

Profile and Plan Essentials

LEA Name		AUN
Warwick SD		113369003
Address 1		
301 W Orange St		
Address 2		
City	State	Zip
Lititz	PA	17543
Director of Special Education Name		
Mrs. Colleen Heckman		
Director of Special Education Email		
heckman@warwicksd.org		
Director of Special Education Phone Number	Director of Special Education Ext	
7176263700	3828	
Chief Administrator Name		
Dr April M Hershey		
Chief Administrator Email		
ahershey@warwicksd.org		

Special Education Students

Total Number of Students Receiving Special Education 598

School District Total Student Enrollment 3863

Percent of Students Receiving Special Education 15.5

Steering Committee

Name	Position/Role	Building	Email
Dr. Melanie Calender	Other	Warwick SD	mcalender@warwicksd.org
Mrs. Colleen Heckman	Director of Special Education	Warwick SD	checkman@warwicksd.org
Mrs. Megan Demianovich	Other	Warwick SD	mdemianovich@warwicksd.org
Dr. April Hershey	Superintendent	Warwick SD	ahershey@warwicksd.org
Dr. Steve Szobocsan	Other	Warwick SD	sszobocsan@warwicksd.org
Mrs. Amy Balsbaugh	Building Principal	John R Bonfield El Sch	abalsbaugh@warwicksd.org
Mrs. Amanda Sprague	Special Education Teacher	Warwick SD	asprague@warwicksd.org
Mrs. Emily Zimmerman	Board Member	Warwick SD	ezimmerman@warwicksd.org
Mrs. Melissa Reifsnyder	Parent	Lititz El Sch	mabembenek@yahoo.com
Dr. Kristina Szobocsan	Building Principal	Warwick SHS	kszobocsan@warwicksd.org
Mrs. Kirstin Loperena	Special Education Teacher	John Beck El Sch	kloperena@warwicksd.org
Mrs. Jill Sturgis	General Education Teacher	John R Bonfield El Sch	jsturgis@warwicksd.org
Dr. Abby Stauffer	Special Education Teacher	Lititz El Sch	astauffer@warwicksd.org
Mrs. Sharon Conlin	Other	John Beck El Sch	sconlin@warwicksd.org
Mrs. Sadia Batool	Parent	Kissel Hill El Sch	sadiabatool.1409@gmail.com
Dr. Michelle Harris	Other	Warwick MS	mharris@warwicksd.org
Mrs. Jenna Louderback	Building Principal	Lititz El Sch	jlouderback@warwicksd.org
Mr. Heriberto Cordero	Building Principal	Kissel Hill El Sch	hcordero@warwicksd.org
Mr. Josh Barnas	Other	Warwick SHS	jbarnas@warwicksd.org
Mr. Justin Welker	Other	Warwick SHS	jwelker@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)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity
Improve participation rate of students with IEP's by drilling down into reports to determine if there are patterns to non-participation. District staff will examine patterns to determine if the non-participation gap restricted to a specific disability category.
Provide a session for families of students with disabilities to answer questions or concerns, while reviewing the purpose and use of assessment data for district improvement planning.
Provide teachers with professional development on high leverage instructional practices to Improve proficiency rate gaps for students with IEP's.
Provide teachers with additional training on the use of data to drive instruction with a focus on ELA and math.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Both Models (only if state approved)

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

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. The host school district has Child Find responsibilities (34 CFR § 300.111) for children thought-to-be-eligible for special education services and/or accommodations within the host school district's jurisdiction. The host school district's responsibility under Child Find includes locating, identifying, and evaluating all §1306 students with suspected disabilities as well as for any whom a request for an evaluation has been made. When a host school district believes that a child may be eligible for special education or for a Service Agreement through PA Code Chapter 15, the host school district must seek informed consent to initiate evaluation procedures from an individual who meets the definition of parent in the IDEA, a surrogate parent appointed by the host school district, or a person appointed by a court to provide consent. Currently Warwick School District does not have any children's institutions, including detention homes or treatment centers (1306 facilities) located within the District. If there were a 1306 facility within the District boundaries, communication would occur to determine the district of residence. The district would follow Section 1306 of the School Code and comply with requirements of IDEA 2004 and Chapter 14. The following would occur: A nonresident student, who is a student with a disability, within the 1306 facility would be educated to meet programs and services outlined in the student's IEP. Warwick and the resident district would communicate and exchange information needed to program for the student. Warwick would serve as the LEA for the student while in the facility. The IEP would be followed within a District building or if a more restrictive setting is required, Warwick would contract with a neighboring district or IU-13, according to the IEP. If the 1306 facility does not permit the student to leave the facility, Warwick would either send an educator to the facility to provide the student with the education described in the IEP, or contract services to provide the student with an education as per the IEP. Warwick would participate and complete any meetings and evaluations needed to continue the program outlined in the student's IEP.

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

To ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment, when the District becomes aware of a student who has been placed under Section 1306, the Director of Special Education will contact the District where the facility is located and inform them that the student needs special education and related services. In addition, the LEA representative requests to be notified of all Individualized Education Program (IEP) meetings and treatment team meetings, so that they may participate and ensure that the student is in the Least Restrictive Environment. By being an active team member, Warwick ensures that all students receive a FAPE and the

transition back to their home school and community will be successful. Warwick School District has not encountered any barriers to meeting its obligation under Section 1306 of the Public School Code or working with our other school partners. Warwick will send all the necessary paperwork and request copies of all school records to help with consistency of support for students in 1306 facilities.

Incarcerated Students Oversight

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

No

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

Least Restrictive Environment

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

The LEA is committed to IEP teams making data driven decisions in order to meet placement needs of all students within the LRE. Warwick School District continues to value and prioritize the development of programs and services to ensure that Warwick students are educated in Warwick buildings and programs, versus requiring an outside placement. The Warwick School District (WSD) meets the State Performance Plan (SPP) targets for the number of Special Education students inside the regular classroom for 80% or more of the school day (61.5% target – 74.3% WSD). The district also meets the SPP targets for the number of Special Education students in other settings (4.8% target – 4.5% WSD). Decisions regarding student's free and appropriate public education are made by the IEP team, emphasizing Least Restrictive Environment. Training will continue to be provided for general education staff to learn strategies for supporting students with disabilities in general education courses and classrooms. It should also be noted that the district utilizes outside placements most frequently for secondary transition programs through the IU-13. The district will continue to expand district-based programs and services related to secondary transition.

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 programs 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 adhere to 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, school social workers serve as a liaison between parents, staff, and community agencies. Student assistance teams consisting 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 creates several layers of additional 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. The district philosophy has continued to be that Warwick students should be educated in our Warwick buildings and programs. 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, school social workers serve as a liaison between parents, staff, and community agencies. Student assistance teams consisting 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, school social worker, or other SAP team member. At all levels, the building's support staff creates several layers of additional 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 training incorporates a variety of topics including collaboration with classroom teachers, disability awareness, classroom management, data tracking, and behavioral management strategies. Training is also provided specifically related to special programs needs (i.e., supporting students in Autistic Support, Life Skills, etc.). 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 meets 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. The SEAD curriculum included collaboration to include supports for special programs and enrichment subjects to continue to be inclusive. At the high school, students with and without disabilities participate in Unified electives (Unified PE, Unified Art, and Unified Music). The high school continues to look for opportunities to expand Unified electives. The district also has a Unified track team for students with and without disabilities to participate together, in partnership with Special Olympics. A directory of families wishing to share their contact information is also created to continue promoting friendships between students with and without disabilities.

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

The District is dedicated to ensuring that students with disabilities have the necessary supplementary aids and services to fully engage in extracurricular activities. Individualized Education Program (IEP) teams routinely consider supplementary aids and services including adaptations and modifications to promote access to extracurriculars. These supports are reflected in the Individualized Education Program (IEP) and reviewed regularly based on student needs. Extracurricular activities are meaningful to all students and provide a sense of connection and belonging. It is vital for students with disabilities to feel this sense of a school community and belonging as well. The Warwick School District discusses these opportunities at each IEP meeting and when special events are scheduled. Students and their families are encouraged to participate and are supported as needed. Supports come in a variety of ways and can be written into an IEP. Examples of support may include a

support staff member, special transportation, access to a nurse, special seating or equipment, interpreters, visual or audiological equipment, as well as participation in our Unified Sports program to name a few. The goal of IEP teams is to continuously facilitate students' involvement in extracurricular activities, proactively addressing any barriers that may arise.

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 Director and Coordinator of Student Services provide case management support to students placed in private institutions. As part of the IEP team, coordinators are committed to ensuring opportunities for all district students, regardless of their school placement to the maximum extent appropriate, participation with their non-disabled peers in district events and extracurricular activities. This includes extracurricular sports, art/music/drama opportunities, and other club or building activities. IEP teams will ensure potential barriers are eliminated and outlined in IEP's and NOREPS to support access to extracurriculars 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 Warwick School District strives to serve all students. The Student Services Department assists in coordinating and providing services and support for our students and their educational teams, including families. This department is composed of both professional and support staff whose responsibility is to ensure an appropriate school program for every child. Each building principal or assistant principal is aware of student needs within their school community and fills 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, including transition support for students' post-secondary goals. The school district operates a range of special programs to meet the diverse needs of our students based on the least restrictive environment (LRE) concept. This means we work to support all students as close to the general education classroom within a students neighborhood school as possible, while meeting their unique educational needs. Student Services leadership closely monitors the changing demographic of special programs and services from year to year. At this time our continuum of programs are meeting student needs in our community, however, we are aware that autistic support and behavioral health support needs continue to rise. Currently we contract or partner for additional nursing care, physical therapy assistant support, itinerant autistic support, job training services and counseling services. Below is a list of special services/programs utilized to accomplish the goal of meeting student needs within our school community. General class with "support" strategies (Elementary - Multi-Tiered System of Supports (MTSS)), Reading support (including reading specialists), 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, Occupational Readiness Skills program, Occupational Therapy, Physical Therapy, and Behavior Specialists. Student Services consists of learning facilitators, English Language Development Professionals, school counselors, school psychologists, speech therapists, school nurses, occupational therapists, a physical therapist, behavior specialists and school social workers who assist students during their educational experience. Each professional meets the minimum degree requirements for their field and have state certification in their area of specialization. In addition, the Student Services department includes special educators serving as 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 social/emotional development. School psychologist services are available for consultation and student evaluation related to behavioral and academic concerns.

School nurses adhere to 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 school social worker serves as a liaison between parents, staff, and community agencies. Warwick School District has expanded partnerships within the district and community to provide career learning experiences for students across the recognized career clusters. Career learning experiences provide internship opportunities for students with and without disabilities to help prepare them for competitive employment, post-secondary education, and/or allow the student to better examine career pathways. Student assistance teams that consist of trained staff members identify students whose behaviors or mental health needs 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, school social worker, 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, interagency collaboration, the science of reading, high leverage instructional practices, and differentiated instruction techniques. Warwick continues to grow and develop systems to support the MTSS/RtII framework, Positive Behavioral Intervention and Support, and has a goal of expanding transition supports and services to continue meeting all student needs within district programs.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Warwick Middle School	Other	Schoolbased	Lancaster Lebanon IU13	Autistic Support	1
Masonic Village Work Immersion	Other	Separate Public Facility	Lancaster Lebanon IU13	Emotional Support	1
Moravian Manor Work Immersion	Other	Separate Public Facility	Lancaster Lebanon IU13	Life Skills Support	8
School to Work Lancaster	Other	Separate Public Facility	Lancaster Lebanon IU13	Life Skills Support	5
School to Work Lebanon	Other	Separate Public	Lancaster Lebanon IU13	Life Skills	1

		Facility		Support	
Doe Run Elementary	Other	Schoolbased	Lancaster Lebanon IU13	Autistic Support	1
Conestoga Valley High School Emotional Support	Other	Schoolbased	Lancaster Lebanon IU13	Emotional Support	1
New Story	Licensed Private Academic		New Story Schools	Autistic Support	2
New Story	Licensed Private Academic		New Story Schools	Emotional Support	2
Central Education Center	Other	Separate Public Facility	Lancaster Lebanon IU13	Autistic Support	2
Central Education Center-Integrated Emotional Support	Other	Separate Public Facility	Lancaster Lebanon IU13	Emotional Support	2
Community School West	Other	Separate Public Facility	Lancaster Lebanon IU13	Emotional Support	2
Mulberry- Lancaster Intensive Day Treatment	Other	Separate Public Facility	Lancaster Lebanon IU13	Emotional Support	1
River Rock Academy	Licensed Private Academic		River Rock Academy	Emotional Support	2
Yellow Breeches	Licensed Private Academic		Yellow Breeches Educational Center	Emotional Support	1
Capital Academy of Harrisburg	Licensed Private Academic		SESI Schools	Emotional Support	1
VISTA	Approved Private School (APS)		VISTA Autism Services	Autistic 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. A Positive Behavior Intervention and Support system is outlined in each elementary building, which includes opportunities for direct instruction during Social Emotional and Academic Development time and counselor-led lessons. School-based counseling and school counselor-led small groups are accessible as needed to support students' emotional and social needs. At the secondary level, school counselors provide consultation, counseling, and educational services related to academic achievement, career development, and child social/emotional development. School counselor lessons and school-based counseling are also available. Classroom teachers implement classwide behavior systems which align to their building's Positive Behavioral Interventions and Supports (PBIS). Classroom teachers engage in a variety of proactive classroom management strategies and develop individualized student plans to support specific behavioral needs when necessary. Behavior specialists are utilized for professional development, problem solving, and supportive intervention including the development of Functional Behavior Analysis reports and Positive Behavior Support Plans to build team capacity with students needing significant behavioral interventions and support. Behavior Specialists meet regularly with special program staff to improve program and student outcomes. School psychologist services are available for consultation and student evaluation related to behavioral and academic concerns. Special education teachers and related service providers 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 manual, and through the district's IEP-writing program, IEP etc. The district's Positive Behavior Support procedure and policy 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. Behavior Specialists provide training for staff in non-violent crisis prevention techniques. Furthermore, each building has a crisis response team that are contacted to support when significant behavioral needs arise. 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 nonviolent crisis intervention (verbal de-escalation strategies as well as restraint procedures) and this list is maintained by the Director/Coordinator of Student Services and disseminated annually to building administration. 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. 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.

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. 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. Classroom teachers implement classwide behavior systems which align to their building's Positive Behavioral Interventions and Supports (PBIS). Classroom teachers engage in a variety of proactive classroom management strategies and develop individualized student plans to support specific behavioral needs when necessary. 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. 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 provide regular consultation with school teams related to supporting students with challenging behaviors. All of our elementary schools have a common set of expectations (Be Respectful, Be Responsible, and Be Ready). Our school teams continue to grow the positive behavior intervention and support model at each building to support student behavior. All schools have a tiered system of support for behavior. Students can receive additional support such as check in/check out, counseling services or have a customized behavior plan based on their behavioral needs. Student teams (core team at the elementary level and student services teams at the secondary level) review student data and determine how to support students. When needed, students with IEPs also may have a functional behavioral assessment and positive behavior support plan developed to support their needs. Our secondary level also provides a multi-tier system of support for behavioral needs including PBIS, attendance interventions, restorative practices, and youth court. Staff members in each district building have been trained in the Crisis Prevention Institute's Non-Violent Crisis Intervention model, which includes a component of verbal de-escalation. This training teaches all participants 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 safety officers who are trained in both Nonviolent Crisis Intervention (NCI/CPI) and emergency response 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.

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

Warwick provides psychological counseling services to meet the behavioral health needs of students. There is one school psychologist assigned in each elementary and middle school building, and two in the high school 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. Two school social workers are also able to partner with teams seeking school or community-based behavioral health services. Warwick School District also has two behavior specialists on staff to collaborate with teams and ensure students are provided with behavioral support in schools. 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 supports a K-12 Student Assistance Program (SAP). Staff and/or families can refer a student, and students can refer themselves for assistance. SAP can be used for concerns that pose a barrier to a student's success. This includes, but is not limited to, substance abuse, attendance issues, mental health, etc. Parent support is needed to initiate SAP services. SAP is one avenue to other mental health evaluations/assessments, recommendations, and resources. SAP connects students with trained mentors in the school building. PA Counseling and Wellspan Counseling Services are the main behavioral health services approved at Warwick. School-based counseling starts with a referral form filled out by school counselors, social workers, SAP coordinator, or families. A school-based therapist will meet with the parent(s)/guardian(s) (if the child is 13 and younger), or the child (if the child is 14 and over) to gather background information and form a plan for treatment. The therapist will meet with the child during school hours for counseling sessions to address treatment goals. School-based counseling is provided during the student school day in order to remove barriers to accessing consistent mental health support. Students must be recommended by the school team, continue to be seen by school personnel, and qualify through their insurance for services. Services will

continue for as long as clinically deemed necessary. School-based counselors collaborate with the educational team and IEP teams as needed, and based on parent and student consent.

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. If a restraint must occur to ensure safety of the student or others, an incident report is completed. Parents are notified and an IEP meeting is offered. The incident is discussed and the IEP or PBSP is revised as needed to support the student. Incidents are also documented in the restraint reporting system.

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 within school teams 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 and regularly communicates with outside providers to explore all options that will provide the appropriate level of care for students. 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 ensure the 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 conducted 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 student is being educated in the least restrictive environment and provided a FAPE. We have been successful in finding appropriate placements for all students in a timely manner. In the event that a student's needs cannot be met through collaboration with outside agencies, the district will utilize the interagency collaboration reporting site to create a case and work through the process to participate in interagency collaboration to ensure the student receives an appropriate education.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13966	Multiple	Part-time (0.5)	04/02/2024 12:32 PM

Building Name		
Warwick MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.34

Building Name		
John Beck El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
Students are seen individually or in small groups within age range. The caseload is within a K-6 building.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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14112	Secondary	Full-time (1.0)	04/02/2024 12:32 PM
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Building Name		
Warwick MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.05

Building Name		
Warwick MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13724	Secondary	Full-time (1.0)	04/02/2024 12:33 PM

Building Name		
Warwick SHS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Classroom serves students in grades 7-12+ (waivers signed for all students)		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14147	Secondary	Full-time (1.0)	04/02/2024 12:34 PM

Building Name		
Warwick MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16
Age Range Justification		FTE %
Classroom serves students in grades 7-9; waivers signed as needed		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14135	Elementary	Full-time (1.0)	04/02/2024 01:24 PM

Building Name		
John R Bonfield El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		53
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Students are seen individually or in small groups within age range. The caseload is within a K-6 building.		0.82

Building Name		
Kissel Hill El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Students are seen individually or in small groups within age range. The caseload is within a K-6 building.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14036	Secondary	Full-time (1.0)	04/02/2024 12:35 PM

Building Name		
Warwick MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.36

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13579	Elementary	Full-time (1.0)	04/02/2024 12:36 PM

Building Name		
John Beck El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
N/A		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13816	Elementary	Full-time (1.0)	04/02/2024 12:36 PM

Building Name		
John R Bonfield El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 13
Age Range Justification		FTE %
K-6 classroom with age waivers signed as necessary		0.06

Building Name		
John R Bonfield El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 12
Age Range Justification		FTE %
K-6 classroom with age waivers signed as necessary		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13791	Secondary	Full-time (1.0)	04/02/2024 12:37 PM

Building Name		
Warwick SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Program services kids in grades 9-12+ (age waiver signed when necessary)		0.1

Building Name

Warwick SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Program services kids in grades 9-12+ (age waiver signed when necessary)		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12247	Secondary	Full-time (1.0)	04/02/2024 12:37 PM

Building Name		
Warwick SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Students are provided services within the acceptable age range. Case management responsibilities span multiple grade levels.		0.5

Building Name		
Warwick SHS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Students are provided services within the acceptable age range. Case management responsibilities span multiple grade levels.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13933	Elementary	Full-time (1.0)	04/02/2024 12:38 PM

Building Name		
John Beck El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Age waivers are completed when necessary. Students are seen individually or in small groups within age range. The caseload is within a K-6 building		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IU DHH Elementary 2	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12890	Elementary	Full-time (1.0)	04/02/2024 12:38 PM

Building Name		
Lititz El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
Age waivers are completed when necessary		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13894	Secondary	Full-time (1.0)	04/02/2024 12:39 PM

Building Name		
Warwick MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.3

Building Name		
Warwick MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.1

Building Name

Warwick MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14173	Secondary	Full-time (1.0)	04/02/2024 12:39 PM

Building Name		
Warwick SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Students are provided services within the acceptable age range. Case management responsibilities span multiple grade levels.		0.2

Building Name		
Warwick SHS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Students are provided services within the acceptable age range. Case management responsibilities span multiple grade levels.		0.2

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13302	Secondary	Full-time (1.0)	04/02/2024 12:40 PM

Building Name		
Warwick SHS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
Students are provided services within the acceptable age range. Case management responsibilities span multiple grade levels.		0.24

Building Name		
Warwick SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
Students are provided services within the acceptable age range. Case management responsibilities span multiple grade levels.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13384	Secondary	Full-time (1.0)	04/02/2024 12:40 PM

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

Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.24

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13726	Elementary	Full-time (1.0)	04/02/2024 12:40 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)		11
Identify Classroom	Classroom Location	Age Range

School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
11111	Elementary	Full-time (1.0)	04/02/2024 01:24 PM

Building Name		
Lititz El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
Age waivers are completed when necessary		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14022	Elementary	Full-time (1.0)	04/02/2024 12:41 PM

Building Name		
Kissel Hill El Sch		
Support Type		
Autistic Support		
Support Sub-Type		

Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Classroom services students K-6; age waiver is signed when necessary		0.12

Building Name		
Kissel Hill El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Classroom services students K-6; age waiver is signed when necessary		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13829	Secondary	Full-time (1.0)	04/02/2024 12:41 PM

Building Name		
Warwick SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load

Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 21
Age Range Justification		FTE %
Class services 7-12th grade; waivers are signed		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IU DHH High School	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13899	Elementary	Full-time (1.0)	04/02/2024 12:42 PM

Building Name	
John R Bonfield El Sch	
Support Type	

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IU DHH Elementary 1	Elementary	Full-time (1.0)	02/03/2024 10:08 PM

Building Name		
John Beck El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	9 to 12
Age Range Justification		FTE %
N/A		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10931	Elementary	Full-time (1.0)	04/02/2024 12:42 PM

Building Name		
John Beck El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14033	Elementary	Full-time (1.0)	04/02/2024 12:43 PM

Building Name		
Kissel Hill El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 12
Age Range Justification		FTE %
Classroom services students K-6; age waiver is signed when necessary		0.62

Building Name

Kissel Hill El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 12
Age Range Justification		FTE %
Classroom services students K-6; age waiver is signed when necessary		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12643	Secondary	Full-time (1.0)	04/02/2024 12:43 PM

Building Name		
Warwick SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Students are provided services within the acceptable age range. Case management responsibilities span multiple grade levels.		0.22

Building Name		
Warwick SHS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Students are provided services within the acceptable age range. Case management responsibilities span multiple grade levels.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14171	Elementary	Full-time (1.0)	04/02/2024 12:46 PM

Building Name		
Lititz El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		61
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Students are seen individually or in small groups within age range. The caseload is within a K-6 building.		0.94

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14117	Elementary	Full-time (1.0)	04/02/2024 12:47 PM

Building Name		
Kissel Hill El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		56
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 13
Age Range Justification		FTE %
Students are provided services within the acceptable age range. Case management responsibilities span multiple grade levels.		0.86

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14103	Secondary	Full-time (1.0)	04/02/2024 12:47 PM

Building Name		
Warwick SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Students are provided services within the acceptable age range. Case management responsibilities span multiple grade levels.		0.2

Building Name

Warwick SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
Students are provided services within the acceptable age range. Case management responsibilities span multiple grade levels.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14034	Elementary	Full-time (1.0)	04/02/2024 12:48 PM

Building Name		
Lititz El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Age waivers are completed when necessary		0.46

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)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Age waivers are completed when necessary		0.02

Building Name		
Lititz El Sch		
Support Type		
Physical Support		
Support Sub-Type		
Physical Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Age waivers are completed when necessary		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13536	Secondary	Full-time (1.0)	04/02/2024 12:48 PM

Building Name		
Warwick SHS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Students are provided services within the acceptable age range. Case management responsibilities span multiple grade levels.		0.24

Building Name		
Warwick SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Students are provided services within the acceptable age range. Case management responsibilities span multiple grade levels.		0.1

Building Name		
Warwick SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Students are provided services within the acceptable age range. Case management responsibilities span multiple grade levels.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13983	Elementary	Full-time (1.0)	04/02/2024 12:48 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)		21
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
11139	Secondary	Full-time (1.0)	04/02/2024 12:49 PM

Building Name		
Warwick MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13963	Elementary	Full-time (1.0)	04/02/2024 12:49 PM

Building Name	
John R Bonfield El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	15
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	Age Range
	10 to 13
	FTE %
	0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13932	Secondary	Full-time (1.0)	04/02/2024 12:49 PM

Building Name	
Warwick MS	
Support Type	
Learning Support	

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13800	Elementary	Full-time (1.0)	04/02/2024 12:50 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)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Students are provided services within the acceptable age range. Case management responsibilities span multiple grade levels.		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14133	Secondary	Full-time (1.0)	04/02/2024 12:50 PM

Building Name		
Warwick MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.14

Building Name		
Warwick MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14144	Secondary	Full-time (1.0)	04/02/2024 12:50 PM

Building Name		
Warwick SHS		

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Students are provided services within the acceptable age range. Case management responsibilities span multiple grade levels.		0.35

Building Name		
Warwick SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Students are provided services within the acceptable age range. Case management responsibilities span multiple grade levels.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13856	Elementary	Full-time (1.0)	04/02/2024 12:51 PM

Building Name		
John Beck El Sch		
Support Type		
Multiple Disabilities Support		

Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 13
Age Range Justification		FTE %
MDS classroom that services students from K-7; all age waivers are signed.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13008	Secondary	Full-time (1.0)	04/02/2024 12:51 PM

Building Name		
Warwick SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Students are provided services within the acceptable age range. Case management responsibilities span multiple grade levels.		0.22

Building Name		
Warwick SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Students are provided services within the acceptable age range. Case management responsibilities span multiple grade levels.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14056	Secondary	Full-time (1.0)	04/02/2024 12:52 PM

Building Name		
Warwick SHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		47
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Students are provided services within the acceptable age range. Case management responsibilities span multiple grade levels.		0.72

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13906	Secondary	Full-time (1.0)	04/02/2024 12:52 PM

Building Name
Warwick SHS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
Students are provided services within the acceptable age range. Case management responsibilities span multiple grade levels.		0.28

Building Name		
Warwick SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
Students are provided services within the acceptable age range. Case management responsibilities span multiple grade levels.		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IU DHH Middle School	Secondary	Full-time (1.0)	03/10/2024 07:30 PM

Building Name
Warwick MS
Support Type
Deaf And Hearing Impaired Support

Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	12 to 15
Age Range Justification		FTE %
		0.12

Building Name		
Warwick MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	12 to 15
Age Range Justification		FTE %
		0.13

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13853	Elementary	Full-time (1.0)	04/02/2024 12:52 PM

Building Name		
John Beck El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		

Level of Support		Case Load
Itinerant (20% or Less)		61
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 13
Age Range Justification		FTE %
Students are seen individually or in small groups within age range. The caseload is within a K-6 building.		0.94

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13531	Elementary	Full-time (1.0)	04/02/2024 12:53 PM

Building Name		
Lititz El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Age waivers are completed when necessary. Students are provided services within the acceptable age range. Case management responsibilities span multiple grade levels.		0.3

Building Name		
Lititz El Sch		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		

Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
Age waivers are completed when necessary. Students are provided services within the acceptable age range. Case management responsibilities span multiple grade levels.		0.02

Special Education Facilities

Building Name		Room #
Warwick SHS		A122
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 27 feet, 0 inches	702sqft	25
Implementation Date		
2022-06-07		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Lititz El Sch		205
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 23 feet, 0 inches	575sqft	20
Implementation Date		
2022-06-07		
Uploaded Files		

2Assurance Check

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

Building Name		Room #
John Beck El Sch		522
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 34 feet, 0 inches	816sqft	29
Implementation Date		
2022-06-07		
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 location of the class has been maintained for at least 3 school years.	Yes	
The class is composed of at least 28 square feet per student	Yes	
The class is readily accessible	Yes	

Building Name		Room #
Warwick MS		220
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2022-06-07		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
John R Bonfield El Sch		300
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29
Implementation Date		
2022-06-07		

Uploaded Files

5 Assurance Check

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

Building Name		Room #
Warwick MS		204
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2022-06-07		
Uploaded Files		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The location of the class has been maintained for at least 3 school years.	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	
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Building Name		Room #
Kissel Hill El Sch		222
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 28 feet, 0 inches	812sqft	29
Implementation Date		
2022-06-07		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Kissel Hill El Sch		138
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		

2022-06-07
Uploaded Files

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

Building Name		Room #
Warwick SHS		A110
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 29 feet, 0 inches	841sqft	30
Implementation Date		
2022-06-07		
Uploaded Files		

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 location of the class has been maintained for at least 3 school years.		No
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 #
John Beck El Sch		212
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 32 feet, 0 inches	736sqft	26
Implementation Date		
2022-06-07		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Lititz El Sch		212
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 25 feet, 0 inches	750sqft	26

Implementation Date
2022-06-07
Uploaded Files

11 Assurance Check

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

Building Name		Room #
Warwick MS		120
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2022-06-07		
Uploaded Files		

12 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	

The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Warwick SHS		A113
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2022-06-07		
Uploaded Files		

13Assurance Check

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

Building Name		Room #
Lititz El Sch		201
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

20 feet, 0 inches x 12 feet, 0 inches	240sqft	8
Implementation Date		
2022-06-07		
Uploaded Files		

14 Assurance Check

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

Building Name		Room #
Warwick MS		215
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2022-06-07		
Uploaded Files		

15 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The location of the class has been maintained for at least 3 school years.		No

The class is located where noise will not interfere with instruction	Yes	
The class is composed of at least 28 square feet per student	Yes	
The class is readily accessible	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	

Building Name		Room #
Warwick MS		121
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2022-06-07		
Uploaded Files		

16Assurance Check

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

Building Name		Room #
Warwick SHS		A131
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 22 feet, 0 inches	528sqft	18
Implementation Date		
2022-06-07		
Uploaded Files		

17Assurance Check

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

Building Name		Room #
Lititz El Sch		310
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 24 feet, 0 inches	768sqft	27
Implementation Date		
2022-06-07		
Uploaded Files		

18Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	

The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Warwick SHS		A144
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 29 feet, 0 inches	841sqft	30
Implementation Date		
2022-06-07		
Uploaded Files		

19Assurance Check

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

Building Name	Room #
Kissel Hill El Sch	235
School Building	Building Description

		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 34 feet, 0 inches	1156sqft	41
Implementation Date		
2022-06-07		
Uploaded Files		

20Assurance Check

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

Building Name		Room #
John Beck El Sch		606
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 34 feet, 0 inches	782sqft	27
Implementation Date		
2022-06-07		
Uploaded Files		

21Assurance Check

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

Building Name		Room #
Warwick MS		100
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2022-06-07		
Uploaded Files		

[22Assurance Check](#)

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

Building Name	Room #
John R Bonfield El Sch	500

School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29
Implementation Date		
2022-06-07		
Uploaded Files		

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

Building Name		Room #
Lititz El Sch		211
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 24 feet, 0 inches	552sqft	19
Implementation Date		
2022-06-07		
Uploaded Files		

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 composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	
The class is readily accessible	Yes	

Building Name		Room #
Warwick SHS		A140
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2022-06-07		
Uploaded Files		

25Assurance Check

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

Building Name	Room #
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John Beck El Sch		208
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 33 feet, 0 inches	726sqft	25
Implementation Date		
2022-06-07		
Uploaded Files		

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

Building Name		Room #
Warwick MS		101
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2022-06-07		
Uploaded Files		

27Assurance Check

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

Building Name		Room #
Warwick SHS		A146
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 29 feet, 0 inches	841sqft	30
Implementation Date		
2022-06-07		
Uploaded Files		

28Assurance Check

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

Building Name		Room #
John R Bonfield El Sch		103
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29
Implementation Date		
2022-06-07		
Uploaded Files		

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

Building Name		Room #
Kissel Hill El Sch		234
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 33 feet, 0 inches	1056sqft	37
Implementation Date		
2022-06-07		
Uploaded Files		

30 Assurance Check

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

Building Name		Room #
John Beck El Sch		509
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 20 feet, 0 inches	520sqft	18
Implementation Date		
2024-01-29		
Uploaded Files		

31 Assurance Check

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

Building Name		Room #
Warwick SHS		A222
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 25 feet, 0 inches	650sqft	23
Implementation Date		
2022-06-07		
Uploaded Files		

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

Building Name		Room #
Kissel Hill El Sch		135
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2022-06-07		

Uploaded Files

33 Assurance Check

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

Building Name		Room #
John Beck El Sch		301
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 34 feet, 0 inches	714sqft	25
Implementation Date		
2022-06-07		
Uploaded Files		

34 Assurance Check

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

The location of the class has been maintained for at least 3 school years.	Yes	
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Building Name		Room #
Warwick MS		141
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 26 feet, 0 inches	650sqft	23
Implementation Date		
2022-06-07		
Uploaded Files		

35Assurance Check

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

Building Name		Room #
Warwick MS		224
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		

2022-06-07
Uploaded Files

36 Assurance Check

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

Building Name		Room #
Warwick SHS		A109
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 26 feet, 0 inches	650sqft	23
Implementation Date		
2022-06-07		
Uploaded Files		

37 Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
John Beck El Sch		515
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 33 feet, 0 inches	825sqft	29
Implementation Date		
2022-06-07		
Uploaded Files		

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

Building Name		Room #
John R Bonfield El Sch		200
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29

Implementation Date
2022-06-07
Uploaded Files

39 Assurance Check

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

Building Name		Room #
Kissel Hill El Sch		230
School Building		Building Description
		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		
2022-06-07		
Uploaded Files		

40 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	

The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Warwick MS		115
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2022-06-07		
Uploaded Files		

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

Building Name		Room #
Warwick SHS		C107
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

42 feet, 0 inches x 23 feet, 0 inches	966sqft	34
Implementation Date		
2024-02-04		
Uploaded Files		

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

Building Name		Room #
Warwick SHS		A210
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 24 feet, 0 inches	456sqft	16
Implementation Date		
2024-02-04		
Uploaded Files		

43Assurance Check

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

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

Building Name		Room #
Warwick SHS		A145
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2024-02-04		
Uploaded Files		

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

Building Name	Room #
Warwick SHS	218
School Building	Building Description
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 29 feet, 0 inches	638sqft	22
Implementation Date		
2024-02-15		
Uploaded Files		

45 Assurance Check

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

Building Name		Room #
Warwick MS		230
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 27 feet, 0 inches	567sqft	20
Implementation Date		
2023-09-05		
Uploaded Files		

46 Assurance Check

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

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

Special Education Support Services

47Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Behavior Specialist	2	District Wide	District
Guidance Counselor	4	Elementary	District
Guidance Counselor	6	Secondary	District
Paraprofessionals	92	District Wide	District
Occupational Therapist	2	District Wide	District
Physical Therapist	1	District Wide	District
School Psychologist	4	Elementary	District
School Psychologist	3	Secondary	District
Social Worker	2	District Wide	District
Director of Special Education	1	District Wide	District
Other	1	District Wide	District
Other	1	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
New Staff/Induction: As part of the professional development provided to new staff members through the district's induction program, staff will be provided with information on learners with an Autism Spectrum Disorder and strategies to support students with varying needs.			
Lead Person/Position		Year of Training	
Director/Coordinator of Student Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Autistic Support Programming/Student Supports: Warwick is proud to offer a continuum of services within the district related to Autistic Support. Staff will be provided with training within their departmental groups, as well as within the Autistic Support classrooms to support students with Autism. The district will partner with the IU/PaTTAN as needed depending on specific training needs of district staff.			
Lead Person/Position		Year of Training	
Director/Coordinator of Student Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

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Description of Training			
Supporting Students with Autism: As part of ongoing staff development, training will be provided to help all staff, including general education teachers, in understanding how to best support students with Autism in the classroom and modifications/accommodations that may be appropriate to meet individual learner's needs.			
Lead Person/Position		Year of Training	
Building Administrators, Director/Coordinator of Student Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Positive Behavior Support

Description of Training	
Crisis Prevention Institute (CPI/NCI) - Verbal and Physical De-Escalation: Staff will be trained in verbal and physical de-escalation strategies to support learners. Nonviolent Crisis Intervention (NCI) training focuses on a trauma-informed approach to support individuals who are in crisis and provides staff with a model for decision-making, interventions, and deescalations during crisis scenarios.	
Lead Person/Position	Year of Training
Director/Coordinator of Student Services and Behavior Specialists	2024 2025 2026 2027

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			
Positive Behavior Support Strategies: Staff will be provided with training to support the use of positive behavioral strategies to support students at the building, class-wide, and individual levels to support student learning and social-emotional growth. Training will be provided on the use of PBIS systems and more individualized incentives depending on student needs. Strategies for determining functions of behaviors to develop appropriate interventions and instruction will be shared. Verbal de-escalation strategies will also be reviewed with all staff.			
Lead Person/Position		Year of Training	
Director/Coordinator of Student Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training
New Staff/Orientation: Newly hired paraprofessional staff will be provided with training related to academic and behavioral interventions and

strategies for working with all learners.			
Lead Person/Position		Year of Training	
Director/Coordinator of Student Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit PaTTAN Other	Paraprofessionals

Description of Training			
Collaborating to Support Student Needs: All paraprofessionals will receive training related to supporting students with varying levels of needs, related to both academic and behavioral strategies. Training will include understanding prompt-hierarchies, relationship building, and communication and collaboration.			
Lead Person/Position		Year of Training	
Director/Coordinator of Student Services, Building Administrator		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit PaTTAN Other	Paraprofessionals

Description of Training			
Special Programs Training: Paraprofessionals supporting special programs (AS, ES, MDS, Life Skills) will receive training throughout the school year			

specific to the students they support in their special programs.			
Lead Person/Position		Year of Training	
Director/Coordinator of Student Services, Building Administrator		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit PaTTAN Other	Paraprofessionals

Transition

Description of Training			
Secondary Transition Training for Special Educators: Staff will receive training on secondary transition topics including assessments, student opportunities, agency connections, and involving youth in the development of their IEPs and transition plans.			
Lead Person/Position		Year of Training	
Director/Coordinator of Student Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District PaTTAN	Building Administrators Special Education Teachers Other

Description of Training

Secondary Transition Training for All Staff: Secondary general education staff will receive training on the importance of secondary transition for students with disabilities. This training will include student involvement in the development of their IEPs, agency resources, and pathways students may elect to take as part of their post-school transition planning.

Lead Person/Position		Year of Training	
Director/Coordinator of Student Services, Building Administrator		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Special Education Teachers Other

[Science of Literacy](#)

Description of Training			
Training in Curriculum, Instruction and Assessment: Specific training at the district and building level to support the delivery of ELA and math literacy interventions to meet the needs of all students within the district's integrated MTSS/RtII model, which aligns with Science of Literacy research and previous trainings in which staff has participated in district-wide.			
Lead Person/Position		Year of Training	
Building Administrators, Director/Coordinator of Student Services, Asst. Superintendent		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Special Education Teachers Other

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Description of Training			
Training will be provided for special education staff regarding Universal Design for Learning and Essential Elements for Learning through Dynamic Learning Maps, in order to continue to provide high-quality instruction to students with the most significant cognitive disabilities. Training will support teachers in developing goals, lessons, and accessing resources to meet student needs.			
Lead Person/Position		Year of Training	
Director/Coordinator of Student Services		2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators Special Education Teachers

Parent Training

Description of Training			
Secondary Transition Parent Engagement Session: The district will provide training opportunities for families related to secondary transition and agency connection. Parent training is ongoing to meet the needs of individual learners in order to ensure students and families are connected with the supports they need while the child is in school and as they look towards post-school goals.			
Lead Person/Position		Year of Training	
Director/Coordinator of Student Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Parent Engagement through Virtual Resources and Trainings: Parent training is ongoing and developed to meet the needs of the families of students with special needs. The district maintains a parent training and resources web page for families to access to increase their own training and knowledge in regard to special education acronyms, IEPs and their various sections, placements of students, behavior, assistive technology, social skills, response to intervention and more. Parent training is also provided on an individual basis to assist with consistency of skill development, expectations, and support between the home and school environment. Resources included on the web page will include, but are not limited to the PEAL Center, State and Local Task Force, and PA Statewide Family Network.			
Lead Person/Position		Year of Training	
Director/Coordinator of Student Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Parent Training on MTSS/RtII: Parent training is provided in a variety of formats to ensure parents are aware of the RtII/MTSS process and framework at the elementary level. Information is posted to elementary school websites, shared in newsletters, and communicated with parents regularly during parent-teacher conferences and more frequently, as determined by student need.			
Lead Person/Position		Year of Training	
Director/Coordinator of Student Services, Building Administrator		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

IEP Development

Description of Training			
IEP Development for Special Education Staff: Staff training in IEP development is ongoing and developed to meet the needs of special education staff and related service providers. The Student Services department maintains district-created annotated forms, resources for IEP development and implementation, and resources regarding parent engagement in the IEP process. A monthly newsletter is also provided to staff with reminders and resources related to IEP development.			
Lead Person/Position		Year of Training	
Director/Coordinator of Student Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators Special Education Teachers Other

Description of Training			
IEP Purpose and Development for All Staff: Staff training in IEP components and implementation is provided throughout the school year. Building-level administrators and staff provide training during faculty meetings related to inclusion and IEP development. District-wide staff training on topics of inclusion is provided annually to assist with all professionals in developing IEPs and supports within the least restrictive environment to meet the needs of students with special education needs.			
Lead Person/Position		Year of Training	
Director/Coordinator of Student Services, Building Administrators		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience

1	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other
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Diversity, Equity, Inclusion

Description of Training			
Community Resilience Event: To support the district’s comprehensive goals and mission, training will occur on DEI topics, including support for individuals with disabilities. Training will raise awareness of disability awareness topics and modifications for supporting all learners of different needs and backgrounds			
Lead Person/Position		Year of Training	
Director/Coordinator of Student Services, Asst. Superintendent		2024 2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Signatures & Affirmations

Approval Date

Uploaded Files

affirmation_statement_specialeducation.docx

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

Superintendent/Chief Executive Officer

Dr. April M. Hershey

Date

