

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 476
School District Total Student Enrollment 2823
Percent of Students Receiving Special Education 16.9

Steering Committee

Name	Position/Role	Building	Email
Natasha Milazzo	Superintendent	Crestwood SD	natasha.milazzo@csdcomets.org
John Gorham	Director of Special Education	Crestwood SD	john.gorham@csdcomets.org
Margaret Foster	Director of Curriculum	Crestwood SD	peg.foster@csdcomets.org
Kevin Seyer	Building Principal	Fairview El Sch	kevin.seyer@csdcomets.org
Stephanie Wychock	Other	Crestwood SD	stephanie.wychock@csdcomets.org
Jeff Pierontoni	Building Principal	Crestwood Secondary Campus	jeff.pierontoni@csdcomets.org
Kim Martini	Other	Crestwood SD	kim.martini@csdcomets.org
Raelene Macking	General Education Teacher	Fairview El Sch	raelene.macking@csdcomets.org
Stacey Pana	Special Education Teacher	Fairview El Sch	stacey.panas@csdcomets.org
Shannon Zurawski	Special Education Teacher	Crestwood Secondary Campus	shannon.zurawski@csdcomets.org
Vanessa Binkley	Special Education Teacher	Rice El Sch	vanessa.binkley@csdcomets.org
Kyle Kutney	General Education Teacher	Crestwood Secondary Campus	kyle.kutney@csdcomets.org
Amanda Yeager	General Education Teacher	Rice El Sch	amanda.yeager@csdcomets.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													
Area of improvement: Indicator 3A: Participation rate for children with IEPs							Source: 2020-2021 Division of Performance Analysis and Reporting						
Reporting	ELA	IU	AUN	LEA	SUBJECT	GRADE	LEA RATE	STATE RATE	SPP/APR	TARGET	LEA MET	SPP/APR	APR
TARGET 18	118401403	Crestwood SD	ELA	4	77.1%	71.4%	95.0%	Did Not Meet Target	18	118401403	Crestwood SD	ELA	8
60.5%	60.6%	95.0%	Did Not Meet Target	18	118401403	Crestwood SD	ELA	11	41.9%	51.3%	95.0%	Did Not Meet Target	
Planning Activity: The Crestwood School District acknowledges the negative impact of the COVID pandemic on our student's participation in state assessments. We are implementing plans to improve participation in the Spring 2023 state assessments for all students, including those with IEPs including; standards-aligned instruction focused upon assessment-eligible content. Student activities to encourage participation, and promote the importance of the exams.													
Indicator 3A: Participation rate for children with IEPs							Source: 2020-2021 Division of Performance Analysis and Reporting						
MATH	IU	AUN	LEA	SUBJECT	GRADE	LEA RATE	STATE RATE	SPP/APR	TARGET	LEA MET	SPP/APR	TARGET	18
118401403	Crestwood SD	Math	4	80.0%	71.7%	95.0%	Did Not Meet Target	18	118401403	Crestwood SD	Math	8	
57.9%	60.4%	95.0%	Did Not Meet Target	18	118401403	Crestwood SD	Math	11	77.4%	74.0%	95.0%	Did Not Meet Target	
Planning Activity: The Crestwood School District acknowledges the negative impact of the COVID pandemic on our student's participation in state assessments. We are implementing plans to improve participation in the Spring 2023 state assessments for all students, including those with IEPs including; standards-aligned instruction focused upon assessment-eligible content. Student activities to encourage participation, and promote the importance of the exams.													

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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

All students residing within the boundaries of the Crestwood School District are provided FAPE. The district will follow the same enrollment procedures as they would if the student was a District resident in the event there was a student residing in a "children's institution" within the district. Based on the student's most recent IEP, an educational placement will be determined. A liaison working with these students will inform the district of new students and assist with registration and placement. Student placement is based on the results of the most recent reevaluations and IEP meetings. The student's program is based on the child's individual strengths and needs. Revisions are made when necessary, based upon ongoing data collection. If the student is transferred from outside of Pennsylvania, an initial evaluation will be completed to determine eligibility under Pennsylvania Chapter 14 criteria.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
Through the contract with the Luzerne County Intermediate Unit, the LCIU service coordinators monitor student progress in collaboration with facility staff to receive regular updates on student performance. The service coordinators have access to student educational records, including student progress reports, and communicate with parents regarding progress. As necessary, the service coordinator arranges IEP meetings, annuals, and revisions, and is involved in determining if students are accessing their educational program, working with the IEP team to explore less restrictive educational placement options where appropriate. The School District is updated on the student's progress by the service coordinator and when transition conversations begin in the IEP meeting a school district representative attends the meeting to ensure that all the proper procedures are followed for a return to school.

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 2019-20 SEDR reflects the following data: CSD SE 80% or more inside regular classroom = 68.8% which is 7.3% higher than the STATE average of 61.5% CSD SE inside regular classrooms less than 40% = 5% which is 4.6% lower than the STATE average of 9.6% CSD SE in other settings is 6.5% which is 1.7% higher than the STATE average of 4.8% These scores do not indicate any areas of need for improvement.

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?

Crestwood School District works to ensure that, to the maximum extent appropriate, children with disabilities are educated with non-disabled children, and that removal from the regular education environment only occurs when the IEP team has determined that, even with supplementary aids and services, the student may not obtain meaningful educational benefits. Some examples of supplemental aids and services that might be used to assist special education students in regular classes include, but are not limited to: a structured learning environment, repeating and simplifying instructions about in-class and homework assignments, supplementing verbal instructions with visual instructions, using behavioral management techniques, adjusting class schedules, modifying test delivery, using assistive technology, computer-aided instruction and other audio-visual equipment, modified textbooks or workbooks, tailoring homework assignments, reducing class size, classroom aides and note takers. The District provides a full range of pre-referral intervention services to support students in the regular education environment. These services encompass academic, behavior, emotional and social needs. Each level (elementary, and our secondary campus) has building-level intervention teams that meet regularly to review student progress and identify needs. These teams can be comprised of a building administrator, school counselor, school psychologist, reading specialist, regular education teachers and special education teachers. The most widely received service at the elementary level consists of reading support, during which students receive a continuum of supports from their classroom teacher, reading paraeducator and/or the reading specialist. Student progress data is reviewed regularly by the building teams. The team is charged with identifying if a student should be exited from that service, if the student should continue, or if the school should propose a multi-disciplinary evaluation to determine eligibility for special education. A newer addition to our pre-referral services at the secondary levels (grades 7-12) has been the implementation of a multi-tiered intervention (MIT) teacher. Comprised of one teacher at each middle school and two teachers at the high school, these teachers work with students identified through the building teams for a short-term intervention during which the student is provided instruction and support in the identified areas of need. The most typical reasons for referral involve executive functioning tasks such as organizing materials. After four to six weeks, the MIT teacher reports back to the building team at regular intervals on each students' progress and the team identifies whether the student should be exited from this intervention, continued, or if the school should propose a multi-disciplinary evaluation to determine eligibility for special education. If a student is found eligible for special education services, each IEP team is charged with the responsibility to consider the full range of supports and services that can be implemented in the regular classroom. During the IEP meeting, the team reviews specific questions to determine the least restrictive environment for that student. Plans are revised as needed to modify the range of supports. Student progress is monitored to ensure that meaningful progress is made. Special education staff has been trained in a variety of curriculum-based assessment approaches and student progress tracking methods. Special education faculty work closely with general education teachers to ensure that students with disabilities can access the general education curriculum and meet the educational standards for those programs alongside their typical peers. Specially designed instruction, delivered in multiple environments, is derived from, and closely linked to the general curriculum. Only when the IEP team has determined that meaningful progress cannot be made, even with a full range of supports and services in the regular classroom, can more restrictive placements be considered. School teams have used a matrix planning format to consider and determine the following: 1) the appropriateness of particular mainstreaming opportunities; 2) how the

student's IEP goals can be systematically matched to the general curriculum in all subject areas; 3) how inclusive practices such as differentiated instruction can be used to implement each student's program; 4) the educational benefits available to the student in a regular education classroom with supplementary aids and services, as compared to the benefits of a segregated special education classroom; and 5) the possible negative effect of the student's inclusion on the other children's education. The District works collaboratively with LIU18 consultants who provide technical assistance to maintain students in the least restrictive environment.

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

The least restrictive environment is always considered first to ensure that, to the maximum extent appropriate, children with disabilities, are educated with non-disabled children, and that removal from the regular education environment only occurs when the education in that setting with supplementary aids and services, cannot be achieved satisfactorily. The full range of supplementary aids and services is considered to determine each student's appropriate programming. The IEP team discusses the supplementary aids and services needed to support the student in a variety of settings considering the least restrictive environment first. The team then determines which setting are the most appropriate for the student to gain educational benefit. If a student needs more services or is able to participate in more general education classroom settings during the year, the IEP team meets to discuss progress and determine any placement or programming needs. The Crestwood School District may not be able to program for students in other settings due to the district's size, we do not have enough students in like age ranges to support programs for students to support students with certain needs. The Crestwood School District has implemented RTII/child study teams in the elementary. The team, along with reading specialists, use data to identify potential at-risk students and provide them with the appropriate Tier intervention. The Crestwood School District has found success in being able to provide intensive interventions. For 2018-19 school year, the Crestwood School District opened a new Elementary Full-Time Autistic Support Program within Fairview Elementary School. Within the Elementary Full-Time Autistic Support Program, Crestwood students access verbal behavior programming within their community school. In order to ensure that our professional and support staff members are appropriately prepared to address the diverse needs of students with autism, the Crestwood team is participating in professional development and technical assistance from PaTTAN and the LIU 18. The members of the Special Education Team are not only participating in the Autistic Bootcamp offered through PaTTAN, but also are receiving coaching from both the internal VB coaches from the LIU 18 and the external coaches from PaTTAN. Subsequent to receiving 2018 cyclical monitoring feedback, the Crestwood School District is providing professional and support staff which is focused upon inclusion, differentiation, and developing extended school year goals. As per the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments, the Crestwood School District has met both the SE inside regular class 80% or more and the SE inside regular class less than 40% as it relates to the state averages. The Crestwood School District is above the state average by approximately 1% with a little over 6% of students with special needs being placed in another setting that is not the neighborhood school. The number of students placed out of the district is determined by considering both the student's least restrictive environment and any supplementary aids and services necessary to support the student in order to provide educational benefit. Once the team, including parent, has determined that the least restrictive environment will be at another location, the district helps support the transition to the program.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. Students who are interested in participating in before and/or after school activities (e.g., sports, clubs, homework supports, etc.) and need adult support, such as a personal care assistant, in order to participate safely and meaningfully are provided with that support for the duration of their participation. In the event a student is in need of augmentative communication they are provided the appropriate devices. The supplementary aids and services delivered are dependent upon a student's need. Some examples of supplemental aids and services that might be used to assist special education students in

extracurricular activities include, but are not limited to: repeating and simplifying instructions, supplementing verbal instructions with visual instructions, using behavioral management techniques, adjusting schedules, using assistive technology, computer-aided instruction and other audio-visual equipment, tailoring homework assignments, classroom aides and note takers.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?
 Students attending approved private schools who are interested in participating in public school extracurricular programs are invited to attend. This is discussed in the student's IEP meeting. The team reviews the students specially designed instruction to determine what services are applicable to the extracurricular activity. Students who are interested in participating in before and/or after school activities (e.g., sports, clubs, homework supports, etc.) and need adult support in order to participate safely and meaningfully are provided with that support for the duration of their participation. Some examples of supplemental aids and services that might be used to assist special education students in extra curricular activities include, but are not limited to: repeating and simplifying instructions, supplementing verbal instructions with visual instructions, using behavioral management techniques, adjusting schedules, using assistive technology, computer-aided instruction and other audio-visual equipment, tailoring homework assignments, classroom aides and note takers.
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)
 According to the 2019-2020 SEDR, Crestwood has 6.5% of its special education population in out of District programming (State = 4.8%). This group is comprised of students that exceed the current special education programs of the District, even with supplementary supports and services. The District provides a continuum of services for all types of support. In an effort to reduce the number of students placed off campus, CSD had added elementary two life skills classrooms and one autistic support classroom. At the secondary level, CSD has added a life skills classrooms and autistic support classroom. The three largest groups of students, making up approximately _____ % of the students educated outside the district, are in programs not readily replicated within the school district. Students in Multi-disciplinary support (MDS(programs outside the district have many concomitant health issues that make it preferable for them to be in a specialized setting. Students receiving center-based Autistic Support at classrooms off campus Most students receiving Emotional Support outside the district are receiving integrated mental health services as they work toward completing coursework in a smaller, less stressful setting.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
LIU 18 Center	Other		IU	Multiple Disabilities Support	3
Lighthouse	Other		IU	Multiple Disabilities Support	3

Graham Academy	Approved Private School (APS)		Private	Multiple Disabilities Support	6
LIU	Other		IU	Multiple Disabilities Support	1
The Woods Services	Approved Private School (APS)		Private	Multiple Disabilities Support	1
Newstory	Approved Private School (APS)		Private	Multiple Disabilities Support	1
Devereux Brandywine	Other		Private	Multiple Disabilities Support	1
Wyomnig Valley West HS	Other		IU	Multiple Disabilities Support	1
Children's Service Center	Other		Private	Multiple Disabilities Support	1
LCCC Life Skills Class	Other		IU	Life Skills Support	1
Wyoming Valley Children's Association	Other		Private	Multiple Disabilities Support	1

Positive Behavior Support

Date of Approval

2021-03-18

Uploaded Files

BoardDocs® PL 113.2.pdf

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

The Crestwood School District implemented programs that teach pro-social skills and reinforce a school climate that sustains positive behavior support approaches. The PATHS program is implemented within each elementary school and secondary campus. To support the needs of students with emotional disabilities and with on going training within the Emotion Support Secondary teacher at the secondary campus. District employs a district-wide Social worker. Students learn to develop skills to respond socially appropriately and effectively to problems that they may encounter throughout their day.

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

The District offers Safety Care training for ongoing support. The safety care training has the following objectives: Create a positive, supportive and enriched physical and social environment. Teach functional alternative to challenging behaviors. Prevention of behavioral crisis when possible using the least restrictive environments. Staff members are recommended by administration based on student needs. Ongoing support and collaboration within the school to implement appropriate de-escalation strategies in response to crises.

3. Describe the district positive school wide support programs.

Each building level has developed an appropriate development program that reinforcing positive behaviors. For example, On-Track program is used in the elementary level.

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

In addition, Crestwood School District utilizes Children's Service Center for Community and School Based teams in both of our elementary schools. Each team is comprised of a Master level therapist and at least two bachelor level therapists. The team works closely with administration and professional staff to maintain consistency in serving the students. There are two Crisis trained therapists who respond to District -wide situation. There is also outpatient counseling available at the secondary campus offered through CSC as well as an on-site Drug and Alcohol counselor who carries a caseload of students at the secondary level for individual and group counseling. Crestwood School District also recognizes the benefits of social work services within schools. The district contracts with the LIU18 to provide social work services to students district wide.

5. Describe the district restraint procedure.

The parents receive notice when a restraint is deemed necessary and used. An IEP meeting is offered to the parent to be held within ten days of the incident. The purpose of the meeting is review and discuss the current FBA and PBSP. The PBSP includes specific interventions to address the student's behavior and is integrated into the IEP. If student requires restraints, it is identified when and how restraints will be used within the PBSP. The student is taught alternatives skills as part of the IEP.

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.

We currently have one student whose placement is Instruction in the Home. The SES report was reviewed, and there were no areas of concerns based on this review.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AP1234	Elementary	Full-time (1.0)	03/01/2023 09:49 PM

Building Name		
Fairview El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Students are not scheduled at the same time.		0.49

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LR1234	Elementary	Full-time (1.0)	03/01/2023 09:48 PM

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

Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Waiver		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS1234	Elementary	Full-time (1.0)	03/01/2023 09:46 PM

Building Name		
Fairview El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.04

Building Name		
Fairview El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CR1234	Elementary	Full-time (1.0)	03/01/2023 09:44 PM

Building Name		
Fairview El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.26

Building Name		
Fairview El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12

Age Range Justification	FTE %
	0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EKR1234	Elementary	Full-time (1.0)	03/01/2023 09:42 PM

Building Name		
Fairview El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.26

Building Name		
Fairview El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SPA1234	Elementary	Full-time (1.0)	02/28/2023 02:30 PM

Building Name		
Fairview 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	9 to 10
Age Range Justification		FTE %
		0.18

Building Name		
Fairview El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TT1234	Secondary	Full-time (1.0)	02/28/2023 11:13 AM

Building Name		
Crestwood Secondary Campus		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.26

Building Name		
Crestwood Secondary Campus		
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	11 to 13
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TS1234	Secondary	Full-time (1.0)	02/28/2023 11:08 AM

Building Name		
Crestwood Secondary Campus		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.42

Building Name		
Crestwood Secondary Campus		
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	15 to 18
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SS	Secondary	Full-time (1.0)	02/28/2023 10:01 AM

Building Name		
Crestwood Secondary Campus		
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 14
Age Range Justification		FTE %
		0.3

Building Name		
Crestwood Secondary Campus		
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
MS1234	Secondary	Full-time (1.0)	02/28/2023 10:07 AM

Building Name		
Crestwood Secondary Campus		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.38

Building Name		
Crestwood Secondary Campus		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EK1234	Secondary	Full-time (1.0)	02/28/2023 09:58 AM

Building Name
Crestwood Secondary Campus

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Students are not scheduled at the same time.		0.34

Building Name		
Crestwood Secondary Campus		
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 21
Age Range Justification		FTE %
Students are not scheduled at the same time.		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SP1234	Secondary	Full-time (1.0)	02/28/2023 09:54 AM

Building Name		
Crestwood Secondary Campus		
Support Type		

Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Waiver		0.2

Building Name		
Crestwood Secondary Campus		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.27

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BH1234	Elementary	Full-time (1.0)	02/28/2023 09:46 AM

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

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.12

Building Name		
Rice El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.35

Building Name		
Rice 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	11 to 11
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MB1234	Secondary	Full-time (1.0)	02/27/2023 02:32 PM

Building Name		
Crestwood Secondary Campus		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 21
Age Range Justification		FTE %
Students are not scheduled at the same time.		0.52

Building Name		
Crestwood Secondary Campus		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 21
Age Range Justification		FTE %
Students are not scheduled at the same time.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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NF1234	Secondary	Full-time (1.0)	02/27/2023 02:23 PM
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Building Name		
Crestwood Secondary Campus		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Students are not scheduled at the same time.		0.44

Building Name		
Crestwood Secondary Campus		
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 21
Age Range Justification		FTE %
Students are not scheduled at the same time.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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SZ1234	Secondary	Full-time (1.0)	02/27/2023 02:20 PM
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Building Name		
Crestwood Secondary Campus		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Students are not scheduled at the same time.		0.44

Building Name		
Crestwood Secondary Campus		
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 21
Age Range Justification		FTE %
Students are not scheduled at the same time.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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AW1234	Elementary	Full-time (1.0)	02/27/2023 02:23 PM
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Building Name		
Rice El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.34

Building Name		
Rice 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	11 to 12
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
VB1234	Elementary	Full-time (1.0)	03/08/2023 11:05 AM

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

Building Name		
Rice El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.34

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

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.5

Building Name		
Rice 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	8 to 10
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KS1234	Elementary	Full-time (1.0)	03/08/2023 11:08 AM

Building Name		
Rice El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load

Itinerant (20% or Less)		65
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Speech		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MW1234	Elementary	Full-time (1.0)	03/01/2023 09:30 AM

Building Name	
Rice 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
School District	Elementary
Age Range Justification	FTE %
	0.14

Building Name	
Rice El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	11
Identify Classroom	Classroom Location
	Age Range

School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.55

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

Building Name		
Crestwood Secondary Campus		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AB1234	Elementary	Full-time (1.0)	02/27/2023 07:32 PM

Building Name		
Rice El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 12
Age Range Justification		FTE %
Waiver		0.02

Building Name		
Rice El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 12
Age Range Justification		FTE %
Waiver		0.4

Building Name		
Rice El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2

Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.1

Building Name		
Rice El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.25

Building Name		
Rice El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.12

Special Education Facilities

Building Name		Room #
Crestwood Secondary Campus		253
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
41 feet, 0 inches x 25 feet, 2 inches	1031sqft	36
Implementation Date		
2023-08-24		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Crestwood Secondary Campus		59B
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 8 inches x 15 feet, 8 inches	449sqft	16
Implementation Date		
2023-08-24		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Crestwood Secondary Campus		55
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 8 inches x 15 feet, 8 inches	449sqft	16
Implementation Date		
2023-08-24		
Uploaded Files		

3 Assurance Check

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

Building Name		Room #
Crestwood Secondary Campus		72
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 5 inches x 28 feet, 4 inches	890sqft	31
Implementation Date		
2023-08-24		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Crestwood Secondary Campus		Cyber Cafe
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 4 inches x 29 feet, 5 inches	745sqft	26
Implementation Date		
2023-08-24		
Uploaded Files		

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5 Assurance Check

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

Building Name		Room #
Crestwood Secondary Campus		256
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 1 inches x 22 feet, 4 inches	671sqft	23
Implementation Date		
2023-08-24		
Uploaded Files		

6 Assurance Check

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

Building Name		Room #
Crestwood Secondary Campus		255
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 1 inches x 22 feet, 4 inches	671sqft	23
Implementation Date		
2023-08-24		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Crestwood Secondary Campus		48
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 5 inches x 15 feet, 8 inches	272sqft	9
Implementation Date		
2023-08-24		
Uploaded Files		

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8 Assurance Check

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

Building Name		Room #
Crestwood Secondary Campus		59A
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 8 inches x 15 feet, 8 inches	449sqft	16
Implementation Date		
2023-08-24		
Uploaded Files		

9 Assurance Check

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

Building Name		Room #
Rice El Sch		55
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 3 inches x 36 feet, 6 inches	1104sqft	39
Implementation Date		
2023-08-24		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Rice El Sch		25
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 3 inches x 40 feet, 6 inches	820sqft	29
Implementation Date		
2023-08-24		
Uploaded Files		

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11 Assurance Check

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

Building Name		Room #
Rice El Sch		24
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 6 inches x 32 feet, 6 inches	861sqft	30
Implementation Date		
2023-08-24		
Uploaded Files		

12 Assurance Check

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

Building Name		Room #
Rice El Sch		19
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 6 inches x 33 feet, 6 inches	1088sqft	38
Implementation Date		
2023-08-24		
Uploaded Files		

13Assurance Check

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

Building Name		Room #
Rice El Sch		46
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 6 inches x 30 feet, 0 inches	975sqft	34
Implementation Date		
2023-08-24		
Uploaded Files		

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14 Assurance Check

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

Building Name		Room #
Rice El Sch		40
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 22 feet, 6 inches	360sqft	12
Implementation Date		
2023-08-24		
Uploaded Files		

15 Assurance Check

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

Building Name		Room #
Rice El Sch		37
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 22 feet, 6 inches	360sqft	12
Implementation Date		
2023-08-24		
Uploaded Files		

16Assurance Check

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

Building Name		Room #
Fairview El Sch		55/56
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 36 feet, 0 inches	1116sqft	39
Implementation Date		
2023-08-24		
Uploaded Files		

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17 Assurance Check

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

Building Name		Room #
Fairview El Sch		45
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 31 feet, 0 inches	1085sqft	38
Implementation Date		
2023-08-24		
Uploaded Files		

18 Assurance Check

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

Building Name		Room #
Fairview El Sch		31
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 22 feet, 0 inches	748sqft	26
Implementation Date		
2023-08-24		
Uploaded Files		

19Assurance Check

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

Building Name		Room #
Fairview El Sch		27
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 36 feet, 0 inches	792sqft	28
Implementation Date		
2023-08-24		
Uploaded Files		

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20 Assurance Check

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

Building Name		Room #
Fairview El Sch		28
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 29 feet, 0 inches	899sqft	32
Implementation Date		
2023-08-24		
Uploaded Files		

21 Assurance Check

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

Building Name		Room #
Fairview El Sch		24
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 37 feet, 0 inches	1036sqft	37
Implementation Date		
2023-08-24		
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	

Special Education Support Services

23Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	Contractor
Paraprofessionals	48	District Wide	District
School Psychologist	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	2	District Wide	District
Social Worker	1	District Wide	District
Guidance Counselor	6	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Professional development for the period of 7/1/2023- 6/30/2026 in the area of autism will include: VB MAPP, Applied Behavior Analysis, Autism Bootcamp, Opportunities for the autistic student to participate in community activities, data collection tools, strategies to enhance the autistic student in regular education, non-verbal and verbal communication skills			
Lead Person/Position		Year of Training	
Director of Special Education/Building level administrators			
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit PaTTAN	Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Professional development for the period of 7/1/2023- 6/30/2026 in the area of behavioral supports. On going staff training in Safety Care Crisis Prevention and Intervention techniques, the development of Functional Behavioral Assessments and Positive Behavior Support Plans, training and professional development in social/emotional learning, training on trauma informed practices, collaboration with BCBA, Board Certified Behavior Analyst to help identify and develop appropriate behavior plans for students as needed, Training for Learning Support Teachers regarding creation of measurable behavior goals in an IEP.			
Lead Person/Position		Year of Training	
Director of Special Education/Building Level administrators			
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training

Professional development for the period of 7/1/2023- 6/30/2026. Pursuant to 22 PA Code Chapter 14.105, the Crestwood School District continues to provide 20 hours of professional development to staff each year of this plan, total 60 hours of training. Specifically designed training will include but is not limited to: Child abuse recognition and reporting guidelines, suicide risk assessment, CPR and First Aid, assessment protocols, Access Billing, Test administration guidelines, math fluency and automaticity training, supporting the struggling reader, supporting peer relationships, body mechanics/safe transfer training, use of Augmentative & Assistative Communication Devices (AAC)

Lead Person/Position		Year of Training	
Director of Special Education/ Building level administrators			
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District Intermediate Unit	Paraprofessionals

Transition

Description of Training			
Training in the area of Transition services during the year 7/1/2023-6/30/2026 will include but not limited to: Indicator 13, transition training for our special education staff. Staff will receive professional development for transition goals and will learn how to determine the needs for students as they reach transition age of 14. Collaboration with IU 18 and OVR. Parents will be provided with training in services available through OVR as it relates to college and career training opportunities.			
Lead Person/Position		Year of Training	
Director of Special Education/ Building level administrators			
Hours Per Training	Number of Sessions	Provider	Audience
3	5	District	Parents Special Education Teachers

Science of Literacy

Description of Training			
Professional development for the period of 7/1/2023- 6/30/2026 in the area of reading include: The analysis of PSSA & Keystone data will drive the professional development needs in the area of reading. Specific strategies for special education as it relates to early literacy strategies of phonemic awareness, training systems and processes to support dyslexic readers. Wilson reading training for Special Education teachers on all three campuses, how parents can support oral reading fluency at home, strategies to support the struggling reader in the areas of fluency and comprehension.			

Lead Person/Position		Year of Training	
Director of Special Education/Building level administrators			
Hours Per Training	Number of Sessions	Provider	Audience
3	5	District	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Professional development for the period of 7/1/2023- 6/30/2026			
Lead Person/Position		Year of Training	
Director of Special Education/Building level administrators			
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit	Parents

IEP Development

Description of Training			
Professional development for the period of 7/1/2023- 6/30/2026 in the area of IEP development include: FBA & PBSP Development for the IEP (Sections of the IEP) ESY Guidelines and Determinations			
Lead Person/Position		Year of Training	
Director of Special Education/Building level administrators			
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District Intermediate Unit	Special Education Teachers

Description of Training

Medical Access & Related Services			
Lead Person/Position		Year of Training	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit	Paraprofessionals Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

- 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

Date

