

WCASD EDUCATION COMMITTEE

TO: Board of School Directors
FROM: Tammi L. Florio, Ed.D.
Dawn Mader
Sara M. Missett, Ed.D.
Leigh Ann Ranieri, Ed.D.
Kalia Reynolds, EdD
Michael Wagman
SUBJECT: Education Committee Agenda for Monday, February 14, 2022
DATE: February 10, 2022

At the February Education Committee Meeting, we will review:

- 1. Review and Approval of Revised Health & Safety Plan: R. Sokolowski**
Dr. Sokolowski will review changes to the current Health & Safety Plan outlining when masks will be required, recommended, or optional for students and staff.
- 2. Review and Approval of New Board Policy 140: Charter Schools, First Reading and New Administrative Guideline 140: Existing Charter School Renewal Process Guidelines, First Reading: K. Reynolds**
Dr. Reynolds will review a new policy on Charter Schools and a new administrative guideline for charter school renewals. Although Charter School Law (CSL) exists, the district needs to outline how new charter applications as well as renewals will be handled at the local level.
- 3. Review and Approval of 2022-23 District Calendar: S. Missett**
Dr. Missett will share with the board a final draft of the 2022-23 School Calendar.
- 4. Donation to Fern Hill ES: S. Missett**
In honor of the new Burlington store opening in Exton, the Burlington Adopt a School program is donating \$5,000 to Fern Hill ES, one of the district's Title I schools.
- 5. Review of the 2022-2025 Comprehensive Plan: K. Reynolds**
Dr. Reynolds will introduce a draft of the district's 2022-2025 Comprehensive Plan as required by Chapter 4. In addition to Dr. Reynold's overview of the comprehensive planning process, the chairpersons for each of subcommittees will share the action plans for their respective goal areas:
 - Access & Assessment: Ms. Mader and Dr. Ulmer
 - Innovative Teaching and Learning: Dr. Florio and Mr. Wagman

- Student Involvement: Dr. Missett and Dr. Reynolds
- Fiscal and Capital Planning: Mr. Birster and Mr. Scully
- Special Education Planning: Dr. Ranieri and Dr. Werner

Please do not hesitate to contact us with any questions.



WEST CHESTER AREA SCHOOL DISTRICT
Education Committee Meeting
February 14, 2022
6:30 p.m.
Spellman Education Center

AGENDA

★	Approval of the January 10, 2022 Education Committee Meeting Minutes (see attached)	K. Shaw
★	Review and Approval of Revised Health and Safety Plan (see attached)	B. Sokolowski
★	Review and Approval of New Board Policy 140: Charter Schools, First Reading and New Administrative Guideline 140: Charter School Renewal Guidelines, First Reading (see attached)	K. Reynolds
★	Approval of 2022-23 District Calendar, Second Reading (see attached)	S. Missett
•	Acknowledgement of \$5,000 donation from Burlington Adopt a school Program to Fern Hill Elementary School	S. Missett
•	Review of 2022-2025 Comprehensive Plan (see attached)	K. Reynolds

★ Committee Voting Item

Public Comment Protocol

- Residents wishing to make public comment on agenda items must register prior to the start of the meeting.
- Public comments on agenda items will be taken at the beginning of the meeting prior to voting.
- Policy 903: Public Participation in Board Meetings governs public comment.
- The committee chair or designee will call residents in the order in which they signed in.
- A two-minute timer will be projected on the screen and will start after the speaker gives their name and township/borough.



**WEST CHESTER AREA SCHOOL DISTRICT
Education Committee**

**January 10, 2022
Spellman Education Center Board Room
Start: 6:34 – Finish: 9:24**

Attending Committee Members:

Kate Shaw (Chair), Joyce Chester, Daryl Durnell, Laura Detre

Other Board Members:

Gary Bevilacqua, Karen Fleming, Karen Herrmann, Sue Tiernan, Stacey Whomsley

Administration:

Robert Sokolowski Kalia Reynolds Tammi Florio Dawn Mader Sara Missett
 Michael Wagman

Public comment on Agenda Items:

Name	Subject of Testimony
Faraz Bootwala	District calendar
Sakina Farooq	District calendar
Alisha	District calendar
Munvar Syed	District calendar
Shafiq Topiwala	District calendar
Sayeed Jabri	District calendar
Meghan Reikob	District calendar
Sara Getz	Health & Safety Plan
George Nestor	Health & Safety Plan
Tammy Mayer	Health & Safety Plan
Alain Oliver	Health & Safety Plan
Janey Wolff	District calendar
Judi DiFonzo	District calendar
Melissa Bennett	District calendar, Curriculum
Matt McKenzie	Health & Safety Plan

Items on Agenda:

- Approval of the November 8, 2021 Education Committee Meeting Minutes
- Approval of Curriculum Proposal Requests for 2022-2023
- Approval of 2022-23 District Calendar
- Approval of 2021-22 Holiday Calendar Resolution
- Review of Health and Safety Plan

Education Committee Actions/Outcomes to be placed on January 24, 2022 Board Agenda for Approval:

Agenda Item	Vote
Approval of Curriculum Proposal Requests for 2022-2023	4-0
Approval of 2022-23 District Calendar	4-0
Approval of 2021-22 Holiday Calendar Resolution	4-0

Board Consent Agenda Items:

Approval to Terminate the following Account(s):

- Henderson HS Kids “4” Kids Club
- Henderson HS School to School
- Henderson HS Video Production Club
- Henderson HS Warrior Alliance
- Henderson HS Warriors Helping Warriors

Approval of the following Study/Excursion trip(s):

- Rustin HS Wrestling, Indiana, PA, January 6-8, 2022
- Henderson HS Model UN, Philadelphia, PA, January 27-30, 2022
- East HS DECA, Hershey, PA, February 16-18, 2022
- Henderson HS DECA, Hershey, PA, February 16-18, 2022
- East HS Model UN, Washington, DC February 17-20, 2022
- Rustin HS Band, Oahu, Hawaii December 4-10, 2022
- High School German and History, Berlin, Germany, June 22, 2023-July 1, 2023

Items to be discussed at a later date: None



WCASD Health and Safety Plan Update

February 14, 2022

*Educating and inspiring our students
to achieve their personal best.*



Updated COVID Guidance



CENTERS FOR DISEASE
CONTROL AND PREVENTION

December 27, 2021: The CDC reduced quarantine periods from 10 to five (5) days if symptoms resolving.



January 20, 2022: School districts in Chester County are no longer authorized to conduct contact tracing on the CCHD's behalf.



Ongoing: WCASD continues to monitor conditions and transmission levels. WCASD still asks all individuals who test positive for COVID to inform building principals and nurses and to isolate per CCHD and CDC guidance.

CDC Masking Recommendations:

- Masking remains a recommended layer of overall mitigation measures
- Masks are required for 5 days when returning from a 5 day quarantine after testing positive for COVID

Mask exceptions may be granted for:

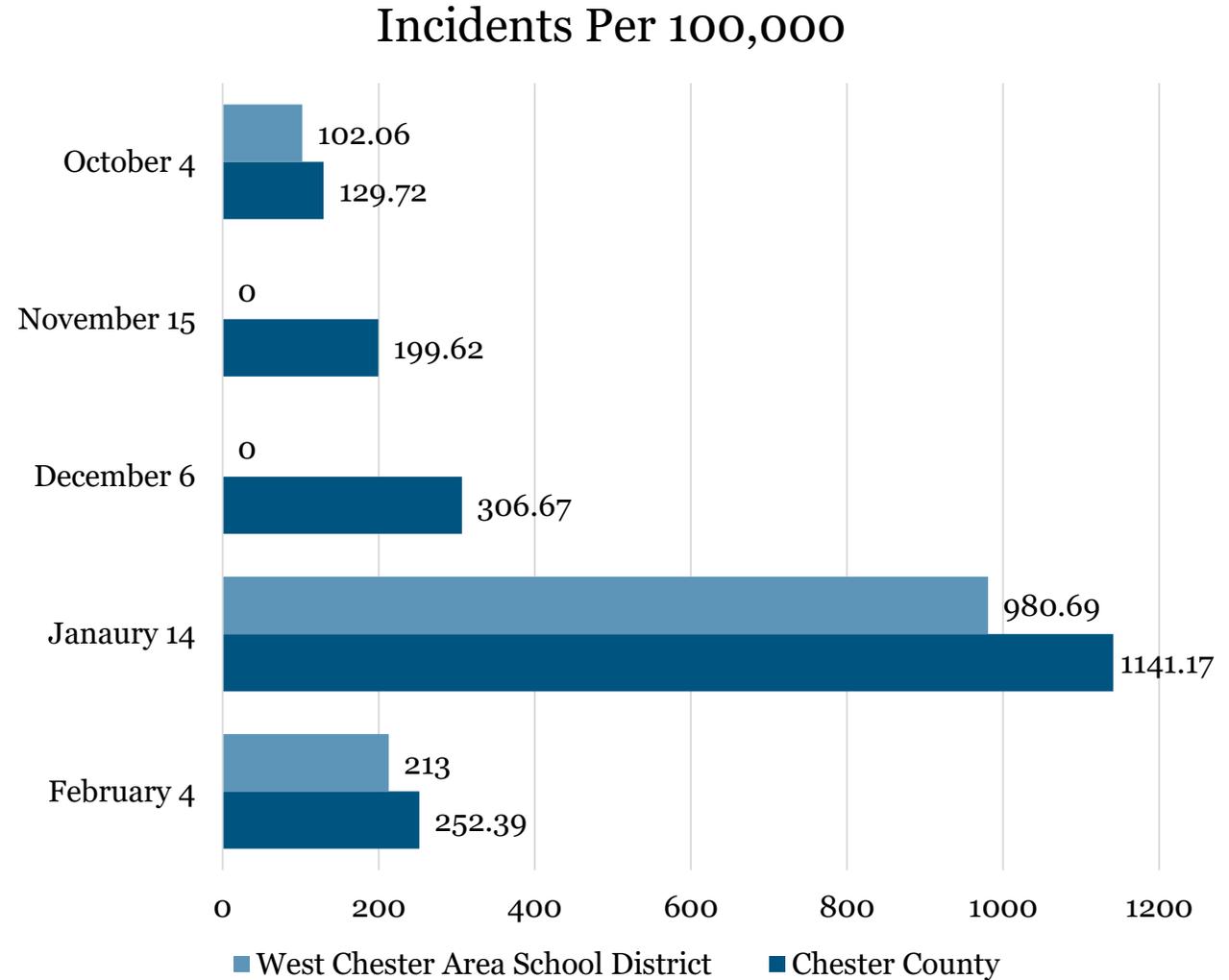
1. Medical condition and/or disability (doctor's note required)
2. Religious reason (letter from a religious leader or clergy member required)





County Data and Transmission Levels

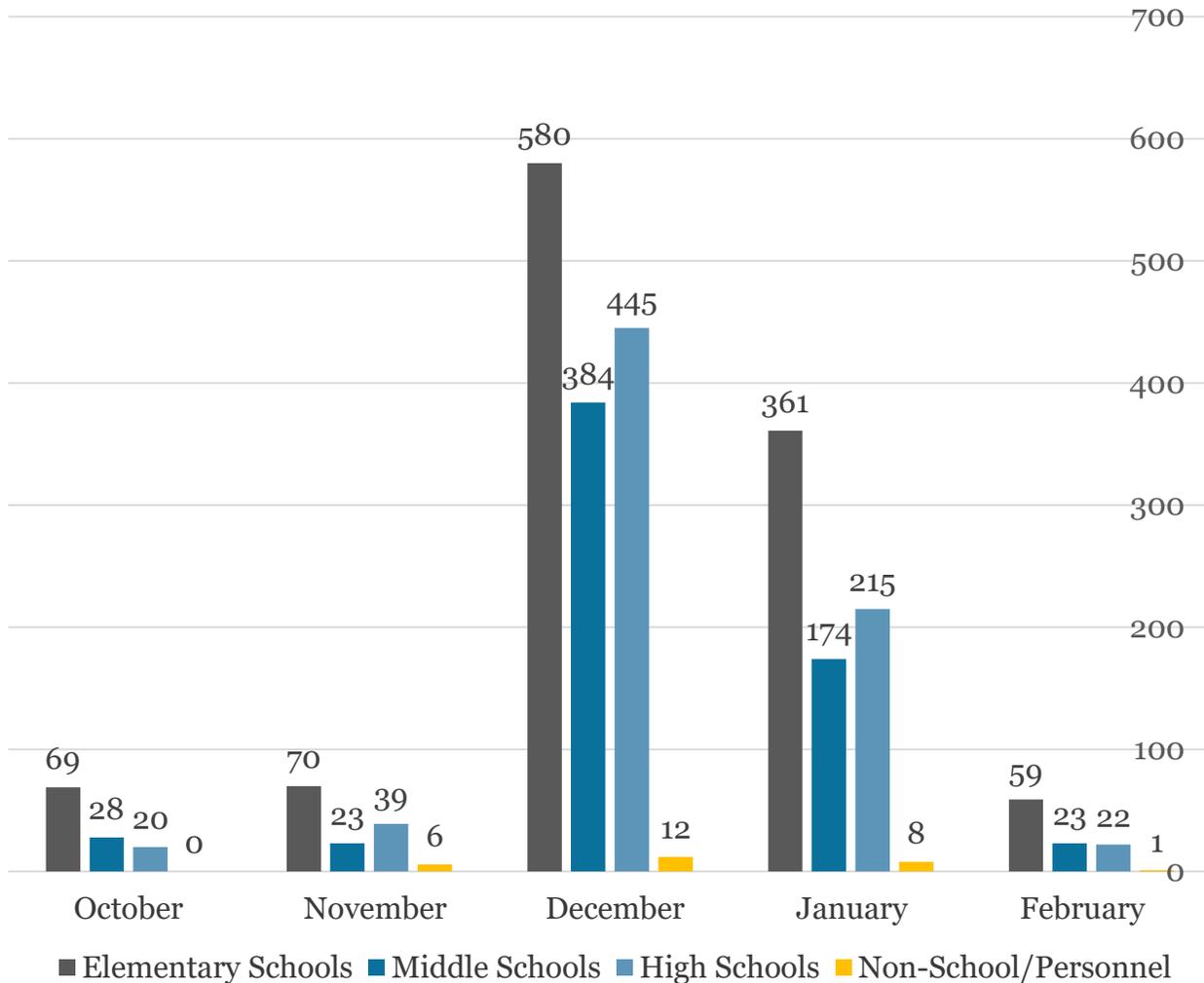
Week	Transmission Level	Positivity Rate
October 4	High	6.36%
November 15	High	7.69%
December 6	High	9.89%
January 14	High	30.56%
February 4	High	15.49%



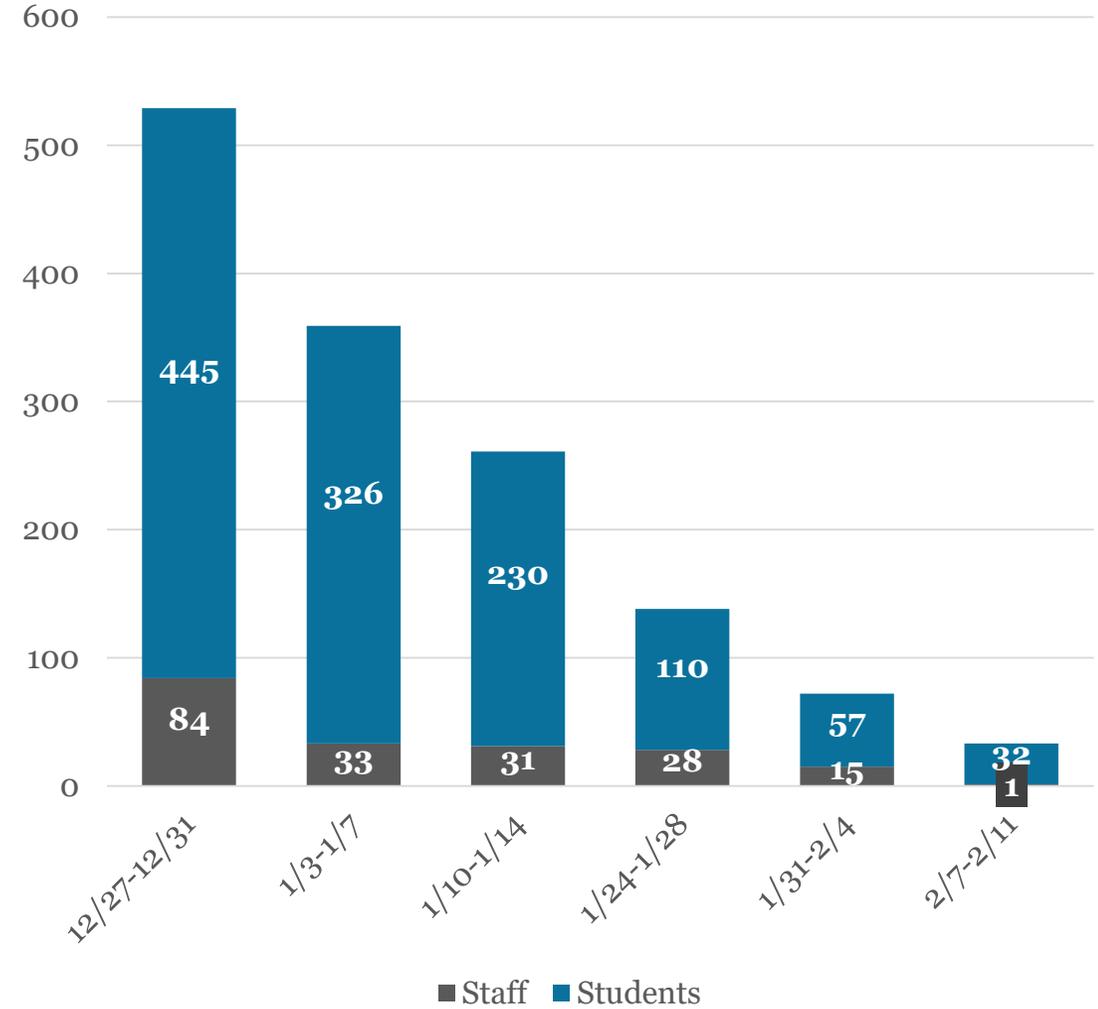


West Chester Area School District Data

COVID CASES PER MONTH



COVID CASES PER WEEK



Monitoring and Transmission Levels

N = cases per 100,000 people

**Low
transmission**

**N = 0 to 9.99
or a test
positivity rate
of
less than 5%.**

**Moderate
transmission**

**N = 10 to 49.99
or a positivity
rate between
5% and 7.99%.**

**Substantial
transmission**

**N = 50 to 99.99
or a positivity
rate between
8% and 9.99%**

**High
transmission**

**N = \geq 100
or a positivity
rate of 10% or
higher.**



Masking by Transmission Levels

Current Plan: Low Level

County Transmission Level	7-Day Incidence Rate per 100,000		7-Day Percent Positivity	Masking Status K-12
Low	<10	AND	<5%	Recommended
Moderate	10-49	OR	5% - 7.9%	Required
Substantial	50-99	OR	8% - 9.99%	Required
High	≥100	OR	≥10%	Required



Rationale for Plan Changes

- Students 5-11 years old have access to the vaccine, and those 12 and older have access to the booster
- Per the CCHD, contact tracing has ceased in school districts
- Case counts have continued to decline following a surge in the new year
- Commitment to being responsive to metric-based data and changing conditions
- When last in the “substantial,” COVID cases were .09% of the total student body

Should incidence levels spike again or a school experiences 5% or more in active cases, masking will be required.



Masking by Transmission Levels

Proposed Plan Revision: Substantial Level

County Transmission Level	7-Day Incidence Rate per 100,000		7-Day Percent Positivity	Masking Status K-12
Low	<10	AND	<5%	Optional
Moderate	10-49	OR	5% - 7.9%	Optional
Substantial	50-99	OR	8% - 9.99%	Recommended
High	≥100	OR	≥10%	Required

WC Current Conditions and Mitigation Strategies

- Per the current Health and Safety Plan, students and staff are required to wear masks in school and office buildings
- Mask wearing on school buses remains a federal requirement
- COVID positive individuals will isolate per CDC guidance
- WCASD COVID Dashboard is updated on Tuesday and Fridays on the District website

Last week's CCHD shows Chester County still in a high transmission level with a positivity rate of 11%.



WCASD Health and Safety Plan Update

February 14, 2022

Questions?



Book	Policy Manual
Section	100 Programs
Title	Charter Schools
Code	140
Status	Review

Purpose

In order to provide students, parents/guardians, and community members an opportunity to establish and maintain schools that operate independently from the District, the Board shall evaluate applications submitted for charter or regional charter schools located within the District, in accordance with the requirements of law and those established by the Board.[\[1\]](#)

Definitions

Appeal Board means the State Charter School Appeal Board established by the Charter School Law.[\[2\]](#)

Board of Trustees is the governing body of a charter or regional charter school. Members of the Board of Trustees shall be classified as public officials[\[3\]](#).

Charter School means an independent, nonsectarian public school established and operated under a charter from the local Board and in which students are enrolled or attend. A charter school must be organized as a public, nonprofit corporation; and charters may not be granted to any for-profit entity.[\[2\]](#)
[\[3\]](#)[\[4\]](#)

Local Board of Directors (“Board”) means the Board of Directors of the West Chester Area School District.[\[2\]](#)

Regional Charter School means an independent nonsectarian public school established and operated under a charter from more than one local board of directors and in which students are enrolled or attend. A regional charter school must be organized as a public, nonprofit corporation; and charters may not be granted to any for-profit entity.[\[2\]](#)[\[5\]](#)

Authority

The Board’s authority regarding charter or regional charter schools arises under the Charter School Law.

Delegation of Responsibility

Applications for a charter school or regional charter school shall be submitted to the Board through the Superintendent or designee, who shall be responsible to receive applications and for communicating with all applicants.

Guidelines

A charter school or regional charter school shall be subject to all federal and state laws and regulations prohibiting discrimination in admissions, employment, and operation on the basis of actual or perceived race, color, age, creed, religion, gender, sexual orientation, gender identity, gender expression, ancestry, national origin, marital status, pregnancy or handicap/disability in its programs and activities, and provides equal access to the Boy Scouts and other designated youth groups.[\[3\]](#)

Furthermore, a charter school or regional charter school may not discriminate in its admission policies or practices on the basis of intellectual ability or athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district.

A charter school or regional charter school shall comply with all requirements in the Charter School Law, and applicable federal and state law and regulations.

A charter or regional charter school shall submit monthly enrollment figures and other required reports to the District, as stated in the charter.

Applications to Establish a New Charter School

Applications for charter schools or regional charter schools must contain all the information specified in the Charter Schools Law and any additional information required by the Board.[\[4\]](#)[\[14\]](#)

Applications for charter schools or regional charter schools shall be submitted to the Board through Superintendent by November 15 of the school year preceding the school year in which the school will be established.[\[4\]](#)

Additional information may be requested by the Board, through the Superintendent, to assist in its evaluation of the application.

Within forty-five (45) days of receipt of an application, unless otherwise agreed to by the applicant, the Board shall hold at least one (1) public hearing on the charter or regional charter application, in accordance with law. The Board shall evaluate submitted applications for charter schools based on the criteria established by law, regulations, and any additional criteria, as determined by the Board.[\[4\]](#) At least forty-five (45) days must pass between the first public hearing and the final decision of the Board. No later than seventy-five (75) days after the first public hearing, the Board shall grant or deny the application.[\[4\]](#)

A charter or regional charter school application shall be approved or denied by a majority vote of all Board members at a public meeting, in accordance with the provisions of law. Written notice of the Board's decision shall be sent to the applicant, Department of Education, and the Appeal Board, including reasons for denial and a clear description of application deficiencies if the application is denied.

Upon approval of a charter application, the Board and the charter school's Board of Trustees shall develop a written charter which will be signed by both parties. The charter shall be for a period of three (3) to five (5) years and may be renewed for subsequent five-year periods by the Board.[\[7\]](#)

The Board shall evaluate denied applications that are revised and resubmitted.[\[4\]](#)[\[6\]](#) The Board may conduct one or more public hearings on the revised application. The Board will consider the revised application at its first public meeting occurring at least forty-five (45) days after receipt of the revised application.[\[4\]](#)

Oversight and Review

The Board shall annually assess whether each charter or regional charter school is meeting the goals of its charter and shall require each charter or regional charter school to submit an annual report no later than August 1 of each year.[\[10\]](#)

The Board shall conduct a comprehensive review prior to granting a five-year renewal of the charter.[\[10\]](#) The board directs the Superintendent or his/her designee to develop administrative guidelines for

the renewal process.

The Board shall have ongoing access to the records and facilities of the charter or regional charter school to ensure that the charter or regional charter school is in compliance with its charter, Board policy, and applicable laws.[\[10\]](#)

Revocation or Nonrenewal of an Existing Charter

The Board may choose to revoke or not renew a charter based on any of the following reasons:

1. One or more material violations of the written charter.
2. Failure to meet the student performance requirements set forth in 22 Pa. Code Ch. 5 or the written charter.
3. Failure to meet generally accepted standards of fiscal management or audit requirements.
4. Violations of any provision of the Charter School Law.
5. Violation of any provision of state or federal law from which the charter or regional charter school has not been exempted, including any statute or regulation governing children with disabilities.
6. The charter school has been convicted of fraud.

Notice of revocation or of non-renewal of a charter given by the Board will state the grounds for such action with reasonable specificity and provide reasonable notice regarding the public hearing concerning such revocation or non-renewal. A public hearing concerning such revocation or non-renewal will be arranged in accordance with the Charter School Law. A 30 day public comment period will be held after the public hearing. After the conclusion of the public comment period, the Board will provide the charter or regional charter school with formal notification regarding renewal or non-renewal.

In cases where the health or safety of the charter or regional charter school's students, staff, or both is at serious risk, the Board may take immediate action to revoke a charter.

If a charter is revoked, not renewed, forfeited, surrendered, or otherwise ceases to operate, the charter or regional charter school shall be dissolved. In no event shall the district be liable for any outstanding liabilities or obligations of the charter or regional charter school.

Insurance/Risk Management

The charter or regional charter school shall adequately protect against liability and risk through an active risk management program approved by the Board. The program shall include proof of purchase of insurance coverages as required by the Board.[\[14\]](#)[\[12\]](#)

Minimum coverages and levels of appropriate coverages shall be established in the charter.

A charter or regional charter school shall operate in a manner that minimizes the risk of injury and harm to students, employees, and others.

The Board affirms that the Board of Trustees and the charter or regional charter school shall be solely liable for any and all damages and costs of any kind resulting from any legal challenges involving the operation of a charter or regional charter school. The Board shall not be held liable for any activity or operation related to the program of a charter or regional charter school.[\[12\]](#)

Miscellaneous

1. A charter or regional charter school and the district may arrange for the district, at the district's sole discretion, to provide certain services to the charter or regional charter school. Such agreements will be set forth in the charter or by separate contract mutually agreed upon by the

Board and the Board of Trustees.

2. The district shall provide student transportation for resident students enrolled in a charter school or regional charter school as required by law, and consistent with Board Policy 810.
3. The district shall provide access to its extracurricular activities or interscholastic athletics for resident students enrolled in a charter or regional charter school as required by law, and after demonstration by the charter or regional charter school that it does not provide an equivalent activity for its students. Charter or regional charter school students participating in district extracurricular activities or interscholastic athletics shall comply with Board Policy 140.1.

Legal

- [1. 24 P.S. 1702-A](#)
- [2. 24 P.S. 1703-A](#)
- [3. 24 P.S. 1715-A](#)
- [4. 24 P.S. 1717-A](#)
- [5. 24 P.S. 1718-A](#)
- [6. 65 Pa. C.S.A. 701 et seq](#)
- [7. 24 P.S. 1720-A](#)
- [8. 24 P.S. 1723-A](#)
- [9. 24 P.S. 1724-A](#)
- [10. 24 P.S. 1728-A](#)
- [11. 24 P.S. 1729-A](#)
- [12. 24 P.S. 1727-A](#)
- [13. 24 P.S. 1726-A](#)
- [14. 24 P.S. 1719-A](#)
- [24 P.S. 1701-A et seq](#)



Book	Policy Manual
Section	100 Programs
Title	Existing Charter School Renewal Process Guidelines
Code	140AG1
Status	Review

An existing charter or regional charter school seeking renewal of its charter shall submit, by certified mail, to the Superintendent, the Board President, and the Board Secretary, a letter stating its intent to seek renewal of its charter. If the charter or regional charter school is seeking any amendment to the existing charter it shall be stated in the letter of intent. The letter of intent shall be received no earlier than July 1 and no later than 4 p.m. on October 1 of the final year of the current charter. The submission of the charter or regional charter school's annual report to the district shall under no circumstances serve as the charter or regional charter school's letter of intent. It is the charter or regional charter school's sole responsibility to be cognizant of the termination date of its current charter and request renewal in such a time frame to allow for all necessary steps in the renewal process.

Failure to submit a timely letter of intent may be a cause for nonrenewal of the charter. Proposed amendments to a charter not set forth in the letter of intent may not be considered as part of the renewal.

Within thirty (30) calendar days of receipt of the letter stating the charter or regional charter school's intent to renew, the Superintendent or his/her designee, shall do the following:

1. Acknowledge receipt of the letter in writing to the charter or regional charter school.
2. Provide specific information to the charter or regional charter school regarding information that is required to be submitted to the district for its review.
3. Schedule a site visit that will be a comprehensive view of the charter or regional charter school's operations, including a review of the school's records, classroom observations, as well as meetings with staff, trustees, students, and parents.

The charter or regional charter school shall provide all of the requested information to the district within 60 days of the notice by the Superintendent or his/her designee of the information being requested.

The site visits will occur within 60 days of the notice by the Superintendent or his/her designee of the information being requested.

The district may, at its sole discretion, invite representatives from the charter or regional charter school to attend one or more of the district's Education Committee meetings to provide information to the committee during the 60 day period.

Upon receipt of the requested information from the charter or regional charter school or completion of the site visits, whichever happens later, the district shall advise the charter or regional charter school of the date, time, and place of the Education Committee public meeting within the next 45 days where the administration will make a recommendation regarding the charter or regional charter school's renewal.

After the meeting, the Superintendent or his/her designee shall notify the charter or regional charter school in writing of the administration's recommendation to renew or not renew the charter.

In the event the recommendation is to renew the charter and a majority of the Education Committee present at the committee meeting where the recommendation to renew is presented raise concerns regarding the recommendation for renewal, the renewal of the charter or regional charter school shall be scheduled for a hearing before the Board within 30 days and notification the charter or regional charter school of the date, time and place of the hearing will be provided. Otherwise, in the event the recommendation is to renew the charter, the renewal of the charter or regional charter school shall be placed on the agenda of the next Board meeting and notification to the charter or regional charter school of the date, time, and place of the meeting will be provided.

If the recommendation is not to renew the charter the district shall follow the procedures for non-renewal set forth in Board Policy and the Charter School Law.

The time periods set forth herein may be extended by agreement of the district and the charter or regional charter school.

2022-23 WCASD School Board Calendar

For 2nd reading
board approval
2.28.2022

August 2022

S	M	T	W	R	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Student 3 Teacher 7

September 2022

S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Student 20/23 Teacher 21/28

October 2022

S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Student 19/42 Teacher 19/47

November 2022

S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Student 18/60 Teacher 20/67

December 2022

S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Student 16/76 Teacher 16/83

January 2023

S	M	T	W	R	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Student 20/96 Teacher 20/103

February 2023

S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

Student 19/115 Teacher 19/122

March 2023

S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Student 22/137 Teacher 23/145

April 2023

S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Student 16/153 Teacher 16/161

May 2023

S	M	T	W	R	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Student 21/174 Teacher 22/183

June 2023

S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Student 11/185 Teacher 11/194

- Teacher Inservice, no school for students
- Half-Day, PM Teacher Inservice
- Schools Closed
- First Day of School
- End of Marking Period
- End of Trimesters
- Parent Conferences
- Last Day of School for Students & Teachers

185 Days for Students (182)
194 Days for Teachers (191)
3 Snow Days Built-In



West Chester Area School District

OUR MISSION IS TO EDUCATE AND INSPIRE OUR STUDENTS
TO ACHIEVE THEIR PERSONAL BEST



Comprehensive Planning



- Is a requirement of the Pennsylvania Department of Education



- Is a focused time to gather feedback and input from stakeholders in the district community



- Is a process, which affords an opportunity to determine priorities and set goals related to visions we desire to become realities over the next 3 years



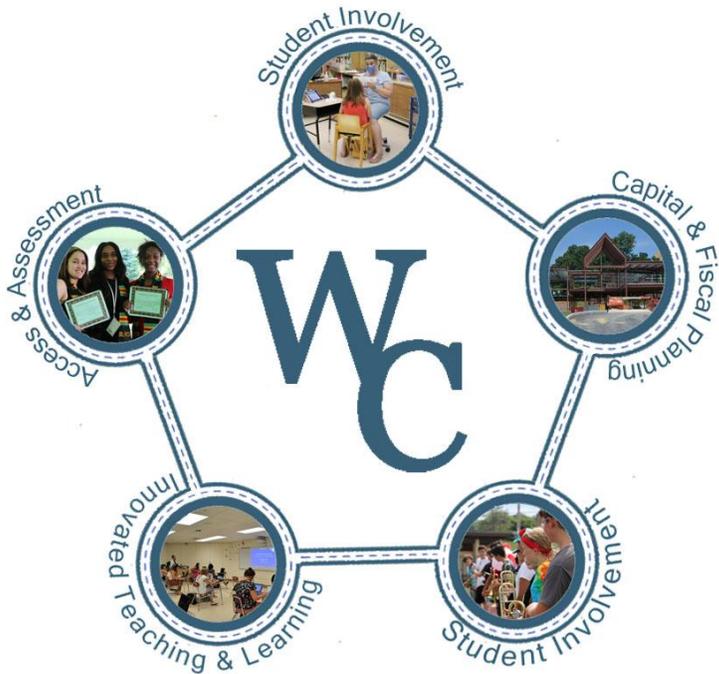
Looking to the Future

“What do we want to be able to say three years from now that we cannot say today?”





5 Goal Areas & Committees



Goal 1	Access and Assessment of District Programming Dawn Mader & Jeff Ulmer
Goal 2	Innovative Teaching and Learning Tammi Florio & Michael Wagman
Goal 3	Student Involvement Sara Missett & Kalia Reynolds
Goal 4	Fiscal and Capital Planning Wayne Birster & John Scully
Goal 5	Special Education Planning Leigh Ann Ranieri & Steve Werner



Goal Area #1

Access to District Programming

Goal Leaders: Dawn Mader & Jeff Ulmer

Goal: Expand access to comprehensive district programming to provide equitable opportunities for all students.

Strategies:

1. Improve recruitment, hiring, and retention of district employees who reflect the student population.
2. Develop coherent and aligned K-12 local assessments that measure access to equitable opportunities for all.
3. Increase student and family engagement through effective communication and opportunities.





Goal Area #2

Innovative Teaching & Learning



Goal Leaders: Tammi Florio & Michael Wagman

Goal: Use engaging and effective instructional strategies to advance student learning, achievement, and agency.

Strategies:

1. Provide structures that enable a cross-curricular and collaborative approach to teaching and learning.
2. Embed appropriate innovative and technological resources into curriculum, assessments, and instructional practices.
3. Develop and expand multiple pathways for learning that promote choice and autonomy in teaching, learning, and assessment.
4. Establish a curriculum review cycle and identify opportunities to create consistent curriculum frameworks K-12.



Goal Area #3

Student Involvement (New Goal)

Goal Leaders: Sara Missett & Kalia Reynolds

Goal: To create more opportunities for students to engage in school academically, socially and emotionally.

Strategies:

1. To increase student participation in co-curricular activities. (behavioral engagement)
2. To create opportunities for positive interactions with administrators, teachers and other students. (emotional engagement)
3. To foster opportunities for each student to be academically engaged and challenged in the classroom. (cognitive engagement)





Goal Area #4 Fiscal & Capital Planning

Goal Leaders: Wayne Birster & John Scully

Goal: Create a financial plan that provides annual budgets that adhere to Act 1 regulations, responds to 21st century learning needs and preserves the current level of educational excellence.

Strategies:

1. Compile balanced budgets adhering to Act 1 regulations while maintaining district programs and services
2. Review and update the capital plan to address the facility needs due to changes in enrollment, educational programming and District-wide safety and security concerns
3. Increase sustainable revenue sources





Goal Area #5 Special Education Planning

Goal Leaders: Leigh Ann Ranieri & Steve Werner

Goal: To meet the needs of all students in the least restrictive environment.

Strategies / Focus Areas:

1. Indicators of Improvement and Planning
2. Disproportionality
3. Least Restrictive Environment
4. Positive Behavior Support
5. Personnel Professional Development





Goal Area #5 Special Education Planning

Indicators of Improvement and Planning

Transition

- Expand transition process across the district by aligning and expanding the transition course
- Appoint and hire a transition specialist to coordinate Office of Vocational Rehabilitation connections and develop a transition fair

Timely Initial Evaluations

- On a quarterly basis, a report will be submitted to PDE. We will be out of corrective action when we're in compliance for 4 quarterly reports in a row.





Goal Area #5 Special Education Planning

Disproportionality

Asian students who are in regular ed less than 40% of the day

- One of the equity areas that the district is focusing on is race and implicit bias. The school psychologists use the Cultural Linguistic Interpretive Matrix (CLIM) to minimize cultural and language bias.

Black students identified with Emotional Disturbance (ED)

- 17 students are identified with ED and 9 came to the district already identified.





Goal Area #5 Special Education Planning

Least Restrictive Environment

- The district data is comparable to the state data in each area of inclusion
- Strong MTSS process
- Inclusive environment for students with complex needs
- Continually looking for methods to expand our services to meet the needs of all students in the least restrictive environment





Goal Area #5 Special Education Planning

Positive Behavior Support

- Conduct Functional Behavioral Assessments for students exhibiting behavioral challenges and aren't making adequate progress through the Multi-tiered System of Supports (MTSS) process
- Building wide Positive Behavior Systems
- De-escalation training districtwide
- Mental Health Specialists available in all buildings
- Contract services for Board Certified Behavior Analysts





Goal Area #5 Special Education Planning

Personnel Professional Development

- Autism
- Positive Behavior Support
- Transition
- Science of Literacy
- Parent Training
- IEP Development





Presentation Timeline

February 14: Education Committee - *Present Plan*

February 28: School Board - *First Reading*

March 28: School Board - *Final Approval*

April: Launch the Plan

2022

FEBRUARY							MARCH						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
30	31	1	2	3	4	5	27	28	1	2	3	4	5
6	7	8	9	10	11	12	6	7	8	9	10	11	12
13	14	15	16	17	18	19	13	14	15	16	17	18	19
20	21	22	23	24	25	26	20	21	22	23	24	25	26
27	28	1	2	3	4	5	27	28	29	30	31	1	2

WC

Thank you!



Comprehensive Goal Area One: Access to District Programming

Goal: Expand access to comprehensive district programming to provide equitable opportunities for all students.

Overview of Strategies & Action Steps
<p>Strategy 1: Engage diverse stakeholders to improve recruitment, hiring, and retention of District employees who reflect the student population.</p> <p>Rationale for Strategy: It is important to reflect the diverse backgrounds of our students with a representative professional staff. A more diverse and culturally sensitive professional staff will enrich the District by adding multiple perspectives to teaching and learning for all students.</p> <p>Action Steps:</p> <p>A. Review policies and implement recruitment practices that target potential staff who reflect our student population and who utilize culturally responsive pedagogy.</p> <p>B. Create hiring teams who can identify culturally responsive pedagogy.</p> <p>C. Maintain a database of information from recent hires and those who exit to establish supports that promote the retention of staff members who reflect our student population.</p>

Action Step 1A	Review policies and implement recruitment practices to target professional staff who reflect our student population and who utilize culturally responsive pedagogy.
Aligned Strategy	Engage diverse stakeholders to improve recruitment, hiring, and retention of District employees who reflect the student population.
Description of Action Step	<ul style="list-style-type: none"> ● Implement recruitment practices that target candidates who reflect our student population and who utilize culturally responsive practices through various avenues. ● Advertise offerings during course selection. ● Provide career fairs at the elementary, middle, and high school levels.
People Responsible	<ul style="list-style-type: none"> ● Human Resources Department ● Administration ● Communications Department
Indicator of Implementation	<ul style="list-style-type: none"> ● Promote on-going outreach to universities including historically black colleges and universities to find exemplary minority candidates.

Action Step 1A	Review policies and implement recruitment practices to target professional staff who reflect our student population and who utilize culturally responsive pedagogy.
	<ul style="list-style-type: none"> ● Offer opportunities, means, and supports to advance and retain staff. ● Establish relationships with universities and professional education organizations that align potential candidates with district expectations. ● Develop culturally sensitive recruitment materials as part of our marketing plan (video, brochures, presentations, open houses). ● Recruit at diversity fairs.
Is this a PD action step? If yes, what might that look like?	No

Action Step 1B	Create hiring teams who can identify culturally responsive pedagogy.
Aligned Strategy	Engage diverse stakeholders to improve recruitment, hiring, and retention of District employees who reflect the student population.
Description of Action Step	Provide hiring teams with the training and resources to secure diverse and culturally responsive candidates.
People Responsible	Human Resources Administration
Indicator of Implementation	<ul style="list-style-type: none"> ● Share data regarding the percentage of professional staff who reflect our student population. ● Design, review and use interview questions along with sample responses that measure candidates' culturally responsive practices. ● Provide professional development for hiring teams to collaborate and align hiring practices. ● Disseminate disaggregated data of applicants to the hiring managers.
Is this a PD action step? If yes, what might that look like?	Yes. Review with administrators the qualities of culturally responsive candidates on ongoing implicit bias training.

Action Step 1C	Maintain a database of information from recent hires to establish supports that promote the retention of staff members who reflect our student population.
Aligned Strategy	Engage diverse stakeholders to improve recruitment, hiring, and retention of District employees who reflect the student population.
Description of Action Step	Assess and understand the various reasons professionals leave the district. This analysis will inform support needed to retain a diverse staff.
People Responsible	Human Resources Department Director of Equity and Assessment Administration
Indicator of Implementation	<ul style="list-style-type: none"> Analyze quantitative and qualitative data from recent hires about why they chose WCASD. Compare data of student population and professional staff percentages. Examine retention data (percentage of staff and data from staff resignation). Conduct “stay interviews” twice a year to support retention of staff of color.
Is this a PD action step? If yes, what might that look like?	Yes. Diversity and Inclusion and Social Emotional Learning Training and support.

Overview of Strategies & Action Steps	
<p>Strategy 2: Engage diverse stakeholders to develop a coherent and aligned K-12 local system of assessments that measures access to equitable opportunities for all students.</p> <p>Rationale for Strategy: The District recognizes the limitations of state assessments. There is a need to develop a K-12, vertically aligned system of local assessments that reflects rigor, cultural responsiveness and personalization.</p> <p>Action Steps:</p> <p>A. Prioritize time for staff to meet in PLCs to refine and implement effective instructional and assessment practices.</p> <p>B. Convene a K-12 Local Assessment Committee to create an assessment philosophy and framework that supports the achievement of all students.</p> <p>C. Utilize multiple measures of effectiveness that measure the degree that students access district programming.</p>	

Action Step 2A	Prioritize time for staff to meet in Professional Learning Communities (PLCs) to refine and implement effective instructional and assessment practices.
Aligned Strategy	Engage diverse stakeholders to develop a coherent and aligned K-12 local system of assessments to determine whether we are providing equitable opportunities for all students
Description of Action Step	Build shared knowledge of instructional and assessment practices to ensure high levels of learning for all students
People Responsible	Administration
Indicator of Implementation	<ul style="list-style-type: none"> ● Sustain building cultures of collaboration and inquiry centered on teaching and learning. ● Create master schedules that support PLCs, including creating/analyzing assessments and planning for remediation/enrichment. ● Operationalize district protocols to implement a Multi-Tiered System of Supports (MTSS) for all learners. ● Review staff surveys and student achievement data.
Is this a PD action step? If yes, what might that look like?	Yes. Social Emotional Learning and Culturally Responsive training and practices.

Action Step 2B	Convene a K-12 Local Assessment Committee to create an assessment philosophy and framework that supports achievement for all students.
Aligned Strategy	Engage diverse stakeholders to develop a coherent and aligned K-12 local system of assessments to determine whether we are providing equitable opportunities for all students.
Description of Action Step	K-12 committee will create a local system of assessments supported by a district philosophy and framework.
People Responsible	Local Assessment Committee Administration
Indicator of Implementation	<ul style="list-style-type: none"> ● Articulate a K-12 vertically aligned system of local assessments that match our curriculum and are purposeful. ● Ensure that students have multiple opportunities to demonstrate their learning through various and personalized methods.

	<ul style="list-style-type: none"> • Develop assessments that target application and analysis over recall and memory. • Foster the creation of assessments that reflect culturally responsive practices.
Is this a PD action step? If yes, what might that look like?	Yes. Initial work will be at the committee level with professional learning time devoted to communication and training for all staff

Action Step 2C	Utilize multiple measures of effectiveness that measure the degree that students access district programming.
Aligned Strategy	Engage diverse stakeholders to develop a coherent and aligned K-12 local system of assessments to determine whether we are providing equitable opportunities for all students.
Description of Action Step	Ensure all students have access to a well-balanced education through a wide variety of academic and extra-curricular programming
People Responsible	Administrative Team
Indicator of Implementation	<ul style="list-style-type: none"> • Review student absences, discipline, intervention data, Permission to Evaluate referrals. • Consider student access to resources and technology such as web-based sites including Schoology. • Measure student participation in funded activities, clubs and/or non-funded activities. • Analyze student coursework selection.
Is this a PD action step? If yes, what might that look like?	Yes. Administrators may need guidance in interpreting Effectiveness Measures and setting goals based on data collected.

Overview of Strategies & Action Steps

Strategy 3: Engage diverse stakeholders through effective communication and opportunities for involvement to increase student and family engagement.

Rationale for Strategy: Relationships begin with meaningful engagement. We seek to increase our communication by sharing timely and relevant information in a language that students and families understand. All families need access to appropriate resources and support to help guide a student's education.

Action Steps:

A. Increase the effectiveness of our engagement with all students to increase participation in district programs.

B. Increase the effectiveness of our communication with families to increase participation in district

Action Step 3A	Increase the effectiveness of our engagement with all students to increase participation in district programs.
Aligned Strategy	Engage diverse stakeholders through effective communication and opportunities for involvement to increase student and family engagement.
Description of Action Step	<ul style="list-style-type: none"> ● Eliminate barriers that affect student achievement by engaging students equitably to increase their access to district programming
People Responsible	Technology Department Business Office Communications Department Pupil Services Department Communications Department
Indicator of Implementation	<ul style="list-style-type: none"> ● Offer professional learning for teachers regarding utilizing translator services. ● Evaluate curriculum to make it more inclusive, including counter narrative of marginalized groups. ● Examine the process of identifying students with IEPs. ● Explore outside funding for activity buses. ● Work with the technology department on Internet access for every household. ● Expand K-12 career exploration for minority groups including college visit field trips and trade options. ● Provide college application workshops inside or outside the school day. ● Post Facebook and Twitter announcements in Spanish and English Engage students who do not participate in activities to collect quantitative and qualitative data.

Action Step 3A	Increase the effectiveness of our engagement with all students to increase participation in district programs.
	<ul style="list-style-type: none"> ● Improve transition to MS and HS (provide students and parents with mentors). ● Increase students' resiliency skills to promote social and emotional wellness. ● Ask colleges that reflect our students' interests and needs to visit our schools. ● Seek partnerships with organizations and businesses including international organizations
Is this a PD action step? If yes, what might that look like?	Yes. Provide interdepartmental time to review and revise curriculum. This should include language training for teachers, examples of effective communication, and culturally responsive pedagogy.

Action Step 3B	Increase the effectiveness of our communication with families to increase participation in district programs
Aligned Strategy	Engage diverse stakeholders through effective communication and opportunities for involvement to increase student and family engagement.
Description of Action Step	<ul style="list-style-type: none"> ● Eliminate barriers that affect student achievement by communicating with families equitably to increase access to district programming.
People Responsible	Administration PTO/HAS representatives Padres Latinos E-Teams
Indicator of Implementation	<ul style="list-style-type: none"> ● Conduct monthly workshops and trainings for families to strengthen the home school partnership via "Family University." ● Develop tutorials for parents in English and Spanish (online and in person). ● Host community nights at home schools. ● Expand Spanish Course Selection Night. ● Include Padres Latinos as part of PTO/PTOC. Communicate information on procedures "how we do it here." ● Hold events and meetings in community facilities in addition to district facilities. ● Develop relationships with organizations and support groups that target diverse populations. ● Promote educational services and activities in locations that serve diverse populations.

Action Step 3B	Increase the effectiveness of our communication with families to increase participation in district programs
	<ul style="list-style-type: none"> ● Apply research from schools that have been successful in developing connections with diverse communities. ● Tap into our equity leaders for support. ● Host cultural celebrations by teachers and families. ● Mentor families for other families.
Is this a PD action step? If yes, what might that look like?	Yes. Staff working to facilitate community engagement will need time and compensation to prepare activities for families.

Goal Area Two: Innovative Teaching and Learning

Goal: Use engaging and effective instructional strategies to advance student learning, achievement, and agency.

Overview of Strategies & Action Steps:

Strategy 1: Provide structures that enable a cross-curricular and collaborative approach to teaching and learning.

Rationale for Strategy: To strengthen professional knowledge of cross-curricular collaboration, it is important to increase teacher capacity and ensure both horizontal and vertical workflow within the school system. These opportunities are crucial to building and strengthening connections among stakeholders.

Action Steps:

- A. Develop Feedback Loops
- B. Recalibrate Professional Learning Communities
- C. Dedicate Time to Administrators' Professional Learning
- D. Utilize Instructional Coaching Cycles

Strategy 2: Embed appropriate innovative and technological resources into curriculum, assessments, and instructional practices.

Rationale for Strategy: To integrate ISTE standards for administrators, teachers, and students into all facets of curriculum, instruction, and assessment, we must provide opportunities for exposure and understanding of the various strands and core elements. By utilizing the ISTE Standards for Students, Teacher, and Administrators and creating a K-12 matrix, WCASD can transform instructional practices, providing students opportunities to build the skills necessary for an increasingly complex world and our staff with increased understanding of technology and content pedagogy.

Action Steps:

- A. Review Curriculum and ISTE Standards
- B. Create K-12 Technology Skills Matrix
- C. Develop Technology, Pedagogical, and Content Knowledge

Strategy 3: Develop and expand multiple pathways for learning that promote choice and autonomy in teaching, learning, and assessment.

Rationale for Strategy: Students present different strengths, needs, and preferred modalities for learning and self-expression. Teachers can support students' intrinsic motivation by providing multiple processes for presenting curricular content and multiple ways students can demonstrate mastery of the content, while maintaining high expectations for student learning. Providing teachers with the support to create multiple pathways to learning for their students is consistent with the District's mission to inspire students to achieve their personal best.

Action Steps:

- A. Create a Culture of Responsive Teaching
- B. Offer Varied Learning Opportunities to Promote Student Ownership
- C. Design and Analyze Assessments to Personalize Instruction

Strategy 4: Establish a curriculum review cycle and identify opportunities to create consistent curriculum frameworks K-12.

Rationale for Strategy: A roadmap for curriculum review will ensure that each discipline is evaluated in a timely and strategic manner. A consistent format for curricular documents will provide stakeholders with universal access to the priority content and skills that will be taught.

Action Steps:

- A. Develop a roadmap for the K-12 curriculum cycles of review.
- B. Identify opportunities to create consistent curriculum formatting K-12.

Strategy 1: Provide structures that enable a cross-curricular and collaborative approach to teaching and learning.

Action Step 1A	Develop Feedback Loops
Aligned Strategy	Strategy 1 - Provide structures that enable a cross-curricular and collaborative approach to teaching and learning
Description of Action Step	<ul style="list-style-type: none"> ● Instructional coach visits classrooms with teachers and debriefs after observations. ● Teachers open their classrooms to other teachers for peer observation. ● Administrators conduct “instructional rounds”. ● Students provide feedback to teachers about effective classroom experiences.
People Responsible	District Administration and Teaching Staff
Indicator of Implementation	Administrators collaborate for instructional rounds, teachers are involved in peer observation, students offer feedback to teachers.
Is this a PD action step? If yes, what might that look like?	Yes. Teachers will need to understand the rationale for peer observation, and administrators will need to manage the logistics of it. Administrators will need training in instructional rounds.

Action Step 1B	Recalibrate Professional Learning Communities
Aligned Strategy	Strategy 1 – Provide structures that enable a cross-curricular and collaborative approach to teaching and learning
Description of Action Step	<ul style="list-style-type: none"> ● Administrators redefine PLCs to encourage cross-curricular collaboration ● Administrators revisit PLC schedules for Unified Arts teachers K-12 to ensure dedicated meeting time.
People Responsible	District Administration

Action Step 1B	Recalibrate Professional Learning Communities
Indicator of Implementation	Administrators communicate changes in PLC definition and schedules to teaching staff.
Is this a PD action step? If yes, what might that look like?	No.

Action Step 1C	Dedicate Time to Administrators' Professional Learning
Aligned Strategy	Strategy 1 - Provide structures that enable a cross-curricular and collaborative approach to teaching and learning
Description of Action Step	<ul style="list-style-type: none"> ● Administrators establish District expectations for Professional Learning days. ● Administrators build District calendar to reflect structured and dedicated professional learning time that aligns to District vision. ● Administrators dedicate PD time aligning their work to the District vision and priorities.
People Responsible	District Administration
Indicator of Implementation	Administrators implement shared expectations on professional learning days.
Is this a PD action step? If yes, what might that look like?	No.

Action Step 1D	Utilize Instructional Coaching Cycles
Aligned Strategy	Strategy 1 - Provide structures that enable a cross-curricular and collaborative approach to teaching and learning
Description of Action Step	<ul style="list-style-type: none"> ● Administrators define the role of Instructional Coach district-wide. ● Administrators hire secondary Instructional Coaches to ensure ongoing and embedded professional learning. ● Administrators communicate the New Teacher Induction expectations to include engaging with the Instructional Coach in a Before/During/After (BDA) coaching cycle. ● Administrators update the expectations of non-tenured teachers to include engaging with the Instructional Coach in a BDA coaching cycle until tenure is granted.
People Responsible	District Administration
Indicator of Implementation	Administrators define and communicate the role of the Instructional Coach. Non-tenured teachers complete at least one BDA coaching cycle.

Action Step 1D	Utilize Instructional Coaching Cycles
Is this a PD action step? If yes, what might that look like?	Yes. All non-tenured teachers will need to be trained in the BDA coaching cycle.

Strategy 2: Provide structures that enable a cross-curricular and collaborative approach to teaching and learning.

Action Step 2A	Review Curriculum and ISTE Standards
Aligned Strategy	Strategy 2 – Embed appropriate innovative and technological resources into curriculum, assessments, and instructional practices.
Description of Action Step	<ul style="list-style-type: none"> ● Administrators and teachers gather data to determine the degree to which current curriculum, instruction, and assessment practices align to ISTE-teacher and student standards. ● Administrators and teachers create a multi-phase plan based upon baseline data to increase alignment in all three areas. ● Administrators dedicate professional learning time to educating teachers on ISTE standards. ● Instructional Leadership team utilizes meeting time to ensure that all administrators are well-versed in ISTE standards to operationalize them in their buildings.
People Responsible	District Administration and Teaching Staff
Indicator of Implementation	Data is collected and a plan is developed to increase alignment of practice to ISTE standards
Is this a PD action step? If yes, what might that look like?	Yes. Administrators and teachers will need training in how to operationalize the ISTE standards.

Action Step 2B	Create Technology Skills Matrix
Aligned Strategy	Strategy 2 - Embed appropriate innovative and technological resources into curriculum, assessments, and instructional practices.
Description of Action Step	<ul style="list-style-type: none"> ● Administrators and teachers build consensus around a K-12 technology skills matrix that identifies when core skills are first introduced and expected to be mastered by students. ● Administrators and teachers create a repository of sample lessons that align to the WCASD K-12 technology skills matrix. ● Administrators and teachers identify a digital citizenship curriculum to be implemented that promotes digital citizenship explicitly in all classrooms.
People Responsible	District Administration and Teaching Staff

Action Step 2B	Create Technology Skills Matrix
Indicator of Implementation	A K-12 technology skills matrix is developed including sample lessons. A digital curriculum is selected and implemented.
Is this a PD action step? If yes, what might that look like?	Yes. Administrators and teachers need to review the elementary skills matrix and create a secondary one, then design sample lessons.

Action Step 2C	Develop Technology, Pedagogical, and Content Knowledge
Aligned Strategy	Strategy 2 - Embed appropriate innovative and technological resources into curriculum, assessments, and instructional practices.
Description of Action Step	<ul style="list-style-type: none"> • Administrators develop District evaluation measures to help teachers determine which tools are best for the learning process in their classrooms. • Administrators collect observational data regarding effective technology integration to inform professional learning needs.
People Responsible	District Administration
Indicator of Implementation	District evaluation measures are adopted to help teachers determine the most effective digital tools. Administrators offer professional learning opportunities in response to observational data.
Is this a PD action step? If yes, what might that look like?	No

Strategy 3: Develop and expand multiple pathways for learning that promote choice and autonomy in teaching, learning, and assessment.

Action Step 3A	Create A Culture of Responsive Teaching
Aligned Strategy	Strategy 3 – Develop and expand multiple pathways for learning that promote choice and autonomy in teaching, learning, and assessment.
Description of Action Step	<ul style="list-style-type: none"> • Administrators explore opportunities for teacher to visit colleagues across building and levels to observe the application of research-based practice. • Teachers embed Social Emotional Learning (SEL) into instructional practices and classroom culture. • Administrators and teachers share and receive feedback within school and professional learning communities. • Teachers reflect on practice, identify areas for growth, and engage in Personalized Professional Learning (PPL)
People Responsible	District Administration and Teaching Staff

Action Step 3A	Create A Culture of Responsive Teaching
Indicator of Implementation	Teachers embed SEL into everyday practice. Feedback loops are established and utilized to promote the learning and growth of administrators, teachers, and students.
Is this a PD action step? If yes, what might that look like?	Yes. Teachers will continue to engage in SEL training and PPL goal development.

Action Step 3B	Offer Varied Learning Opportunities to Promote Student Ownership
Aligned Strategy	Strategy 3 – Develop and expand multiple pathways for learning that promote choice and autonomy in teaching, learning, and assessment.
Description of Action Step	<ul style="list-style-type: none"> ● Teachers empower students to be advocates for optimal learning experiences. ● Teacher provide a flexible process for how students demonstrate mastery of standards. ● Administrators and teachers ensure that all students have an equal opportunity to learn the same content and skills and demonstrate common learning outcomes.
People Responsible	District Administration and Teaching Staff
Indicator of Implementation	Students demonstrate learning of core content in a variety of ways.
Is this a PD action step? If yes, what might that look like?	Yes. Teachers need training in how students can demonstrate common learning outcomes through the use of flexible assessment measures.

Action Step 3C	Design and Analyze Assessments to Personalize Instruction
Aligned Strategy	Strategy 3 - Develop and expand multiple pathways for learning that promote choice and autonomy in teaching, learning, and assessment.
Description of Action Step	<ul style="list-style-type: none"> ● Administrators and teachers revisit the District assessment philosophy including common assessments. ● Administrators relaunch the Create Perform Respond (CPR) assessment framework with teachers. ● Administrators and teachers create a repository of authentic assessments with options for students to create, perform, or respond to demonstrate learning and understanding.
People Responsible	District Administration and Teaching Staff
Indicator of Implementation	Assessments are developed and utilized that allow students to choose how they will demonstrate their learning.
Is this a PD action step? If yes, what might that look like?	Yes. Administrators and teachers need to revisit the District assessment philosophy and framework, then create a repository of local assessments.

Strategy 4: Develop a curriculum review cycle and identify opportunities to create consistent curriculum frameworks K-12.

Action Step 4A	Develop a roadmap for the K-12 curriculum cycles of review.
Aligned Strategy	Strategy 4 – Develop a curriculum review cycle and identify opportunities to create consistent curriculum frameworks K-12.
Description of Action Step	<ul style="list-style-type: none"> • The Teaching and Learning team will assess when each area of the curriculum was last reviewed. • A three-year document will be developed that projects the review cycle for each area.
People Responsible	District Administration
Indicator of Implementation	A roadmap will be developed that reviews all curricular areas in a timely and strategic manner.
Is this a PD action step? If yes, what might that look like?	No.

Action Step 4B	Identify opportunities for consistent curriculum formatting K-12.
Aligned Strategy	Strategy 4 - Develop a curriculum review cycle and identify opportunities to create consistent curriculum frameworks K-12.
Description of Action Step	<ul style="list-style-type: none"> • A template will be designed to provide a consistent format for curriculum documents. • As curricular areas are reviewed and revised, the new template will be used.
People Responsible	District Administration
Indicator of Implementation	Curriculum documents will be developed that follow a consistent format.
Is this a PD action step? If yes, what might that look like?	No.

Comprehensive Goal Area Three: Student Involvement

Goal:

To create more opportunities for students to engage in school academically, socially and emotionally.

Overview of Strategies & Action Steps
<p>Strategy 1: To increase student participation in co-curricular activities. (behavioral engagement)</p> <p>Rationale for Strategy: Research states high-quality extracurricular activities build relationships between students and adults who supervise activities.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> A. Improve Communication B. Remove Barriers C. Start Interest Groups at the Elementary Level

Action Step 1A	Improve Communication
Aligned Strategy	Research states that co-curricular activities benefit students by providing opportunities to apply their knowledge and skills, develop new abilities and interests, and strengthen their social and organizational skills.
Description of Action Step	<ul style="list-style-type: none"> ● Involve stakeholders- students, teachers (academic, special education, and vocational), counselors (guidance and mental health), IT expert, parents, and community members ● Develop a survey to establish how students prefer to get information as well as establish students' interests to begin the course selection process ● Create a newsletter, social media platforms, Schoology, ● Provide exploratory experiences ● Provide high school and community partnership ● Provide sponsorship through educational foundation ● Provide work-based learning ● Advertise offerings during course selection. ● Provide career fairs at the elementary, middle, and high school levels.

Action Step 1A	Improve Communication
People Responsible	<ul style="list-style-type: none"> Stakeholders- students, teachers (academic, special education, and vocational), counselors (guidance and mental health), IT expert, parents, and community members
Indicator of Implementation	<ul style="list-style-type: none"> Percentage of survey results showing more interest Increase in club memberships and community programs at all levels Consistent following on social media platforms
Is this a PD action step? If yes, what might that look like?	<p>Yes.</p> <ul style="list-style-type: none"> Provide on-going social media training on the use of social media platform

Action Step 1B	Remove Barriers
Aligned Strategy	<p>Researchers have identified transportation as one of the greatest issues for providing co-curricular participation. In addition, stress, a lack of interest, time constraints, and an unwelcoming environment have also contributed to students' lack of participation in sports clubs and other activities.</p>
Description of Action Step	<ul style="list-style-type: none"> Provide activity bus, uber, or lift Provide flexible schedule for teachers and students Provide a menu of activities to give students choice Provide anti-bias training to decrease implicit bias for all stakeholders
People Responsible	<ul style="list-style-type: none"> Involve stakeholders- students, teachers (academic, special education, and vocational), counselors (guidance and mental health), IT expert, parents, and community members
Indicator of Implementation	<ul style="list-style-type: none"> Transportation will be provided More teachers and students will volunteer Decrease in irritability, anxiety, withdrawal from school activities

Action Step 1B	Remove Barriers
Is this a PD action step? If yes, what might that look like?	Yes. On-going training social justice and equity training.

Action Step 1C	Start Interest Groups at the Elementary Level
Aligned Strategy	Research states that co-curricular activities offer students non-academic experiences that help to develop their personality, socio-emotional, physical, and spiritual development which support and strengthen their academic learning.
Description of Action Step	<ul style="list-style-type: none"> ● Conduct interest survey ● Hold career day ● Career fairs ● Develop student mentor program from upper levels ● Visit different careers: fire station, restaurants, courtroom
People Responsible	Involve stakeholders- students, teachers (academic, special education, and vocational), counselors (guidance and mental health), parents, and community members.
Indicator of Implementation	<ul style="list-style-type: none"> ● Empowered to start and organize clubs ● Increase in club membership
Is this a PD action step? If yes, what might that look like?	No.

Overview of Strategies & Action Steps

Strategy 2: To create opportunities for positive interactions with administrators, teachers and other students. (emotional engagement)

Rationale for Strategy: It is vital for all students to have a connection with at least one stakeholder group at the school: a teacher, an administrator or a peer group.

Action Steps:

- A. Model Engagement
- B. Students Involved in Decision-Making Progress
- C. Administrators Attend Student Events

Action Step 2A	Model Engagement
Aligned Strategy	Research states high-quality extracurricular activities build relationships between students and adults who supervise activities.
Description of Action Step	<ul style="list-style-type: none"> ● Develop list catalog of current opportunities ● Allow time for vertical communication (in feeder pattern)
People Responsible	<ul style="list-style-type: none"> ● Building Athletic Directors/Activity Sponsors ● Office Staff - to compile lists
Indicator of Implementation	Buildings have a working set of activities for students to get more information about and connect with.
Is this a PD action step? If yes, what might that look like?	No.

Action Step 2B	Students Involved in Decision-Making Progress
Aligned Strategy	<ul style="list-style-type: none"> ● Target the master schedule to allow for “in-school” opportunities for students to connect.

Action Step 2B	Students Involved in Decision-Making Progress
	<ul style="list-style-type: none"> • Allow students to select opportunities
Description of Action Step	Making sure the master schedule reflects opportunities to achieve the goal of positive interactions for students and staff.
People Responsible	-Administration; Schedulers
Indicator of Implementation	-Development of clubs, activities, and action periods to accommodate student connections - Developments of "Passion Hour" (Type) activities for student display of talent
Is this a PD action step? If yes, what might that look like?	No

Action Step 2C	Administrators Attend Student Events
Aligned Strategy	Authentic opportunity for student connection with stakeholders.
Description of Action Step	Administrators have time allotted in their schedule to attend student events; including, but not limited to, art shows, music presentations, sports activities, honor society recognitions, activities fairs,
People Responsible	Administrative Team
Indicator of Implementation	Students report that administration supports them in and out of the classroom.
Is this a PD action step? If yes, what might that look like?	No

Overview of Strategies & Action Steps

Strategy 3: To foster opportunities for each student to be academically engaged and challenged in the classroom (cognitive engagement)

Rationale for Strategy: To ensure each student is academically engaged and challenged in the classroom.

Action Steps:

- A. Foster Autonomy
- B. Increase Self-Competencies
- C. Adopt a Leadership Course for Students
- D. TCHS Opportunities

Action Step 3A	Foster Autonomy
Aligned Strategy	Research shows that when schools foster autonomy in education, students develop self-motivation and responsibility. The skills that students learn allow them to extend their ability in all aspects of their lives including but not limited to, academic, social, domestic, and artistic.
Description of Action Step	<ul style="list-style-type: none"> ● Set personal short and long term goals ● Do self-assessment to identify emotional and academic needs ● Identify and utilize the human and material resources to assist them in attaining their goals ● Encourage risk taking ● Create social and emotional learning classrooms
People Responsible	Administrative staff, regular and special education teachers, guidance counselors, psychologists, mental health counselors, and para-professionals
Indicator of Implementation	<ul style="list-style-type: none"> ● Use of media to generate student discussion,(i.e. Ted Talk, Podcasts as well as print media) ● Counselors push in to classrooms to hold relevant age appropriate discussions regarding academics and life beyond school

Action Step 3A	Foster Autonomy
	<ul style="list-style-type: none"> ● Scaffolding instruction that focuses on gradually removing fear of taking risks ● Self-reflective, have ownership of their learning process, and demonstrate critical thinking skills ● Social emotional classrooms that actively address stress and anxiety.
Is this a PD action step? If yes, what might that look like?	<ul style="list-style-type: none"> ● On-going Positive Behavior Development seminars ● Guest speakers to assist teachers in developing and fostering student autonomy strategies.

Action Step 3B	Increase Self-Competency
Aligned Strategy	Research shows that competencies refer to students having mastery and are effective in their activities. The key components of self-competency are self-esteem, self-determination, and successful coping skills.
Description of Action Step	<ul style="list-style-type: none"> ● Afford students with options/choices for assignments and activities ● Practice mindfulness ● Keep a journal/diary ● Set and work towards goals ● Ask for feedback consistently ● Identify areas of improvement and skills that need to be developed
People Responsible	Administrative staff, regular and special education teachers, guidance counselors, psychologists, mental health counselors, and para-professionals
Indicator of Implementation	<ul style="list-style-type: none"> ● Demonstrate social and self-awareness ● Scaffolding instruction that focuses on gradually removing fear of taking risks ● Demonstrate responsible decision making skills ● Self-reflective, have ownership of their learning process, and demonstrate critical thinking skills ● Create contracts and agreements: Individual students, class, team, or school based

Action Step 3B	Increase Self-Competency
Is this a PD action step? If yes, what might that look like?	<ul style="list-style-type: none"> ● Guest speakers to assist teachers in developing and fostering students' self-competencies. ● Ongoing mindfulness PD

Action Step 3C	Adopt a Leadership Course for Students
Aligned Strategy	Research shows that student leadership courses afford youth the opportunity to expand and deepen their group and individual leadership skills to positively impact their own lives and the community.
Description of Action Step	<ul style="list-style-type: none"> ● Build leadership courses into the guidance program ● Provide opportunities for students to join organized clubs within and outside of school ● Provide opportunities to volunteer in community work during school ● Mentoring program from elementary to middle to high school
People Responsible	Administrative staff, regular and special education teachers, guidance counselors, mental health counselors, para-professionals, and community stakeholders
Indicator of Implementation	<ul style="list-style-type: none"> ● Take proactive steps to engage in school and community activities ● Volunteer for leadership positions
Is this a PD action step? If yes, what might that look like?	No

Action Step 3D	TCHS Opportunities
Aligned Strategy	Research shows that career and technical education can give children the skills they require for life: technical, academic, and employability skills. Additionally, career and technical education help students see how what they are learning applies to the needs of employers.

Action Step 3D	TCHS Opportunities
Description of Action Step	<ul style="list-style-type: none"> ● Remove negative barriers about TCHS ● Expose kindergarten through 6th grade to career development through career day, presentation by personnel from TCHS ● Promote better communication with parent/guardian via virtual open house ● Exploratory career development for grades 7-9th where they are exposed to three choices for two weeks in the summer ● Selection of course of study in TCHS or WCASD for 10-12th grade ● Highlight articulation agreements between the WCASD and TCHS ● Reevaluate K-12 schedule ● Encourage dual enrollment ● Allow for a Cyber option and Flex- in period ● Highlight graduates of TCHS
People Responsible	TCHS faculty and staff, WCASD administrative staff, special education and regular education teacher, guidance counselors
Indicator of Implementation	<ul style="list-style-type: none"> ● Increase in the total enrollment of students requesting TCHS education
Is this a PD action step? If yes, what might that look like?	No

Goal Area Four: Fiscal and Capital Planning

Goal: Create a financial plan that provides annual budgets that adhere to Act 1 regulations, responds to 21st century learning needs and preserves the current level of educational excellence.

Overview of Strategies & Action Steps:	
Strategy 1: Compile balanced budgets adhering to Act 1 regulations while maintaining District programs and services.	
Rationale for Strategy: Achieve annual balanced budgets within the confines of Act 1 for a District having a history of strong public education and drawing people to purchase homes within the community with the expectation that quality education will continue.	
Action Steps:	
A. Compile annual budgets that adhere to district policies related to debt service and fund balance management.	
B. Identify initiatives to address the social and emotional needs of students	
C. Identify resources needed to address additional learning opportunities for students	
D. Identify resources to address staffing needs	

Action Step 1A	Adopt an annual budget adhering to the District debt service and fund balance policies.
Aligned Strategy	Strategy 1 – Compile balanced budgets adhering to Act 1 regulations while maintaining District programs and services.
Description of Action Step	The District adopts a budget adhering to the District’s Fund Balance policy allowing for an unassigned Fund Balance between 5% - 8% of the total budget and adhering to the District’s debt service policy, requiring the District total debt service expense to be at or below 10% of the total budget.
People Responsible	District Administration
Indicator of Implementation	<ul style="list-style-type: none"> Board approves budgets maintaining a total unassigned Fund Balance between 5-8% of the total budget and maintaining debt service expense at or below 10% of the total budget.
Is this a PD action step? If yes, what might that look like?	No.

Action Step 1B	Identify initiatives to address the social and emotional needs of students
Aligned Strategy	Strategy 1 – Compile balanced budgets adhering to Act 1 regulations while maintaining District programs and services.
Description of Action Step	The District has established a multi-year Social and Emotional Learning Plan. The following resources need to accompany the plan:

Action Step 1B	Identify initiatives to address the social and emotional needs of students
	<ul style="list-style-type: none"> • Ensure funding is available for the programs and accompanying professional development • Identify alternate funding and apply for grants • Ensure funding is secured for continued support of the plan as needed
People Responsible	District Administration
Indicator of Implementation	<ul style="list-style-type: none"> • Resources are identified focusing on the social and emotional needs of students • Grant applications are submitted
Is this a PD action step? If yes, what might that look like?	No.

Action Step 1C	Identify resources needed to address additional learning opportunities for students
Aligned Strategy	Strategy 1 – Compile balanced budgets adhering to Act 1 regulations while maintaining District programs and services.
Description of Action Step	<p>The district has implemented additional learning opportunities, specifically before/after school learning programs, summer school programs and tutoring programs. The following resources need to accompany the plan:</p> <ul style="list-style-type: none"> • Ensure funding is available for the learning opportunities • Identify alternate funding and apply for grants • Ensure funding is secured for continued support of the learning opportunities as needed
People Responsible	District Administration
Indicator of Implementation	<ul style="list-style-type: none"> • Resources are identified that focus on learning opportunities for students. • Grant applications are submitted
Is this a PD action step? If yes, what might that look like?	No.

Action Step 1D	Identify resources needed to address staffing shortages
Aligned Strategy	Strategy 1 – Compile balanced budgets adhering to Act 1 regulations while maintaining District programs and services.
Description of Action Step	Identify resources available and recommend steps to address the staffing needs of the District. For example:

Action Step 1D	Identify resources needed to address staffing shortages
	<ul style="list-style-type: none"> ● Salary studies ● Employee benefit programs ● Engagement Studies
People Responsible	District Administration
Indicator of Implementation	<ul style="list-style-type: none"> ● Resources are identified focusing on overall employee wellness/satisfaction ● Studies are completed
Is this a PD action step? If yes, what might that look like?	No.

Profile and Plan Essentials

Special Education Students

Total Number of Special Education Students 1852

Total Student Enrollment 12113

Percent of Special Education Students 15.3

Steering Committee

Name	Position/Role	Building	Email
Leigh Ann Ranieri	Director of Special Education	West Chester Area SD	Iranieri@wcasd.net
Steve Werner	Director of Special Education	West Chester Area SD	swerner@wcasd.net
Melissa Kleiman	Other	West Chester Area SD	mkleiman@wcasd.net
Lisa Phifer	Other	West Chester Area SD	lphifer@wcasd.net
Phillip Dakes	Other	West Chester Area SD	pdakes@wcasd.net
Katie Bickel	Special Education Teacher	West Chester Bayard Rustin HS	kbickel@wcasd.net
John Bragger	Parent	Stetson MS	jtb25@yahoo.com
Tina Costin	Special Education Teacher	West Chester Bayard Rustin HS	tcostin@wcasd.net
Judi Di Fonzo	Parent	West Chester East HS	sd-jd@ix.netcom.com
Shanelle Dorsey	Special Education Teacher	West Chester Henderson HS	sdorsey@wcasd.net
Nicole Doyle	Special Education Teacher	West Chester Henderson HS	ndoyle@wcasd.net
Jen Eynon	Parent	Exton El Sch	jen.eynon@gmail.com
Rebecca Lambert	Special Education Teacher	Exton El Sch	rlambert1@wcasd.net
Nicole Verbos	Special Education Teacher	Exton El Sch	nverbos@wcasd.net
Susan Kelly	Special Education Teacher	Exton El Sch	skelly@wcasd.net
Claire Hackett	Parent	E N Peirce MS	hackettclaire@gmail.com
Jennifer Mangold	Special Education Teacher	Penn Wood El Sch	jmangold@wcasd.net
Jessica Keogh	Special Education Teacher	J R Fugett MS	jkeogh@wcasd.net
Jason Sherlock	Building Principal	West Chester Henderson HS	jsherlock@wcasd.net
Ryan Walter	Special Education Teacher	Westtown-Thornbury El Sch	rwalter@wcasd.net
Courtney Zimmerman	Special Education Teacher	West Chester East HS	czimmerman@wcasd.net
Elizabeth Scolis	Special Education Teacher	J R Fugett MS	escolis@wcasd.net

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)

Improvement and Planning Activity
This will be addressed in the disproportionality section of the plan.

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

Improvement and Planning Activity
This will be addressed in the disproportionality section of the plan.

Timely Initial Evaluations (Indicator 11)

Improvement and Planning Activity

On a quarterly basis, Table 8 A is submitted and we will be out of corrective action when we meet the goal 4 quarters in a row.

Secondary Transition (Indicator 13)

Improvement and Planning Activity
Expand transition process across the district by aligning and expanding the transition course.
Appoint and hire a transition specialist to coordinate OVR connections and develop a transition fair.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
There is no corrective action	There is no corrective action

Identification Method

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

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

Significant Disproportionality

District Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities
Asian students who are in regular ed less than 40% of the day.	One of the equity areas that the district is focusing on is culture and providing professional development on understanding different cultures. The school psychologists use the CLIM to minimize bias.

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 Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
Black students identified with Emotional Disturbance In analyzing the data, we noticed that only 17 students identified with ED are black and 9 of them came to the district already identified.	One of the equity areas that the district is focusing on is race and implicit bias. The school psychologists use the CLIM to minimize bias.

Non-Resident Students Oversight

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

Yes

24 P.S. 1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Devereux	Resident Treatment Facility		Licensed Private Academic	181

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.)

Within the West Chester Area School District there are a number of group homes, shelters, and residential treatment facilities. Through those facilities, the District is responsible for ensuring the students receive an appropriate education. Through the requirements set forth under the 1306 regulations, the West Chester Area School District, or the Chester County Intermediate unit on behalf of the West Chester Area School District, attends all scheduled IEP meetings for these students. Records are requested from the prior district upon admission. If the student enters and was a regular education student in his/her prior district, the West Chester Area School District will enroll the student in classes right away. If the student enters the West Chester Area School District with an IEP from their prior district, an IEP team will meet to determine the appropriate program for the student. At those IEP meetings, the School District or the IU, reviews every situation with each individual student and family. Appropriate educational recommendations are based on the data collected from all parties involved. For eligible students, the IEP team considers the complete continuum of special education types and levels of service. Educational placement and or services offered are an individualized decision based on the unique needs of the specific student. IEP teams are guided by the Gaskins Settlement agreement to ensure maximum integration.

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

When a student is ready to transition back to their home school district, a transition meeting is held that includes WCASD representation, the 1306 facility, and the district of residence. Recommendations and strategies from the 1306 placement are discussed to help ensure that the student will have a successful transition.

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).
The West Chester Area School District and Chester County Intermediate Unit #24 work collaboratively with incarcerated placements to ensure that students requiring either special education services or evaluation for services are completed within the timelines as outlined under IDEA. Ongoing outreach to facilities who educate incarcerated youth result in timely identification and service initiation by district Special Education Supervisors and Liaisons (itinerant special education teachers). Current special education students are offered FAPE on an annual basis with revisions as needed throughout the school year.

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.
WCASD is doing well based on 2020-2021 data in terms of least restrictive environment as compared with the state averages. The WCASD is doing well compared to the state average specifically in out of district placements and students within the regular education environment when SEA data is compared. WCASD percentage in other settings is 3.8%. The state average is 4.7%. We are very comparable with students inside regular education classes as well. WCASD percentage is 61.2% inside regular ed. The state average is 62.1%.
2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?
The WCASD utilizes a MTSS team (Multi-Tiered System of Supports) in all schools to address student academic and social/emotional needs. The MTSS reviews student cases on an ongoing basis and provides supports and interventions to all students where needed. During the 2021-2022 school year, the WCASD is working with the local Intermediate Unit for SEL goal setting, building teams in district buildings to support SEL practices, and providing leadership opportunities for staff to support the process. The WCASD also employs mental health therapists in each district building to address mental health needs. Eligibility for mental health services is made on a case by case basis and via a formalized screening process. For students requiring a higher level of social/emotional support, the district has emotional support programs in all secondary buildings – 3 middle schools and 3 high schools. The district's intensive emotional support program is located at Greystone Elementary.
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 WCASD provides alignment days for teachers who teach complex needs students in emotional support, autistic support, multiple disabilities support, and life skills support. This coordination between staff, K-12, enables the teachers to discuss best practices and adjustments for students enrolled in intensive programs. The WCASD also provides time in PLCs (Professional Learning Communities) for special education teachers and regular education teachers to discuss academic supports for students. The WCASD provides all special education teachers who teach reading the opportunity to participate in the LETRS (Language Essentials for Teachers of Reading and Spelling) training. LETRS enables teachers to diagnose and remediate reading needs so that students can participate in the general education curriculum to the maximum extent possible.
4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.
The WCASD provides multiple supplementary aides and services for students of all abilities to participate in extra-curricular activities. Students in learning support, life skills support, autistic support, etc., attend activity fairs at the high schools to introduce them to district opportunities for participation. If a student needs to have support at a chosen extra-curricular activity, K-12, the district provides para-professional assistance, training for coaches/advisors, and equipment to participate equitably with peers and accommodate learning and physical needs. The district supports students with disabilities specifically participating in the play/musicals, sports, and clubs.
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 WCASD provides opportunities for students in out of district placements to participate in all extra-curricular activities. Similar to above, the WCASD provides paraprofessional support, training, and equipment. If a student, or family, of a student in an out of district placement wishes to have participation in extra-curricular activities in their home school, the district provides transportation to that activity at no cost to the family. The LEA participates in all IEP

meetings for students in out of district placements. At these meetings, information about participation in district activities is regularly shared via special education liaisons.

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)

WCASD identifies that it needs to have more time for collaboration, in a formalized way, with regular education and special education teachers. The purpose for this collaboration is to review practices, accommodations, and modifications for students with complex instructional needs. Also, and in additional collaboration time, ongoing professional development for regular education teachers is required so that the regular education teachers understand the students and how to work with the paraprofessionals supporting students in their classrooms. Regular trainings for paraprofessional staff in making modifications and accommodations in regular education settings is needed as well. This could look like scheduled time with regular education teachers to set up the classroom at the beginning of the year, and periodic reviews throughout the year to discuss progress. WCASD plans on building on the supports needed to give special education students stronger access to extracurricular activities. The district will use SEL and PBIS to continue education on acceptance and awareness for increased student involvement and peer education.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Aspire Program	Other	CCIU	Chester County Intermediate Unit	Autistic Support	1
Camphill Special School	Approved Private School (APS)				5
Career Academy	Other	Public/IU	Chester County Intermediate Unit	Life Skills Support	1
CCDC/TEACH	Other	Public/IU	Chester County Intermediate Unit	Emotional Support	2
Child and Career Development Center	Other	Public/IU	Chester County Intermediate Unit	Multiple Disabilities Support	17
Delaware County IU	Other	Public/IU	Delaware County Intermediate Unit	Deaf and Hard of Hearing Support	1
Devereux Kanner	Approved Private School		Devereux	Emotional Support	3

	(APS)				
Devereux Brandywine	Approved Private School (APS)		Devereux	Emotional Support	1
Elwyn	Approved Private School (APS)		Elwyn	Life Skills Support	1
Gateway-Brandywine	Other	Public/IU	Chester County Intermediate Unit	Emotional Support	10
Melmark School	Approved Private School (APS)		Melmark	Life Skills Support	1
CCIU Options	Other	Public/IU	Chester County Intermediate Unit	Emotional Support	10
Overbrook School for the Blind	Approved Private School (APS)		Overbrook School for the Blind	Blind and Visually Impaired Support	2
PA School for the Deaf	Approved Private School (APS)		PA School for the Deaf	Deaf and Hard of Hearing Support	2
Pathway School	Approved Private School (APS)		Pathway School	Emotional Support	2
TCHS Brandywine	Other	Public/IU	Chester County Intermediate Unit	Learning Support	2
TCHS Pickering	Other	Public/IU	Chester County Intermediate Unit	Learning Support	11
TEACH-SKL	Other	Public/IU	Chester County Intermediate Unit	Emotional Support	1
Timothy School	Other	2	Timothy School	Autistic Support	2
TWP Brandywine	Other	Public/IU	Chester County Intermediate Unit	Learning Support	2
Vanguard	Approved Private School (APS)		Valley Forge Educational Services	Autistic Support	9
CCIU REACH	Other	Public/IU	Chester County Intermediate Unit	Emotional Support	1

Positive Behavior Support

Date of Approval

2015-08-01

Uploaded Files

WCASD Behavior Support Services Policy.pdf

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

Currently, all students with disabilities who have behaviors that impede his/her learning or that of others have carefully designed goals and/or specially designed instruction addressing those behaviors. The IEP team conducts a Functional Behavior Assessment (FBA) to determine the target behaviors of concern. Once the behaviors are identified, the team analyzes the antecedent behaviors that occurred prior to the behavior being exhibited. Consequences to the students' behaviors are also documented. The team then analyzes all the shared information. Upon completion of the FBA, the team creates a Positive Behavior Support Plan (PBSP). This plan systematically addresses the behaviors of concern and reinforces newly learned, appropriate replacement skills using positive reinforcers. The PBSP is shared with all staff working with the student to ensure consistent implementation of the plan across all environments. In addition to training staff, the District contracts with behavior specialists who are Board Certified Behavior Analysts (BCBA) to support our students who present with more intense behavior needs. Our consultant models behavioral techniques for our staff and observes the implementation of behavioral strategies to ensure proper delivery and in-class coaching. Tier 1 supports for all students consist of the 2nd Step Program. Tier 2 supports include The Zones of Regulation, social skills groups with a school counselor, and individual behavior support plans. Students with IEPs have access to the above interventions as well as direct instruction in coping skills, social skills, and self-regulation. In addition to behavior supports, the district has mental health specialists, school counselors, intervention specialists and school psychologists in every district building. Students are referred for these services through the MTSS process, where recommendations for interventions and services are discussed.

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.

WCASD has developed a protocol to be implemented in each school building to ensure a systematic process for training the school-based CPI/De-escalation teams. CPI teams are established in each of our district schools. Initial and refresher CPI training occurs throughout each school year.

3. Describe the district positive school wide support programs.

The West Chester Area School District (WCASD) believes that all children, regardless of their disability, should be educated in the least restrictive environment to the maximum extent possible with nondisabled peers. The District fully embraces the responsibility to meet the individual behavioral needs of students to ensure they make meaningful progress. Schools are implementing characteristics of school-wide positive behavior support programs as well as creating individual positive behavior support plans to reinforce appropriate behavior and teach positive replacement skills that will be generalized throughout the learning environment.

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

The West Chester Area School District staffs each of three high schools with an intervention specialist and mental health specialist. The role of the

intervention specialist is to intervene in crisis situations and to provide supportive counseling for students who require a higher degree of care than that which a teacher or counselor can provide. All counselors in the school district are trained in suicide risk assessment and violence risk assessment. Mental health screenings are available for all grade levels. Mental Health Specialists are available in all buildings and needs are determined via a screening conducted through the MTSS process. The West Chester Area School District has a program in each high school called this the APT Academy. APT stands for Achieve, Progress, Transition. Academic and emotional support is available for students through this Tier III regular education intervention. Students can be in the program 1-8 periods a day based on individual needs. It is also can be utilized as students transition to and from a more restrictive environment. All students considered for the APT program need to go through the MTSS process and specific goals are developed.

5. Describe the district restraint procedure.

Restraints to control aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. A District representative shall notify the parent/guardian as soon as possible of the use of restraints to control the aggressive behavior of his/her child and shall convene a meeting of the IEP team within ten (10) school days of the inappropriate behavior causing the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.

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.

The District does not currently have any students at the present time who are placed on Instruction Conducted in the Home, or who are at substantial risk of waiting more than 30 days for an appropriate educational placement.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
bcasey	Elementary	Full-time (1.0)	01/24/2022 05:09 PM

Building Name		
Greystone 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		
Greystone 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	9 to 10
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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ndoyle	Secondary	Full-time (1.0)	01/24/2022 05:09 PM
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Building Name		
West Chester Henderson HS		
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	Secondary	18 to 21
Age Range Justification		FTE %
This is for WC Independent Living and Transition House near Henderson HS		0.25

Building Name		
West Chester Henderson HS		
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	18 to 21
Age Range Justification		FTE %
This is for WC Independent Living and Transition House near Henderson HS		0.15

Building Name		
West Chester Henderson HS		
Support Type		
Life Skills Support		

Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 21
Age Range Justification		FTE %
This is for WC Independent Living and Transition House near Henderson HS		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ewilson	Elementary	Full-time (1.0)	02/08/2022 11:04 AM

Building Name		
Westtown-Thornbury El Sch		
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	Elementary	5 to 10
Age Range Justification		FTE %
speech caseload and students aren't seen together.		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
arucciHHS	Secondary	Part-time (0.5)	02/08/2022 11:14 AM

Building Name		
West Chester Henderson HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		0
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
speech caseload and students aren't seen together.		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
arucciPMS	Secondary	Part-time (0.5)	02/08/2022 11:14 AM

Building Name		
E N Peirce MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		0
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
speech caseload and students aren't seen together.		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
spilko	Elementary	Full-time (1.0)	02/08/2022 11:14 AM

Building Name		
Greystone El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
speech caseload and students aren't seen together.		0.11

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
spaulsHDE	Elementary	Part-time (0.5)	02/08/2022 11:14 AM

Building Name		
Hillsdale El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 11
Age Range Justification		FTE %
speech caseload and students aren't seen together.		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
spaulsPMS	Secondary	Part-time (0.5)	02/08/2022 11:14 AM

Building Name		
E N Peirce MS		
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	Secondary	11 to 13
Age Range Justification		FTE %
speech caseload and students aren't seen together.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
smichael	Elementary	Full-time (1.0)	02/08/2022 11:14 AM

Building Name		
East Goshen El Sch		
Support Type		
Speech And Language Support		

Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
speech caseload and students aren't seen together.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
cmeighanPWE	Elementary	Part-time (0.5)	02/08/2022 11:14 AM

Building Name		
Penn Wood El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
speech caseload and students aren't seen together.		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
cmeighanRHS	Secondary	Part-time (0.5)	02/08/2022 11:14 AM

Building Name		
West Chester Bayard Rustin HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
speech caseload and students aren't seen together.		0.03

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
mmclure	Elementary	Full-time (1.0)	02/08/2022 11:14 AM

Building Name		
Mary C Howse El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
speech caseload and students aren't seen together.		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
klarosa	Elementary	Full-time (1.0)	02/08/2022 11:14 AM

Building Name		
Exton El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
speech caseload and students aren't seen together.		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
rhtzel	Secondary	Full-time (1.0)	10/28/2021 12:14 PM

Building Name		
Stetson MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language 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 %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
mhennigan	Elementary	Full-time (1.0)	02/08/2022 11:14 AM

Building Name		
East Bradford El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
speech caseload and students aren't seen together.		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
agetz	Secondary	Full-time (1.0)	10/28/2021 12:11 PM

Building Name		
West Chester East HS		
Support Type		
Speech And Language Support		

Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
mfricker	Secondary	Full-time (1.0)	10/28/2021 12:09 PM

Building Name		
J R Fugett MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 12
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
mcondon	Elementary	Full-time (1.0)	02/08/2022 11:14 AM

Building Name		
Sarah W Starkweather El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
speech caseload and students aren't seen together.		0.37

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
bberstecher	Elementary	Full-time (1.0)	02/08/2022 11:14 AM

Building Name		
Glen Acres El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
speech caseload and students aren't seen together.		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
mbenson	Elementary	Full-time (1.0)	02/08/2022 11:14 AM

Building Name		
Fern 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)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
speech caseload and students aren't seen together.		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
slambRHS	Secondary	Part-time (0.5)	02/08/2022 11:17 AM

Building Name		
West Chester Bayard Rustin HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 18
Age Range Justification		FTE %
Technically he is .6 Rustin and .4 East		0.2

Building Name		
West Chester Bayard Rustin HS		
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 18
Age Range Justification		FTE %
Technically he is .6 Rustin and .4 East (I took off 2 supplemental students so that it is .5)		0.1

Building Name		
West Chester Bayard Rustin HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Technically he is .6 Rustin and .4 East		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
tcostin	Secondary	Full-time (1.0)	10/28/2021 11:51 AM

Building Name		
West Chester Bayard Rustin HS		
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	14 to 18
Age Range Justification		FTE %
		0.3

Building Name		
West Chester Bayard Rustin HS		
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 %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
emcveigh	Secondary	Full-time (1.0)	10/28/2021 11:45 AM

Building Name		
West Chester Bayard Rustin HS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.02

Building Name		
West Chester Bayard Rustin HS		
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	14 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
djacobs	Secondary	Full-time (1.0)	02/08/2022 11:14 AM

Building Name		
West Chester Bayard Rustin HS		

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	Secondary	14 to 18
Age Range Justification		FTE %
		0.12

Building Name		
West Chester Bayard Rustin HS		
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	14 to 18
Age Range Justification		FTE %
		0.36

Building Name		
West Chester Bayard Rustin HS		
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	Secondary	14 to 18
Age Range Justification		FTE %

	0.05
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
mtornetta	Secondary	Full-time (1.0)	02/08/2022 11:14 AM

Building Name		
West Chester Bayard Rustin HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.02

Building Name		
West Chester Bayard Rustin HS		
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	14 to 18
Age Range Justification		FTE %
		0.3

Building Name		
West Chester Bayard Rustin HS		
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	14 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
rsmith1	Secondary	Full-time (1.0)	10/28/2021 01:28 PM

Building Name		
West Chester Bayard Rustin HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.5

Building Name		
West Chester Bayard Rustin HS		

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.04

Building Name		
West Chester Bayard Rustin HS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.12

Building Name		
West Chester Bayard Rustin HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %

	0.15
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
kbickel	Secondary	Full-time (1.0)	01/27/2022 01:16 PM

Building Name		
West Chester Bayard Rustin HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.26

Building Name		
West Chester Bayard Rustin HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.3

Building Name		
West Chester Bayard Rustin HS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.04

Building Name		
West Chester Bayard Rustin HS		
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 %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
epeeko	Secondary	Full-time (1.0)	10/28/2021 09:31 AM

Building Name
West Chester Bayard Rustin HS

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.04

Building Name		
West Chester Bayard Rustin HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.26

Building Name		
West Chester Bayard Rustin HS		
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	14 to 18
Age Range Justification		FTE %

	0.3
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
jbreslin	Secondary	Full-time (1.0)	10/28/2021 09:27 AM

Building Name		
West Chester Bayard Rustin HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.02

Building Name		
West Chester Bayard Rustin HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.05

Building Name		
West Chester Bayard Rustin HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.16

Building Name		
West Chester Bayard Rustin HS		
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 18
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
kfreese	Secondary	Part-time (0.5)	10/28/2021 09:24 AM

Building Name
West Chester Bayard Rustin HS

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.04

Building Name		
West Chester Bayard Rustin HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.06

Building Name		
West Chester Bayard Rustin HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %

	0.15
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
kbane	Secondary	Full-time (1.0)	10/28/2021 09:21 AM

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

Building Name		
West Chester Bayard Rustin HS		
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 %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Ireplogle	Secondary	Full-time (1.0)	02/08/2022 11:02 AM

Building Name		
West Chester Henderson HS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.06

Building Name		
West Chester Henderson HS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.18

Building Name		
West Chester Henderson HS		
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 18
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
npolcini	Secondary	Full-time (1.0)	10/28/2021 09:16 AM

Building Name		
West Chester Henderson HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.17

Building Name		
West Chester Henderson HS		

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	Secondary	14 to 18
Age Range Justification		FTE %
		0.12

Building Name		
West Chester Henderson HS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.12

Building Name		
West Chester Henderson HS		
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 %

	0.4
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
mcorr	Secondary	Full-time (1.0)	10/28/2021 09:12 AM

Building Name		
West Chester Henderson HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.16

Building Name		
West Chester Henderson HS		
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	14 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
rmcmahon	Secondary	Full-time (1.0)	10/28/2021 09:10 AM

Building Name		
West Chester Henderson HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
swilson	Secondary	Full-time (1.0)	10/28/2021 09:09 AM

Building Name	
West Chester Henderson HS	
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.18

Building Name		
West Chester Henderson HS		
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	14 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
svasquez	Secondary	Full-time (1.0)	10/28/2021 09:08 AM

Building Name		
West Chester Henderson HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.04

Building Name		
West Chester Henderson HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.05

Building Name		
West Chester Henderson HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

Building Name		
West Chester Henderson HS		
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	14 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
agalante	Secondary	Full-time (1.0)	10/28/2021 09:05 AM

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

Building Name		
West Chester Henderson HS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.12

Building Name		
West Chester Henderson HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.28

Building Name		
West Chester Henderson HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
mwrightstone	Secondary	Full-time (1.0)	10/28/2021 09:03 AM

Building Name		
West Chester Henderson HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.04

Building Name		
West Chester Henderson HS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.18

Building Name		
West Chester Henderson HS		
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	14 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
sdorsey	Secondary	Full-time (1.0)	10/28/2021 09:01 AM

Building Name		
West Chester Henderson HS		
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 %
		0.22

Building Name		
West Chester Henderson HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)	7	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification	FTE %	
	0.35	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
cmurphy	Secondary	Full-time (1.0)	10/28/2021 08:59 AM

Building Name		
West Chester Henderson HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.26

Building Name		
West Chester Henderson HS		
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 %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
jmuzi	Secondary	Full-time (1.0)	10/26/2021 08:46 AM

Building Name		
West Chester Henderson HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.24

Building Name		
West Chester Henderson HS		
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 18
Age Range Justification		FTE %

	0.25
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
bsaello	Secondary	Full-time (1.0)	10/25/2021 06:14 PM

Building Name		
West Chester East HS		
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	14 to 18
Age Range Justification		FTE %
		0.08

Building Name		
West Chester East HS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
slambEHS	Secondary	Part-time (0.5)	10/28/2021 11:54 AM

Building Name		
West Chester East HS		
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	14 to 18
Age Range Justification		FTE %
		0.14

Building Name		
West Chester East HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
czimmerman	Secondary	Full-time (1.0)	10/26/2021 08:45 AM

Building Name		
West Chester East HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.42

Building Name		
West Chester East HS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.25

Building Name		
West Chester East HS		
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	14 to 18
Age Range Justification		FTE %
		0.14

Building Name		
West Chester East HS		
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 18
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
jrightmeyer	Secondary	Full-time (1.0)	10/25/2021 06:09 PM

Building Name		
West Chester East HS		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.04

Building Name		
West Chester East HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.26

Building Name		
West Chester East HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
rmclain	Secondary	Full-time (1.0)	10/25/2021 06:07 PM

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

Building Name		
West Chester East HS		
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	11 to 14
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
aparry	Secondary	Full-time (1.0)	10/25/2021 06:06 PM

Building Name		
West Chester East HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.02

Building Name		
West Chester East HS		
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	14 to 18
Age Range Justification		FTE %
		0.14

Building Name		
West Chester East HS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
mlepish	Secondary	Full-time (1.0)	10/25/2021 06:04 PM

Building Name		
West Chester East HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.17

Building Name		
West Chester East HS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.25

Building Name		
West Chester East HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.24

Building Name		
West Chester East HS		
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 18
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
kphillips	Secondary	Full-time (1.0)	10/25/2021 06:02 PM

Building Name		
West Chester East HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.26

Building Name		
West Chester East HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.15

Building Name		
West Chester East HS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.1

Building Name		
West Chester East HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
akenney	Secondary	Full-time (1.0)	10/25/2021 06:01 PM

Building Name		
West Chester East HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic 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 18
Age Range Justification	FTE %	
	0.62	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
smcaleer	Secondary	Full-time (1.0)	10/25/2021 06:00 PM

Building Name	
West Chester East HS	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	5
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	FTE %
	0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
smueller	Secondary	Full-time (1.0)	10/25/2021 05:59 PM

Building Name
West Chester East HS

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	Secondary	14 to 18
Age Range Justification		FTE %
		0.08

Building Name		
West Chester East HS		
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	14 to 18
Age Range Justification		FTE %
		0.3

Building Name		
West Chester East HS		
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 %

	0.2
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
lbennett	Secondary	Full-time (1.0)	10/25/2021 05:57 PM

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

Building Name		
West Chester East HS		
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 %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
dcostin	Secondary	Full-time (1.0)	02/08/2022 11:14 AM

Building Name		
West Chester East HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.24

Building Name		
West Chester East HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional 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 18
Age Range Justification		FTE %
		0.1

Building Name		
West Chester East HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.08

Building Name		
West Chester East HS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
emelfi	Secondary	Full-time (1.0)	10/25/2021 05:54 PM

Building Name
Stetson MS

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	Secondary	11 to 14
Age Range Justification		FTE %
		0.08

Building Name		
Stetson MS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.18

Building Name		
Stetson MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %

	0.35
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
trutter	Secondary	Full-time (1.0)	10/25/2021 05:52 PM

Building Name		
Stetson MS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.08

Building Name		
Stetson MS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.12

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

Building Name		
Stetson MS		
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 14
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
rtrainor	Secondary	Full-time (1.0)	02/08/2022 11:14 AM

Building Name
Stetson MS

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	11 to 14
Age Range Justification		FTE %
		0.08

Building Name		
Stetson MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.22

Building Name		
Stetson MS		
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 14
Age Range Justification		FTE %

	0.25
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
psmith1	Secondary	Full-time (1.0)	10/25/2021 05:49 PM

Building Name		
Stetson MS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.5

Building Name		
Stetson MS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
gjewitt	Secondary	Full-time (1.0)	10/25/2021 05:47 PM

Building Name		
Stetson MS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.08

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

Building Name		
Stetson MS		
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	11 to 14
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ccarlin	Secondary	Full-time (1.0)	10/25/2021 05:46 PM

Building Name		
Stetson MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.1

Building Name		
Stetson 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 14
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
kgianocopoulos	Secondary	Full-time (1.0)	10/25/2021 05:34 PM

Building Name		
Stetson MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.22

Building Name		
Stetson MS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
jmoreland	Secondary	Full-time (1.0)	10/22/2021 04:13 PM

Building Name		
Stetson MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.17

Building Name		
Stetson MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.02

Building Name		
Stetson 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 14
Age Range Justification		FTE %
		0.28

Building Name		
Stetson 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
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clow	Secondary	Full-time (1.0)	10/22/2021 04:11 PM
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Building Name		
Stetson MS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.12

Building Name		
Stetson MS		
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	11 to 14
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
hsoring	Secondary	Full-time (1.0)	10/22/2021 04:10 PM

Building Name		
Stetson MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.16

Building Name		
Stetson 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	11 to 14
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
mkramer	Secondary	Full-time (1.0)	10/22/2021 04:08 PM

Building Name		
E N Peirce 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	11 to 14
Age Range Justification		FTE %
		0.14

Building Name		
E N Peirce MS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
sevans	Secondary	Full-time (1.0)	10/25/2021 05:03 PM

Building Name		
E N Peirce MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.25

Building Name		
E N Peirce MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.16

Building Name		
E N Peirce MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional 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 14
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
jlinstra	Secondary	Full-time (1.0)	10/22/2021 03:59 PM

Building Name		
E N Peirce MS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.18

Building Name		
E N Peirce MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %

	0.35
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
rsaunders	Secondary	Full-time (1.0)	10/22/2021 03:58 PM

Building Name		
E N Peirce MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.22

Building Name		
E N Peirce MS		
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	11 to 14
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
mschell	Secondary	Full-time (1.0)	02/08/2022 11:15 AM

Building Name		
E N Peirce MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.02

Building Name		
E N Peirce MS		
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	Secondary	11 to 13
Age Range Justification		FTE %
		0.12

Building Name		
E N Peirce MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
mhallinan	Secondary	Full-time (1.0)	10/22/2021 03:55 PM

Building Name		
E N Peirce MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.02

Building Name		
E N Peirce MS		

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	Secondary	11 to 13
Age Range Justification		FTE %
		0.12

Building Name		
E N Peirce MS		
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	Secondary	11 to 13
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
kfagan	Secondary	Full-time (1.0)	10/22/2021 03:53 PM

Building Name		
E N Peirce MS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.08

Building Name		
E N Peirce MS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.12

Building Name		
E N Peirce MS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
sdougherty	Secondary	Full-time (1.0)	10/22/2021 03:52 PM

Building Name		
E N Peirce MS		
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	Secondary	11 to 13
Age Range Justification		FTE %
		0.18

Building Name		
E N Peirce 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	11 to 13
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
mstolnis	Secondary	Full-time (1.0)	10/22/2021 03:51 PM

Building Name		
E N Peirce 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%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
kscarpato	Secondary	Full-time (1.0)	10/22/2021 03:50 PM

Building Name		
E N Peirce MS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.08

Building Name		
E N Peirce MS		
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	11 to 14
Age Range Justification		FTE %
		0.2

Building Name		
E N Peirce MS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
jestrada	Secondary	Full-time (1.0)	10/22/2021 03:45 PM

Building Name		
J R Fugett MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.1

Building Name		
J R Fugett MS		
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	Secondary	11 to 12
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
jkeogh	Secondary	Full-time (1.0)	02/08/2022 11:14 AM

Building Name		
J R Fugett MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.16

Building Name		
J R Fugett 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	11 to 13
Age Range Justification		FTE %
		0.05

Building Name		
J R Fugett MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range

School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.06

Building Name		
J R Fugett MS		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
escolis	Secondary	Full-time (1.0)	10/22/2021 03:42 PM

Building Name		
J R Fugett 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	11 to 12
Age Range Justification		FTE %

	0.14
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Building Name		
J R Fugett MS		
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	Secondary	11 to 12
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
dcarneymassey	Secondary	Full-time (1.0)	10/22/2021 03:41 PM

Building Name		
J R Fugett MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.25

Building Name		
J R Fugett MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.22

Building Name		
J R Fugett 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	11 to 14
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
nwhitney	Secondary	Full-time (1.0)	10/22/2021 03:39 PM

Building Name
J R Fugett MS

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	Secondary	11 to 14
Age Range Justification		FTE %
		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
smurawski	Secondary	Full-time (1.0)	10/22/2021 03:38 PM

Building Name		
J R Fugett MS		
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	Secondary	11 to 13
Age Range Justification		FTE %
		0.18

Building Name		
J R Fugett MS		
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	11 to 13
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
jdiferdinando	Secondary	Full-time (1.0)	10/22/2021 03:37 PM

Building Name		
J R Fugett MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
erosen	Secondary	Full-time (1.0)	10/22/2021 03:36 PM

Building Name		
J R Fugett MS		
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	Secondary	12 to 13
Age Range Justification		FTE %
		0.12

Building Name		
J R Fugett MS		
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	Secondary	12 to 13
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
kharrison	Secondary	Full-time (1.0)	10/22/2021 03:35 PM

Building Name		
J R Fugett MS		
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	Secondary	11 to 13
Age Range Justification		FTE %
		0.04

Building Name		
J R Fugett MS		
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	Secondary	11 to 13
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
skrissinger	Secondary	Full-time (1.0)	10/22/2021 03:34 PM

Building Name
J R Fugett MS

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	Secondary	11 to 14
Age Range Justification		FTE %
		0.18

Building Name		
J R Fugett MS		
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	11 to 14
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
rwalter	Elementary	Full-time (1.0)	02/08/2022 11:14 AM

Building Name		
Westtown-Thornbury 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 11
Age Range Justification		FTE %
The age rage isn't exceeded in the classroom, only on caseload		0.25

Building Name		
Westtown-Thornbury 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	5 to 11
Age Range Justification		FTE %
The age rage isn't exceeded in the classroom, only on caseload		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
sgaffney	Elementary	Full-time (1.0)	02/08/2022 11:14 AM

Building Name		
Westtown-Thornbury 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 8
Age Range Justification		FTE %
		0.14

Building Name		
Westtown-Thornbury 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	5 to 8
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
edagney	Elementary	Full-time (1.0)	10/22/2021 03:30 PM

Building Name		
Westtown-Thornbury 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 10
Age Range Justification		FTE %
The age rage isn't exceeded in the classroom, only on caseload		0.25

Building Name		
Westtown-Thornbury 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	5 to 10
Age Range Justification		FTE %
The age rage isn't exceeded in the classroom, only on caseload		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
jroberts	Elementary	Full-time (1.0)	10/22/2021 03:28 PM

Building Name		
Westtown-Thornbury 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	7 to 9

Age Range Justification	FTE %
	0.12

Building Name		
Westtown-Thornbury 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	7 to 9
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
asvelling	Elementary	Full-time (1.0)	10/22/2021 03:26 PM

Building Name		
Sarah W Starkweather 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	7 to 8
Age Range Justification		FTE %
		0.22

Building Name		
Sarah W Starkweather 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	7 to 8
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
arenauro	Elementary	Full-time (1.0)	10/22/2021 03:25 PM

Building Name		
Sarah W Starkweather El Sch		
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	Elementary	8 to 10
Age Range Justification		FTE %
		0.24

Building Name		
Sarah W Starkweather 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	8 to 10
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
hgottlieb	Elementary	Full-time (1.0)	10/22/2021 03:23 PM

Building Name		
Sarah W Starkweather El Sch		
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	Elementary	5 to 6
Age Range Justification		FTE %
		0.04

Building Name		
Sarah W Starkweather 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 6
Age Range Justification		FTE %
		0.26

Building Name		
Sarah W Starkweather 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	5 to 6
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
cwasson	Elementary	Full-time (1.0)	10/15/2021 10:40 AM

Building Name		
Sarah W Starkweather El Sch		
Support Type		
Multiple Disabilities Support		

Support Sub-Type		
Multiple Disabilities 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 9
Age Range Justification		FTE %
		0.25

Building Name		
Sarah W Starkweather El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
mloper	Elementary	Full-time (1.0)	10/15/2021 10:34 AM

Building Name		
Sarah W Starkweather El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities 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 7
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
kray	Elementary	Full-time (1.0)	10/15/2021 10:28 AM

Building Name		
Penn Wood El Sch		
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 9
Age Range Justification		FTE %
		0.02

Building Name		
Penn Wood El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8

Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.16

Building Name		
Penn Wood 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	6 to 9
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
jmangold	Elementary	Full-time (1.0)	02/08/2022 11:14 AM

Building Name		
Penn Wood 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	Age Range
School District	Elementary	5 to 10

Age Range Justification	FTE %
Students aren't seen at the same time in the classroom	0.3

Building Name		
Penn Wood 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	5 to 10
Age Range Justification		FTE %
Students aren't seen at the same time in the classroom		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
bjoseph	Elementary	Full-time (1.0)	10/15/2021 10:24 AM

Building Name		
Penn Wood El Sch		
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	7 to 9
Age Range Justification		FTE %
		0.02

Building Name		
Penn Wood 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	7 to 9
Age Range Justification		FTE %
		0.18

Building Name		
Penn Wood El Sch		
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	Elementary	7 to 9
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
hwatson	Elementary	Full-time (1.0)	10/14/2021 05:13 PM

Building Name		
Mary C Howse El Sch		
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	5 to 8
Age Range Justification		FTE %
		0.02

Building Name		
Mary C Howse El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.16

Building Name		
Mary C Howse 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	5 to 8
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
kfallon	Elementary	Full-time (1.0)	10/14/2021 05:11 PM

Building Name		
Mary C Howse 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	9 to 10
Age Range Justification		FTE %
		0.08

Building Name		
Mary C Howse El Sch		
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	9 to 10
Age Range Justification		FTE %

	0.02
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Building Name		
Mary C Howse El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.16

Building Name		
Mary C Howse 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	9 to 10
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
lwilliams	Elementary	Full-time (1.0)	10/14/2021 05:09 PM

Building Name		
Hillsdale 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	8 to 10
Age Range Justification		FTE %
		0.14

Building Name		
Hillsdale 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	8 to 10
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
rkaighn	Elementary	Part-time (0.5)	10/14/2021 05:08 PM

Building Name
Hillsdale 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	7 to 9
Age Range Justification		FTE %
		0.26

Building Name		
Hillsdale 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	7 to 9
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
mschneider	Elementary	Full-time (1.0)	02/08/2022 11:14 AM

Building Name		
Hillsdale El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Students aren't seen at the same time in the classroom		0.2

Building Name		
Hillsdale 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	6 to 10
Age Range Justification		FTE %
Students aren't seen at the same time in the classroom		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
bcasey	Elementary	Full-time (1.0)	10/15/2021 10:00 AM

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
bferguson	Elementary	Full-time (1.0)	01/24/2022 05:12 PM

Building Name		
Greystone El Sch		
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	Elementary	9 to 11
Age Range Justification		FTE %
		0.04

Building Name		
Greystone El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.1

Building Name		
Greystone 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	9 to 11
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
aorth	Elementary	Full-time (1.0)	01/24/2022 05:14 PM

Building Name		
Greystone 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	5 to 7
Age Range Justification		FTE %
		0.2

Building Name		
Greystone El Sch		
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	Elementary	5 to 7

Age Range Justification	FTE %
	0.08

Building Name		
Greystone El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.17

Building Name		
Greystone 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 7
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
pprice	Elementary	Full-time (1.0)	01/24/2022 05:15 PM

Building Name		
Greystone 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	5 to 7
Age Range Justification		FTE %
		0.22

Building Name		
Greystone 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 7
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
rstarace	Elementary	Full-time (1.0)	10/14/2021 05:03 PM

Building Name		
Glen Acres El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.06

Building Name		
Glen Acres 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	8 to 10
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
kpanichelli	Elementary	Full-time (1.0)	10/14/2021 04:55 PM

Building Name
Glen Acres El Sch

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.12

Building Name		
Glen Acres El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
jdeangelis	Elementary	Full-time (1.0)	10/14/2021 04:53 PM

Building Name		
Glen Acres El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.16

Building Name		
Glen Acres 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	8 to 9
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
kmccown	Elementary	Full-time (1.0)	10/14/2021 04:52 PM

Building Name		
Glen Acres El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.2

Building Name		
Glen Acres 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	5 to 7
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
evarrasse	Elementary	Full-time (1.0)	10/14/2021 04:49 PM

Building Name		
Fern Hill 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	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.3

Building Name		
Fern Hill El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
saubrey	Elementary	Full-time (1.0)	10/14/2021 04:48 PM

Building Name		
Fern Hill El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9

Age Range Justification	FTE %
	0.1

Building Name		
Fern Hill El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
amorin	Elementary	Full-time (1.0)	10/14/2021 04:46 PM

Building Name		
Fern Hill El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.08

Building Name		
Fern Hill El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.4

Building Name		
Fern Hill El Sch		
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	9 to 10
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ehadfield	Elementary	Full-time (1.0)	10/14/2021 04:44 PM

Building Name		
Fern 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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
lebert	Elementary	Full-time (1.0)	02/08/2022 11:14 AM

Building Name		
Fern 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%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Students aren't seen at the same time in the classroom		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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jlisowski	Elementary	Full-time (1.0)	10/14/2021 04:42 PM
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Building Name		
Exton El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
nverbos	Elementary	Full-time (1.0)	10/14/2021 04:41 PM

Building Name		
Exton El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic 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 7

Age Range Justification	FTE %
	0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
mcoady	Elementary	Full-time (1.0)	10/14/2021 04:41 PM

Building Name		
Exton El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
lmoncrief	Elementary	Full-time (1.0)	10/14/2021 04:40 PM

Building Name		
Exton 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	5 to 7
Age Range Justification		FTE %
		0.22

Building Name		
Exton 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 7
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
rlambert	Elementary	Full-time (1.0)	10/14/2021 04:38 PM

Building Name		
Exton 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	9 to 10
Age Range Justification		FTE %
		0.12

Building Name		
Exton 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	9 to 10
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
skelly	Elementary	Full-time (1.0)	10/14/2021 04:37 PM

Building Name		
Exton El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range

School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.1

Building Name		
Exton El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
kg Glenn	Elementary	Full-time (1.0)	10/14/2021 04:36 PM

Building Name		
Exton 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	8 to 10
Age Range Justification		FTE %

	0.14
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Building Name		
Exton 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	8 to 10
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Icarter	Elementary	Full-time (1.0)	02/08/2022 11:14 AM

Building Name		
East Goshen El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.1

Building Name		
East Goshen 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	7 to 9
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
lbray	Elementary	Full-time (1.0)	10/14/2021 04:33 PM

Building Name		
East Goshen 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	5 to 7
Age Range Justification		FTE %
		0.12

Building Name		
East Goshen 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 7
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
strout	Elementary	Full-time (1.0)	10/14/2021 04:31 PM

Building Name		
East Goshen El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.12

Building Name		
East Goshen El Sch		
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	Elementary	8 to 10
Age Range Justification		FTE %
		0.05

Building Name		
East Goshen 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	8 to 10
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
afrancis	Elementary	Full-time (1.0)	10/14/2021 11:14 AM

Building Name		
East Goshen El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
moverurf	Elementary	Full-time (1.0)	10/14/2021 11:12 AM

Building Name	
East Goshen El Sch	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	8
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	
FTE %	
1	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Ishaw	Elementary	Full-time (1.0)	10/14/2021 11:09 AM

Building Name

East Bradford 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	9 to 11
Age Range Justification		FTE %
		0.4

Building Name		
East Bradford El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
tmcinaw	Elementary	Full-time (1.0)	10/14/2021 11:06 AM

Building Name		
East Bradford 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	5 to 8
Age Range Justification		FTE %
		0.4

Building Name		
East Bradford El Sch		
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	Elementary	5 to 8
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ptwohig	Elementary	Full-time (1.0)	10/14/2021 11:03 AM

Building Name		
East Bradford 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	8 to 10
Age Range Justification		FTE %
		0.4

Building Name		
East Bradford 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	8 to 10
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
hbrill	Elementary	Full-time (1.0)	10/14/2021 10:55 AM

Building Name		
East Bradford 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%)	7	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification	FTE %	
	0.35	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
psmith	Elementary	Full-time (1.0)	10/14/2021 10:53 AM

Building Name		
East Bradford El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support	Case Load	
Supplemental (Less Than 80% but More Than 20%)	5	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification	FTE %	
	0.25	

Special Education Facilities

Building Name		Room #
Hillsdale El Sch		mschneider
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 22 feet, 0 inches	682sqft	24
Implementation Date		
2021-08-30		
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 #
West Chester Bayard Rustin HS		Lamb
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 30 feet, 0 inches	750sqft	26
Implementation Date		
2021-08-30		
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 #
West Chester East HS		Saello
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 29 feet, 0 inches	899sqft	32
Implementation Date		
2021-08-30		
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 #
West Chester East HS		Lamb
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 28 feet, 0 inches	1008sqft	36
Implementation Date		
2021-08-30		
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 #
Stetson MS		Rutter
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 14 feet, 0 inches	448sqft	16
Implementation Date		
2021-08-30		
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 #
Stetson MS		Low
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 29 feet, 0 inches	754sqft	26
Implementation Date		
2021-08-30		
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 #
Westtown-Thornbury El Sch		Roberts
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 21 feet, 0 inches	399sqft	14
Implementation Date		
2021-08-30		
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 #
E N Peirce MS		Shaw
School Building		Building Description
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 15 feet, 5 inches	462sqft	16
Implementation Date		
2021-08-30		
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 #
Glen Acres El Sch		Panichelli
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 19 feet, 0 inches	665sqft	23
Implementation Date		
2021-08-30		
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 #
East Bradford El Sch		Shaw
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 15 feet, 6 inches	465sqft	16
Implementation Date		
2021-08-31		
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 #
Greystone El Sch		Price
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, 0 inches x 25 feet, 0 inches	500sqft	17
Implementation Date		
2021-08-31		
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 #
Greystone El Sch		Orth
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 45 feet, 0 inches	1035sqft	36
Implementation Date		
2022-01-24		
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 #
Greystone El Sch		Ferguson
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, 0 inches x 26 feet, 10 inches	536sqft	19
Implementation Date		
2021-08-31		
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 #
Greystone El Sch		Casey
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, 0 inches x 25 feet, 0 inches	500sqft	17
Implementation Date		
2021-08-31		
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 #
Greystone El Sch		Pilko
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, 0 inches x 25 feet, 0 inches	500sqft	17
Implementation Date		
2021-08-31		
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	

Special Education Support Services

16Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1	District Wide	District
Other	3	District Wide	District
Paraprofessionals	83	District Wide	District
Paraprofessionals	69.2	District Wide	Contractor
Guidance Counselor	41	District Wide	District
Social Worker	1	District Wide	District
School Psychologist	17	District Wide	District
Occupational Therapist	9.7	District Wide	Contractor
Physical Therapist	2.8	District Wide	Contractor
Other	9	District Wide	District
Other	6	District Wide	District
Other	1	District Wide	District
Other	1	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Language Essentials for Teachers of Reading and Spelling (LETRS)			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	15 over 3 years	District Intermediate Unit	Paraprofessionals Special Education Teachers

Description of Training			
Successful inclusion for students with autism			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Autism Initiative Professional Development			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1-3	1x per month	PaTTAN	Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Crisis Prevention			
Lead Person/Position		Year of Training	
Assistant Director of Pupil Services		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
3-6	27	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Lead Person/Position		Year of Training	
Hours Per Training	Number of Sessions	Provider	Audience

Paraprofessional

Description of Training			
use of de-escalation techniques			
Lead Person/Position		Year of Training	
Pupil Services Specialist		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	District Other	Paraprofessionals

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Description of Training			
social skills strategies for generalization			
Lead Person/Position		Year of Training	
Pupil Services Specialist		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	Intermediate Unit Other	Paraprofessionals

Description of Training			
Use of strategies to support learning of skills			
Lead Person/Position		Year of Training	
Pupil Services Specialist		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	District Other	Paraprofessionals

Description of Training			
Behavior management			
Lead Person/Position		Year of Training	
Pupil Services Specialist		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	Intermediate Unit Other	Paraprofessionals

Description of Training

CPR/First Aid			
Lead Person/Position		Year of Training	
Pupil Services Specialist		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	Other	Paraprofessionals

Transition

Description of Training			
Graduation and New Alternative Pathways			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	Special Education Teachers

Description of Training			
Transition waivers			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2-3	1	District Intermediate Unit Other	Special Education Teachers Other

Science of Literacy

Description of Training			
Language Essentials for Teachers of Reading and Spelling			

Lead Person/Position		Year of Training	
Supervisor of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	15	Intermediate Unit	Special Education Teachers

Parent Training

Description of Training			
Transition waivers			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2-3	1	District Intermediate Unit	Parents

Description of Training			
ABA boot camp for parents			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2-3	1	PaTTAN	Parents

IEP Development

Description of Training	
Developing Present Levels Section of IEPs	
Lead Person/Position	Year of Training
Supervisor of Special Education	2022-2025

Hours Per Training	Number of Sessions	Provider	Audience
6	1	Other	Special Education Teachers

Description of Training			
Easy CBM training			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Special Education Teachers

Description of Training			
Easy CBM/IEP Writer workshops			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	8	District	Special Education Teachers

Description of Training			
Information/data management system			
Lead Person/Position		Year of Training	
Assistant Director of Pupil Services		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Special Education Teachers Other

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



**WEST CHESTER AREA SCHOOL DISTRICT
Education Committee**

To: Board of School Directors
From: Tammi Florio, Ed.D
Dawn Mader
Sara M. Missett, Ed.D
Kalia Reynolds, Ed.D
Michael Wagman
Cc: Robert Sokolowski, Ed.D
Date: January 10, 2022
Re: Consent Agenda Item for February 28, 2022 Board Approval

Unless we hear otherwise, the following will appear under the Education Committee as consent item(s) for the February 28, 2022 School Board agenda:

Approval to Terminate the following Account(s):

- Henderson HS Family Reach
- Henderson HS Girl Up
- Henderson HS Jewish Student Union

Approval of the following Study/Excursion trip(s):

- Rustin HS Science Olympiad, Solon, OH, January 14-15, 2022
- Rustin HS DECA, Hershey, PA, February 16-18, 2022
- East HS Indoor Track, University Park, PA, February 26-27, 2022

If after reviewing this information you have any questions, please feel free to contact Kalia Reynolds: kreynolds@wcasd.net or 484.266.1016.



WEST CHESTER AREA SCHOOL DISTRICT
APPLICATION TO TERMINATE ACCOUNT

Submit 3 copies to the Director of Secondary Education for submission to the Board.

Date: 12/22/2021

Check appropriate box:

Student Activity Account (Fund 50)

Building: Henderson HS

Trust Account (Fund 51)

Account Number: 50000221 048221

Name of Account: Family Reach

Ending Account Balance: 0.00

Disposition of Remaining Funds: n/a

Account is not active and does not have any student officers.

Student Officer's Signature

Student Officer's Name Printed

[Signature]
Faculty Advisor's Signature

Marie Schneider
Faculty Advisor's Name Printed

[Signature]
Principal's Signature

[Signature]
Signature of Director of Secondary Education

BOARD OF EDUCATION ACTION

This request was APPROVED

DISAPPROVED

by the Board of Education at their meeting held on : _____
Meeting Date

Reason for disapproval or qualifications of approval, if applicable, were as follows:

Board Secretary's Signature

Date



WEST CHESTER AREA SCHOOL DISTRICT
APPLICATION TO TERMINATE ACCOUNT

Submit 3 copies to the Director of Secondary Education for submission to the Board.

Date: 1/5/22 Check appropriate box:
 Student Activity Account (Fund 50)

Building: Henderson Trust Account (Fund 51)

Account Number: 50-000-221 027-221

Name of Account: Girl Up

Ending Account Balance: # 1,373.74

Disposition of Remaining Funds: Model United Nations Club ⁵⁰⁻⁰⁰⁰⁻²²¹ ₀₁₇₋₂₂₁

Club has not been active for several years and there are no student officers available for signature.

Student Officer's Signature

Student Officer's Name Printed

[Signature]
Faculty Advisor's Signature

Stanley H. Truong
Faculty Advisor's Name Printed

[Signature]
Principal's Signature

[Signature]
Signature of Director of Secondary Education

BOARD OF EDUCATION ACTION

This request was APPROVED

DISAPPROVED

by the Board of Education at their meeting held on : _____
Meeting Date

Reason for disapproval or qualifications of approval, if applicable, were as follows:

Board Secretary's Signature

Date



WEST CHESTER AREA SCHOOL DISTRICT
APPLICATION TO TERMINATE ACCOUNT

Submit 3 copies to the Director of Secondary Education for submission to the Board.

Date: 12/21/2021

Check appropriate box:

Student Activity Account (Fund 50)

Building: Henderson

Trust Account (Fund 51)

Account Number: 50-000-221 029-221

Name of Account: Jewish Student Union

Ending Account Balance: \$0.00

Disposition of Remaining Funds: Club is inactive. There are no student officers available to sign

Student Officer's Signature

Student Officer's Name Printed

[Signature]
Faculty/Advisor's Signature

Elizabeth Linton
Faculty Advisor's Name Printed

[Signature]
Principal's Signature

[Signature]
Signature of Director of Secondary Education

BOARD OF EDUCATION ACTION

This request was APPROVED

DISAPPROVED

by the Board of Education at their meeting held on : _____
Meeting Date

Reason for disapproval or qualifications of approval, if applicable, were as follows:

Board Secretary's Signature

Date

SCHOOL DISTRICT

121AG1 Application for Approval of Study, Excursion, and Extracurricular Trips and Approval of Bus Transportation

APPROVED: August 1, 2015
REVISED: December 14, 2017

Proposal New Trip Request Trip Revision Request Trip Cancellation Request

School: Bayard Rustin High School Grade/Subject/Club: Science Olympiad
 Teacher(s) in Charge: Jaime Suarez and Tanna Whitton
 Destination: Solon, OH
 Trip Day(s)/Date(s): Jan 14-15, 2022 Competition Yes No
 ~ Overnight Trip: Yes No In State Out of State Out of Country Name Tour Company: _____
 Special Instructions (rain date, etc.): _____

How is it related to curriculum: Students will compete against other schools in various areas of science. They will apply the knowledge they have learned in class
 Objectives of the proposed trip: Compete against other schools to rank in the top 6 of each event and overall in the top 6 as a team

Number of Pupils: 20 Total Passengers: 23 Per Pupil Cost: 100.25
 Adult Chaperone to Student Ratio: 13 / 1 % of Eligible Students Going: 100.00%
 Names of Teacher/Staff Chaperones: Tanna Whitton, Jaime Suarez
 ~ Other Adult Chaperones: Greg Byrd
 Nurses required on this trip: Yes No (refer to 121AG6)

Estimated Cost						
	# Staff	# Days	Cost/Day	Total Cost	%	Budget Code/Account/Project
Substitute(s) Needed:	<u>1</u>	<u>1</u>	<u>202.13</u>	<u>202.13</u>		<u>1-1110-000-20-40-223 315</u>
Agency Nurses Needed:			<u>0.00</u>	<u>0.00</u>		
Name of Staff Member Driving Students: _____						
Mileage/Tolls: (if applicable) _____						
Hotel/Food/Airfare: (if applicable) <u>853.98</u> <u>50-000-223-041-223</u>						
Registration/Entrance Fee: (if applicable) _____						
Other Costs: _____						
<input type="checkbox"/> Walking <input type="checkbox"/> Parent Provided Transportation <input type="checkbox"/> Public Transportation <input type="checkbox"/> Bus <input type="checkbox"/> Van/Car Rental <input checked="" type="checkbox"/> Coach						
	# Vehicles	# Days	Cost/Vehicle	Total Cost	%	Budget Code/Account/Project
Buses/Rentals/Coaches	<u>1</u>	<u>1</u>	<u>1,151.00</u>	<u>1,151.00</u>		<u>50-000-223-041-223</u>
~ Rental Company/Carrier: <u>Werner</u>						
Students Leaving From: <u>Bayard Rustin High School</u> at <u>8:00</u> <input checked="" type="checkbox"/> am <input type="checkbox"/> pm						
Students Returning To: <u>Bayard Rustin High School</u> at <u>11:00</u> <input type="checkbox"/> am <input checked="" type="checkbox"/> pm						
~ Request Drop off/Pick up (only if using Krapf): <input type="checkbox"/> Yes <input type="checkbox"/> No Drop at: _____ at _____ <input type="checkbox"/> am <input type="checkbox"/> pm						
Pick up at: _____ at _____ <input type="checkbox"/> am <input type="checkbox"/> pm						
What are the planned activities to assist students who require financial assistance: <u>invitational, contribution of other parents</u>						
Additional Information (bus w/lift, star seat, ski boxes, special instructions) _____						
Total Cost of Trip: <u>\$2,207.11 student</u> <u>\$2,004.98 other</u> Funded: \$ <u>0</u> - Total Cost to the District: <u>\$202.13</u>						
Requested By: <u>Tanna Whitton</u> Signature: <u>[Signature]</u> <u>1/12/22</u>						

WEST CHESTER AREA SCHOOL DISTRICT

No. 121AG1

APPROVED: August 1, 2015
REVISED: December 14, 2017

121AG1 Application for Approval of Study, Excursion, and Extracurricular Trips and Approval of Bus Transportation

Proposal		<input checked="" type="checkbox"/> New Trip Request	<input type="checkbox"/> Trip Revision Request	<input type="checkbox"/> Trip Cancellation Request		
School	<u>RustIn High Sschool</u>		Grade/Subject/Club: <u>DECA 9 - 12</u>			
Teacher(s) In Charge:	<u>McCarter</u>					
Destination:	<u>Hershey Lodge and Convention Center, 325 University Dr, Hershey, PA 17033</u>					
Trip Day(s)/Date(s):	<u>Feb. 16 - 18</u>	Competition	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No		
~ Overnight Trip:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> In State <input type="checkbox"/> Out of State <input type="checkbox"/> Out of Country	Name Tour Company: _____			
Special Instructions (rain date, etc.): _____						
How is it related to curriculum: <u>DECA is a co-curricular element of our Marketing Program. Students will compete in marketing events with other DECA members from across the state.</u>						
Objectives of the proposed trip: <u>To provide students with training in leadership, communications, problem solving and marketing.</u>						
Number of Pupils:	<u>31</u>	Total Passengers:	<u>35</u>	Per Pupil Cost: <u>407.16</u>		
Adult Chaperone to Student Ratio:	<u>1 / 10</u>	% of Eligible Students Going:		<u>100.00%</u>		
Names of Teacher/Staff Chaperones: <u>Chris McCarter, Anthony Marano, Christina Vecchioli, John Alvanitakis</u>						
~ Other Adult Chaperones: _____						
Nurses required on this trip: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (refer to 121AG6)						
Estimated Cost						
	# Staff	# Days	Cost/Day	Total Cost	%	Budget Code/Account/Project
Substitute(s) Needed:	<u>4</u>	<u>2.5</u>	<u>159.31</u>	<u>1,593.10</u>	<u>50%</u>	<u>1-1360-000-20-03-223-315</u>
					<u>50%</u>	<u>1-1110-000-20-40-223-315</u>
Agency Nurses Needed:			<u>0.00</u>	<u>0.00</u>		
Name of Staff Member Driving Students: _____						
Mileage/Tolls: (if applicable) _____						
Hotel/Food/Airfare:	(if applicable)	Teacher housing	<u>1,642.00</u>	<u>1-1320-000-20-04-223-580</u>		
Registration/Entrance Fee:	(if applicable)	Teacher Registration	<u>280.00</u>	<u>1-1320-000-20-04-223-810</u>		
Other Costs:	<u>Student housing (\$9,572.00) Registration (\$2,100.00)</u>		<u>11,672.00</u>	<u>50-000-223-018-223</u>		
<input type="checkbox"/> Walking <input type="checkbox"/> Parent Provided Transportation <input type="checkbox"/> Public Transportation <input checked="" type="checkbox"/> Bus <input type="checkbox"/> Van/Car Rental <input type="checkbox"/> Coach						
	# Vehicles	# Days	Cost/Vehicle	Total Cost	%	Budget Code/Account/Project
Buses/Rentals/Coaches	<u>1</u>	<u>1</u>	<u>950.00</u>	<u>950.00</u>	<u>100%</u>	<u>50-000-223-018-223</u>
~ Rental Company/Carrier: <u>Duval</u>						
Students Leaving From:	<u>RHS Main Lobby</u>	at	<u>11:30</u>	<input checked="" type="checkbox"/> am <input type="checkbox"/> pm		
Students Returning To:	<u>RHS Gym Lobby</u>	at	<u>2:00</u>	<input type="checkbox"/> am <input checked="" type="checkbox"/> pm		
~ Request Drop off/Pick up (only if using Krapf): <input type="checkbox"/> Yes <input type="checkbox"/> No Drop at: _____ at _____ <input type="checkbox"/> am <input type="checkbox"/> pm						
Pick up at: _____ at _____ <input type="checkbox"/> am <input type="checkbox"/> pm						
What are the planned activities to assist students who require financial assistance:						
School Store						
Additional Information (bus w/lift, star seat, ski boxes, special instructions)						
Total Cost of Trip: \$ <u>16,137.10</u> Pupil Cost: \$ <u>12,622.00</u> Other Funded: \$ <u>-</u> Total Cost to the District: \$ <u>3,515.10</u>						
Requested By: <u>Christine McCarter</u> Signature: <u><i>cm</i></u> Date: <u>02/02/2022</u>						
Approval						
Principal	Approved <u><i>[Signature]</i></u>				Date:	<u>02/02/2022</u>
Supervisor	Approved _____				Date:	_____
Director of:	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Pupil Services	Approved <u><i>[Signature]</i></u>		Date:	<u>2/2/22</u>	
Transportation:	_____				Date:	_____
Schedule Dates:	_____				Contractor:	_____

Feb 28 BOARD CONSENT AGENDA

WEST CHESTER AREA SCHOOL DISTRICT

ADMINISTRATIVE GUIDELINE
APPROVED: September 25, 2017
REVISED: August 19, 2019

121AG8 Application for Approval of Overnight PIAA Sanctioned Athletic Trip

PROPOSAL	<input checked="" type="checkbox"/> New Trip Request	<input type="checkbox"/> Trip Revision Request	<input type="checkbox"/> Trip Cancellation
School: <u>West Chester East High School</u>	Sport: <u>Girls & Boys Indoor Track</u>		
Coach(s) In charge: <u>James Wiggins and Kareem Lanier</u>	In Season: <input type="checkbox"/>	Post Season: <input checked="" type="checkbox"/>	
Destination: <u>Indoor Track State Championships, Penn State</u>			
Trip Day(s)/Date(s): <u>Saturday, February 26 through Sunday, February 27, 2022</u>			
Number of Students: <u>4</u> Total Passengers: <u>6</u> % of Eligible Students going: <u>100</u>			
Adult Chaperone to Student ratio: <u>1</u> / <u>2</u>			
Names of Coach/Staff Chaperones: <u>James Wiggins and Kareem Lanier</u>			
~ Other Adult Chaperones: _____			
Nurse required on this trip: <input type="checkbox"/> Yes <input type="checkbox"/> No (Refer to 121AG6)			

ESTIMATED COST	Number	Cost	Budget/Activity Code
Substitute(s) needed: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No if so, how many: _____			
Name of Staff Member Driving Students: <u>James Wiggins or Kareem Lanier</u>			
Mileage/Tolls: (If applicable)		\$130.00	1-3200-000-20-30-953-580 Gas &Tolls
Hotel/Food/Airfare: (If applicable)		\$300.00	1-3200-000-20-30-953-580 Three Hotel Rooms
Meal(s): (allowance \$31.50/Adult, \$20.00/Student)		\$288.00	1-3200-000-20-30-953-580
Registration/Entrance Fee: (If applicable)			
<input type="checkbox"/> Walking <input type="checkbox"/> Parent Providing Trans. <input type="checkbox"/> Public Transportation			
<input type="checkbox"/> Bus <input checked="" type="checkbox"/> Van/Car Rental <input type="checkbox"/> Coach # of Buses/Rentals/Coaches _____		\$285.00	1-3200-000-20-30-953-444 1 Vehicle - 2 days
~ Rental Company/Carrier: <u>Matthew Paoli Ford - Rental</u>			
~ Request Drop and Pick (Krapf Only): <input type="checkbox"/> Yes <input type="checkbox"/> No Drop at: _____ at _____ <input type="checkbox"/> AM <input type="checkbox"/> PM			
Pick up: _____ at _____ <input type="checkbox"/> AM <input type="checkbox"/> PM			
Students Leaving From: <u>West Chester East</u> at 10:00 <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM			
Students Returning To: <u>West Chester East</u> at 6:00 <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM			
TOTAL Cost of Trip: \$ <u>\$1001.00</u>		Pupil Cost: \$ <u>0</u>	TOTAL Cost to the District: \$ <u>\$1001.00</u>
Requested Travel Advance (Min. \$300): \$ <u>720.00</u>			

Requested by: James Wiggins Signature: [Signature] Date: 1/31/22

APPROVAL			
Principal:	Approved: <u>[Signature]</u>	Date: <u>1-31-22</u>	
Athletic Director:	Approved: <u>[Signature]</u>	Date: <u>1/31/22</u>	
Assistant Superintendent:	Approved: <u>[Signature]</u>	Date: <u>2/4/22</u>	
Transportation:		Date: _____	
Scheduled Date: _____	Contractor: _____		
Krapf Cost: _____	Additional Cost: _____		

Spellman Office Only: Overnight Trip will appear on the Feb 28 Board Consent Agenda.