch		310
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 24 feet, 0 inches	768sqft	27
<b>Implementation Date</b>		
2022-03-01		
<b>Uploaded Files</b>		

### 24Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Lititz El Sch		211
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 24 feet, 0 inches	552sqft	19
<b>Implementation Date</b>		
2022-03-01		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Lititz El Sch		212
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 25 feet, 0 inches	750sqft	26
<b>Implementation Date</b>		
2022-03-01		

<b>Uploaded Files</b>

## 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	

<b>Building Name</b>		<b>Room #</b>
Lititz El Sch		202
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 12 feet, 0 inches	240sqft	8
<b>Implementation Date</b>		
2022-03-01		
<b>Uploaded Files</b>		

## 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	

<b>Building Name</b>		<b>Room #</b>
John Beck El Sch		515
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 33 feet, 0 inches	825sqft	29
<b>Implementation Date</b>		
2022-03-01		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
John Beck El Sch		522
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 34 feet, 0 inches	816sqft	29
<b>Implementation Date</b>		
2022-03-01		

<b>Uploaded Files</b>

### 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	

<b>Building Name</b>		<b>Room #</b>
John Beck El Sch		606
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 34 feet, 0 inches	782sqft	27
<b>Implementation Date</b>		
2022-03-01		
<b>Uploaded Files</b>		

### 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	

<b>Building Name</b>		<b>Room #</b>
John Beck El Sch		301
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 0 inches x 34 feet, 0 inches	714sqft	25
<b>Implementation Date</b>		
2022-03-01		
<b>Uploaded Files</b>		

### 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	

<b>Building Name</b>		<b>Room #</b>
John Beck El Sch		212
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 32 feet, 0 inches	736sqft	26
<b>Implementation Date</b>		
2022-03-01		

<b>Uploaded Files</b>

### 32Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
John Beck El Sch		208
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 33 feet, 0 inches	726sqft	25
<b>Implementation Date</b>		
2022-03-01		
<b>Uploaded Files</b>		

### 33Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Warwick SHS		A100
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 32 feet, 0 inches	896sqft	32
<b>Implementation Date</b>		
2022-08-22		
<b>Uploaded Files</b>		

### 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	

<b>Building Name</b>		<b>Room #</b>
Warwick SHS		A146
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 29 feet, 0 inches	841sqft	30
<b>Implementation Date</b>		
2022-03-01		

<b>Uploaded Files</b>

### 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	

<b>Building Name</b>		<b>Room #</b>
Warwick SHS		A148
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
<b>Implementation Date</b>		
2022-03-01		
<b>Uploaded Files</b>		

### 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	

<b>Building Name</b>		<b>Room #</b>
Warwick SHS		A144
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 29 feet, 0 inches	841sqft	30
<b>Implementation Date</b>		
2022-03-01		
<b>Uploaded Files</b>		

### 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	

<b>Building Name</b>		<b>Room #</b>
Warwick SHS		A140
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
<b>Implementation Date</b>		
2022-03-01		

<b>Uploaded Files</b>

### 38Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Warwick SHS		A110
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 29 feet, 0 inches	841sqft	30
<b>Implementation Date</b>		
2022-03-01		
<b>Uploaded Files</b>		

### 39Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Warwick SHS		A123
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 29 feet, 0 inches	841sqft	30
<b>Implementation Date</b>		
2022-03-01		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Warwick SHS		A122
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 27 feet, 0 inches	702sqft	25
<b>Implementation Date</b>		
2022-03-01		

<b>Uploaded Files</b>

#### 41Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Warwick SHS		A131
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 22 feet, 0 inches	528sqft	18
<b>Implementation Date</b>		
2022-03-01		
<b>Uploaded Files</b>		

#### 42Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Warwick SHS		A222
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 25 feet, 0 inches	650sqft	23
<b>Implementation Date</b>		
2022-03-01		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Warwick SHS		A108
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 25 feet, 0 inches	650sqft	23
<b>Implementation Date</b>		
2022-03-01		

<b>Uploaded Files</b>

#### 44Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Warwick SHS		A113
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
<b>Implementation Date</b>		
2022-03-01		
<b>Uploaded Files</b>		

#### 45Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Warwick SHS		A109
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 26 feet, 0 inches	650sqft	23
<b>Implementation Date</b>		
2022-03-01		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Warwick SHS		A244
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 26 feet, 0 inches	702sqft	25
<b>Implementation Date</b>		
2022-03-01		

<b>Uploaded Files</b>

#### 47Assurance 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

### 48Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Behavior Specialist	2.0	District Wide	District
Social Worker	2.0	District Wide	District
Other	2.0	District Wide	District
Physical Therapist	1.0	District Wide	District
School Psychologist	6.0	District Wide	District
Occupational Therapist	2.0	District Wide	District
Paraprofessionals	92	District Wide	District

## Special Education Personnel Development

### Autism

Description of Training			
Student Services Overview - New Staff			
Lead Person/Position		Year of Training	
Director of Curriculum, Instruction, and Assessment		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Student Services Overview - New Staff			
Lead Person/Position		Year of Training	
Director of Curriculum, Instruction, and Assessment		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Central Office Administrators General Education Teachers Special Education Teachers

Description of Training			
Student Services Overview - New Staff			
Lead Person/Position		Year of Training	
Director of Curriculum, Instruction, and Assessment		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers Special Education Teachers Other

Description of Training			
Student Services Overview - New Staff			
Lead Person/Position		Year of Training	
Director of Curriculum, Instruction, and Assessment		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers Special Education Teachers Other

Description of Training			
Training on Autism			
Lead Person/Position		Year of Training	
Coordinator of Student Services		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Training on Autism			
Lead Person/Position		Year of Training	
Coordinator of Student Services & Assistant Coordinator of Student Services		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Building Administrators General Education Teachers

			Parents Paraprofessionals Special Education Teachers
--	--	--	--

Description of Training			
Training on Autism			
Lead Person/Position			Year of Training
Coordinator of Student Services & Assistant Coordinator of Student Services			2025
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

### Positive Behavior Support

Description of Training			
Crisis Prevention Institute (CPI/NCI) - Verbal and Physical De-Escalation			
Lead Person/Position		Year of Training	
Coordinator of Student Services		2022	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

			Other
--	--	--	-------

Description of Training			
Crisis Prevention Institute (CPI/NCI) - Verbal and Physical De-Escalation			
Lead Person/Position		Year of Training	
Coordinator of Student Services		2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Crisis Prevention Institute (CPI/NCI) - Verbal and Physical De-Escalation			
Lead Person/Position		Year of Training	
Coordinator of Student Services		2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training
Crisis Prevention Institute (CPI/NCI) - Verbal and Physical De-Escalation

Lead Person/Position		Year of Training	
Coordinator of Student Services		2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District	General Education Teachers Special Education Teachers Other

### Paraprofessional

Description of Training			
Paraprofessional Training - Individualized to Student Needs			
Lead Person/Position		Year of Training	
Assistant Superintendent		2022	
Hours Per Training	Number of Sessions	Provider	Audience
6	9	District Intermediate Unit PaTTAN Other	Paraprofessionals

Description of Training			
Paraprofessional Training - Individualized to Student Needs			
Lead Person/Position		Year of Training	
Assistant Superintendent		2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	9	District Intermediate Unit PaTTAN Other	Paraprofessionals

Description of Training			
Paraprofessional Training - Individualized to Student Needs			
Lead Person/Position		Year of Training	
Assistant Superintendent		2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	9	District Intermediate Unit PaTTAN Other	Paraprofessionals

Description of Training			
Paraprofessional Training - Individualized to Student Needs			
Lead Person/Position		Year of Training	
Assistant Superintendent		2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	9	District	Paraprofessionals

### Transition

Description of Training			
Indicator 13 Training			
Lead Person/Position		Year of Training	
Coordinator of Student Services		2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	Intermediate Unit	Special Education Teachers

Description of Training			
Transition Training - Relevant to Warwick			
Lead Person/Position		Year of Training	
Coordinator of Student Services		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training			
Transition Training - Relevant to Warwick			
Lead Person/Position		Year of Training	
Coordinator of Student Services		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training			
Transition Training - Relevant to Warwick			
Lead Person/Position		Year of Training	
Coordinator of Student Services		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

### Science of Literacy

Description of Training
Inservice Training in Curriculum, Instruction and Assessment - Building Specific Needs

Lead Person/Position		Year of Training	
Director of Curriculum, Instruction, and Assessment		2022	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District	Building Administrators General Education Teachers Special Education Teachers Other

Description of Training			
Inservice Training in Curriculum, Instruction and Assessment - Building Specific Needs			
Lead Person/Position		Year of Training	
Director of Curriculum, Instruction, and Assessment		2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District	Building Administrators General Education Teachers Special Education Teachers Other

Description of Training			
Inservice Training in Curriculum, Instruction and Assessment - Building Specific Needs			
Lead Person/Position		Year of Training	
Director of Curriculum, Instruction, and Assessment		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District	Building Administrators General Education Teachers Special Education Teachers Other

Description of Training			
Inservice Training in Curriculum, Instruction and Assessment - Building Specific Needs			
Lead Person/Position		Year of Training	
Director of Curriculum, Instruction, and Assessment		2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District	Building Administrators General Education Teachers Special Education Teachers Other

#### Parent Training

Description of Training			
Resilience Event - Specific topics related to special education: Transition			
Lead Person/Position		Year of Training	
Assistant Superintendent		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Resilience Event - Specific Topics related to special education: Autism			
Lead Person/Position		Year of Training	
Assistant Superintendent		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training
-------------------------

Resilience Event - Specific topics related to special education: Transition			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Assistant Superintendent		2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

<b>Description of Training</b>			
Resilience Event - Specific Topics related to special education: Autism			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Assistant Superintendent		2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

<b>Description of Training</b>			
Special Education Training (Topic TBD) & Parent Networking			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Coordinator of Student Services & Assistant Coordinator of Student Services		2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

<b>Description of Training</b>			
Individualized Education Program 101 Parent Training & Parent Networking			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Coordinator of Student Services & Assistant Coordinator of Student Services		2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1		Parents

Description of Training			
Special Education Training (Topic TBD) & Parent Networking			
Lead Person/Position		Year of Training	
Coordinator of Student Services & Assistant Coordinator of Student Services		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Welcome to Special Education (IEP Overview) Training Webinar Module (Posted to Website) Target Audience is New Parents/Guardians of Special Education Students			
Lead Person/Position		Year of Training	
Coordinator of Student Services & Assistant Coordinator of Student Services		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

### IEP Development

Description of Training	
Student Services Annual Reminders Training	
Lead Person/Position	Year of Training

Coordinators of Student Services		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Building Administrators Special Education Teachers Other

<b>Description of Training</b>			
Student Services Annual Reminders Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Coordinators of Student Services		2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Special Education Teachers Other

<b>Description of Training</b>			
Student Services Annual Reminders Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Coordinators of Student Services		2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Special Education Teachers Other

<b>Description of Training</b>			
Student Services Annual Reminders Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Coordinators of Student Services		2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

1	1	District	Special Education Teachers Other
---	---	----------	-------------------------------------

Description of Training			
Diversity, Equity, and Inclusion Staff Training			
Lead Person/Position		Year of Training	
Assistant Superintendent		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Diversity, Equity, and Inclusion Staff Training			
Lead Person/Position		Year of Training	
Assistant Superintendent		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Diversity, Equity, and Inclusion Staff Training			
Lead Person/Position		Year of Training	
Assistant Superintendent		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Diversity, Equity, and Inclusion Staff Training			
Lead Person/Position		Year of Training	
Assistant Superintendent		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other



## Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

