Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 611
School District Total Student Enrollment 4487
Percent of Students Receiving Special Education   13.6

Steering Committee

Name	Position/Role	Building	Email
Marissa Gallagher	Director of Special Education	Baldwin-Whitehall SD	mgallagher@bwschools.net
Kara Eckert	Other	Baldwin-Whitehall SD	keckert@bwschools.net
Steve Sinning	General Education Teacher	Baldwin SHS	ssinning@bwschools.net
Karrie Bender	Parent	Baldwin SHS	karriebender@gmail.com
Karen Brown	Board Member	Baldwin-Whitehall SD	kbrown@bwschools.net
Heatherlyn Wessel	Building Principal	J.E. Harrison Education Ctr	hwessel@bwschools.net
Melissa Ferguson	Building Principal	J.E. Harrison Education Ctr	mferguson@bwschools.net
Ellie Tecza	General Education Teacher	J.E. Harrison Education Ctr	etecza@bwschools,net
Caitlin Green	Parent	Baldwin SHS	caitlin_e_green@hotmail.com
Dan Harrold	General Education Teacher	Baldwin SHS	dharrold@bwschools.net
Angela Chang	Parent	Whitehall El Sch	ang.m.chang@gmail.com
Amy Proie	Special Education Teacher	Baldwin-Whitehall SD	aproie@bwschools.net
Jason Dolak	General Education Teacher	Baldwin SHS	jdolak@bwschools.net
Lisa Palmeri	Parent	J.E. Harrison Education Ctr	abelpalmieri@gmail.com
Margaret Mahoney	Parent	Whitehall El Sch	mahoney.margaret@gmail.com
Jennifer Mullaugh	Parent	Whitehall El Sch	jmullaugh@pinerichland.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

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
Student(s) file review	Revise the documents and provide to BSE Adviser for review. Ongoing professional development for special education case managers.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use

Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
BWSD exceeded the threshold for three consecutive years in the area of total removals for discipline of students of color.	BWSD will follow requirements established by mandatory Comprehensive Coordinated Early Intervening Services (CCEIS) via use of funds to address disciplinary factors contributing to identified disproportionality. BWSD will provide tiered coordinated school based mental health services and behavioral interventions to all students K-12. BWSD administration, faculty, and staff will participate in ongoing professional development regarding trauma informed instruction and positive behavior interventions and supports. The Director of Student Services and Coordinator of Student Engagement will continue to provide opportunities in faculty and administration professional development and district programming in the areas of inclusive and equitable education for all students.

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

   No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)
   Although Baldwin-Whitehall School District does not have any locations under the jurisdiction of Section 1306 of the Public School Code in our catchment area, in the instance in which that may occur, Baldwin-Whitehall School District will ensure educational services as required are delivered to identified students in the least restrictive environment. If BWSD were a host district, any concerns surrounding FAPE and LRE would be discussed by the IEP team as they considered strengths and needs in designing a program to help students make meaningful gains. BWSD would ensure collaboration with resident districts by communicating with the facility, the school district, and the parents to ensure that non-resident students receive FAPE in the district.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
   Baldwin-Whitehall school district would assume the responsibility for providing the student with an appropriate program of special education and training consistent with Chapters 14 and 342 of the Pennsylvania regulations and standards. When BWSD is notified that a resident student is being educated by another school district under Section 1306, a form is signed verifying parent residency to claim the student and provide appropriate of funds to support that student's education in the host district. When BWSD receives timely communication from the educating district or entity, the Director of Student Services attends the ER/RR and/or IEP meetings, providing input into the education plan in order to ensure that the student receives FAPE. To date, BWSD has not experienced any barriers which limit the ability to meet the obligations under Section 1306. Timely communication is needed between the home district and host district to facilitate FAPE in the least restrictive environment.

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).
   District social workers are notified when a student receiving special education services is placed or incarcerated by the court system. The social worker would notify building administration and the Student Services Department immediately upon receipt of the information. The Director of Student Services would work as a direct liaison between the district and the facility; including participation in IEP team meetings. An IEP team meeting will be requested by the district to occur within the first 30 days of placement to discuss potential needs in relation continued provisions of FAPE. The district ensures that for eligible students the provision of FAPE is provided in the setting where the student would be located. Presently, the Baldwin-Whitehall School District is not a host district of a facility for incarcerated students; however, if the district became the host school district, then all obligations under 24 P.S. Section 13-1306 would be met. The district would assume responsibility for child find and providing appropriate educational programs, as well as transportation and any support services necessary to ensure the provision of a free, appropriate public education. The district would review the Individualized Education Program, conduct an evaluation or reevaluation, review all existing data, and/or use existing placement options within the district, Allegheny Intermediate Unit - AIU3, or approved private schools. A careful review of placement options would be undertaken to ensure that the student receives a free appropriate public education within his/her least restrictive environment. The district would also invite the resident district to participate and provide feedback throughout the process as the student's program is developed and implemented. Additionally, the district would bill the resident district for the cost of the student's education program. The district does not foresee any barriers that would limit its ability to meet its required obligations if such a need arose in the future.

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.
   The Baldwin-Whitehall School District has met LRE requirements in all areas.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?
   The district continues to focus efforts in regard to implementation of Multi Tiered Systems of Support and Student Assistance Programming for all students K-12.   The district employs a Multi Tiered Systems of Support model, K-12, where teams meet at predetermined intervals throughout the year to review student progress and recommend interventions to support struggling learners. This initiative ensures early identification, intervention, and progress monitoring of students who are struggling. These interventions are provided in the regular education setting in the form of Title I, academic support, enrichment, behavioral and social/emotional interventions, classroom based interventions, and other research based support services focused on remediation of skills. The goal of the process is accelerating learning for all. The assumption of the MTSS model is that all students can learn, and will learn, given the right opportunities. All students in the district are exposed to standards based instructional design where there is a focus on differentiated instruction and opportunities for students to be exposed to regular assessments of progress. As part of the intervention program, the team regularly communicates with the parents of each student so they are aware of the steps the school is taking to support their child. Each of the three tiers represents a grouping of students whose needs are met with more intensive instructional approaches. Movement between the tiers is fluid and determined by the MTTS team. The team reviews the data from regularly administered, formal, informal, and standardized research based assessments and universal screeners. This allows all students to have their needs met in the least restrictive environment possible. Students who show limited progress with the current level of interventions are moved to higher tiers so they can receive additional support. Tier 1 represents approximately 80-90% of students who can be served with differentiated instruction provided by the classroom teacher. Tier 2 represents roughly 10% of students who demonstrate a need for additional support or interventions to achieve success. In addition to the differentiated instruction provided by the classroom teacher, these students may also participate in additional interventions focused on their specific needs as it relates to reading and/or math. Tier 3 offers the most support provided in the regular education setting, and is the last level prior to the district initiating a multidisciplinary evaluation. Students who have not demonstrated meaningful progress in Tiers 1 and 2 are placed in Tier 3 where they will receive more assistance and intensive interventions. In the event the MTSS team determines that all supports and services which can be provided as part of the regular education program have been exhausted, then the team will then consider a referral for a Multidisciplinary Evaluation. Finally, the district utilizes the Student Assistance Program (SAP) K-12 to monitor, identify, and support students who are struggling. SAP is a program used to identify students who are experiencing behavioral and or academic difficulties which interfere with that are posing a barrier in their learning and success in school. All district buildings have identified SAP teams which meet on a regular basis to review student academic and behavioral progress. As part of the program, the team regularly communicates with the parents of each student so they are aware of the steps the school is taking to support their child. The team uses a problem solving model to develop research based supplemental supports and services to help remove barriers so all students can learn. The teams review formal and informal data provided by teachers, and school staff members as well as informal, formal and standardized assessments. Through the regularly scheduled meetings the team identifies at-risk students, develops interventions and reviews the effectiveness of the interventions previously developed. The SAP model uses district and community based supports to address all struggling students in the least restrictive setting possible. Students who are experiencing academic difficulties may receive additional supports through structured tutoring by content areas teachers, inclusion in subject specific enrichment programs, movement between leveled classes, or other research based interventions. Students who demonstrate behavioral or social difficulties are supported through school and community support such as school based

mental health and social work services, community based drug and alcohol and/or counseling programs, and possibly referrals to other, more restrictive programming which are only provided outside of the school setting. All supports and services provided through the SAP program are regular education initiatives and support all students. In the event the SAP team determines all supports and services which can be provided as part of the regular education program have been exhausted, the team may consider a referral for a Multidisciplinary Evaluation.

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

   In accordance with the Individuals with Disabilities Education Act and Pennsylvania Chapter 14, Special Education Programs and Services, the Baldwin - Whitehall School District utilizes a full continuum of placement options to meet the needs of our students. Emphasis is on the regular classroom as the default placement with supplementary aids and services provided. Students with disabilities are only removed from the regular education environment when the IEP team determines that their education cannot be achieved satisfactorily with all required supplementary aids and services. The Student Services Department facilitates annual staff development training regarding Special Education compliance, regulations, and related district processes to maintain compliance. Topics regularly discussed include, but are not limited to types of supplementary aides and services, Least Restrictive Environment (LRE), Free and Appropriate Public Education (FAPE), Health Information Protection Act (HIPA), and other regulatory information essential in the compliance with state and federal regulations. In addition, this Department provides 20 or more hours of professional development for the Paraprofessional Staff annually. This professional development, along with documentation of every paraprofessional meeting the 10 identified standards, ensure all paraprofessional staff employed by the district meet the Credential of Competency for Special Education Paraeducators. Supplementary Aides and Services (SaS) are evaluated and implemented in accordance with the four step process outlined in the SaS Consideration Toolkit including review of student profile, identify potential barriers to learning and curriculum access, identification of strategies to eliminate barriers, and discuss and identify appropriate SaS alternatives for implementation. Supplementary Aides and Services are provided to modify staffing, classroom structure, instructional presentation, assistive technology, and curriculum. For example, the district currently utilizes specially designed instruction and services such as student and classroom based paraprofessionals, 1:1 technology, individualized computer based reading interventions, curriculum based structured interventions, co-taught classes, small group instruction, leveled reading materials, sound amplification devices, visual magnifiers, and sound dampening devices as recommended by IEP Teams.

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

   Students with disabilities are encouraged to participate in extracurricular and non-academic programs and activities to assist in developing these talents and to build social skills. All necessary supports and services are provided to ensure that students with disabilities are educated with non-disabled students. Baldwin-Whitehall School District supports the development and expansion of programs, strategies and methods to effectively educate students with disabilities in the least restrictive environment, including those with severe disabilities. The district supports including students with disabilities in meaningful participation in regular education classrooms in their neighborhood schools. Special Education teachers, Paraprofessionals, Regular Education Teachers, Administrators, and other staff members from each school in the district receive professional development based upon current relevant needs. These staff members serve as a resource in their buildings to effectively assist their colleagues in providing for students with more severe disabilities. The training focuses on research based best practices that support students with disabilities to gain function, develop skills, and then generalize these learned skills to other environments in the building. Staff is also trained to identify emerging student skills with the highest probability of success for participation in the mainstream in order to facilitate inclusion for students with more severe disabilities. All faculty and staff also receive support and training from Allegheny Intermediate Unit and PaTTAN to enhance placement options in the regular education setting.

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?
All students with special needs including those who require the most restrictive placements, are provided with a variety of opportunities to participate with students who are not disabled. Some of the opportunities offered for students in more restrictive placements include participating in regular education vocational programs, attending specific classes at their home school for partial day schedules, and participating in after school activities and sports. The Director of Student Services acts as the LEA at all IEP meetings in order to monitor progress and assess the level of need as the facilitator of the IEP Meeting. At the IEP team meeting, the LEA reviews the appropriateness of the identified placement and assists the IEP team in making the determination regarding the ability of the school district to implement the IEP in a district based program with supports and services. This review occurs at every IEP meeting, but no less than one time per year. In addition to the regularly held IEP Meeting, the Director of Student Services reviews all progress monitoring and attendance reports provided by all non-district-based programs. This ongoing review provides regular monitoring of student progress to ensure that all students are being served in the LRE.
6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)
The Baldwin-Whitehall School District offers a comprehensive continuum of special education services from the least to most restrictive environments. The district continues to meet state targets in all educational environments. The district continues to expand programming, considering the least restrictive environment first, across all district locations.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
ACLD Tilloston School	Approved Private School (APS)		ACLD Tilloston School	Learning Support	1
Mon Valley	Other	Special Education Center	Allegheny Intermediate Unit 3	Emotional Support	1
Mon Valley	Other	Special Education Center	Allegheny Intermediate Unit 3	Autistic Support	1
Mon Valley	Other	Special Education Center	Allegheny Intermediate Unit 3	Life Skills Support	2
Mon Valley	Other	Special Education	Allegheny Intermediate Unit	Physical Support	1

		Center	3			
Watson Institute Education Center South	Licensed Private Academic			Watson Institute	Life Skills Support	6
Western Pennsylvania School for the Deaf	Approved Private School (APS)			Western Pennsylvania School for the Deaf	Deaf and Hard of Hearing Support	3
Wesley Spectrum K-8	Licensed Private Academic			Wesley Family Services	Emotional Support	1
Pressley Ridge Day School	Licensed Private Academic			Pressley Ridge	Emotional Support	1
Pressley Ridge School for Autism	Licensed Private Academic			Pressley Ridge	Autistic Support	1
The Bradley School	Licensed Private Academic			The Bradley Center	Autistic Support	3
Pioneer Education Center	Other	Special Education Center School		Pittsburgh Public Schools	Physical Support	1

Positive Behavior Support

Date of Approval
2021-11-03

Uploaded Files
BoardDocs® PL.pdf

1. How does the district support the emotional, social needs of students with disabilities?
   The Baldwin-Whitehall School District policy for behavioral support (School Board Policy 113.2-Behavior Support) establishes, "Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily." In accordance with this the policy outlines that all students who demonstrate a need for specific behavioral intervention to address behaviors which interfere with learning should have a Positive Behavioral Support Plan (PBSP) integrated into their Individualized Education Plan (IEP). PBSP should be based on the results of a Functional Behavioral Assessment (FBA) conducted as part of a Multidisciplinary Evaluation (MDE) or Reevaluation Report (RR) initiated by the IEP team. Interventions outlined in a student's PBSP include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. The district employs a 12 month Behavior Intervention Specialist who assists individuals, groups and systems through the application of applied behavior analysis and positive behavior supports. The Behavior Intervention Specialist also serves as the district coach specific to ABA programming K-12.
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.
   In accordance with School Board Policy 113.2 - Behavior Support, the district provides regular training to staff in the area of verbal and physical intervention techniques to manage student behavior based on the strategies and philosophy of the University of Pittsburgh's Comprehensive Crisis Model. The district employs two trainers who have been certified by CCM to provide ongoing instruction, certification, and recertification to district staff. Currently, over 30 staff members have been trained and certified to use the CCM techniques to intervene with students who are disruptive to the learning environment. In accordance to this policy and CCM principles, the use of physical interventions including physical restraints is a last resort when students are a danger to self, others, and a disruption to the learning environment. Each school building has an identified Core Crisis Team who is trained and certified in both verbal and physical interventions based on the principles of CCM. In addition, each building has a number of teachers and staff who have participated in regular training for verbal de-escalation techniques based on the principals of the CCM program. The Core Crisis Team in each building participates in an annual recertification program while the building staff are recertified in the verbal intervention and de-escalation techniques every other year. In addition to CCM, the district will begin the implementation of a Ukeru pilot at the beginning of the 2022-2033 school year. The rollout of this programming will begin with all K-6 administration participating in a train the trainer professional development in June 2022. These district administrators will then certify all professional personnel in each elementary building throughout the course of the 22-23 school year.

3. Describe the district positive school wide support programs.

All Baldwin-Whitehall buildings, K-12, offer positive behavior intervention and support programming. The programming at each building is under the direction of the assigned building level team via consultation by the Allegheny Intermediate Unit. In addition, administration, faculty, and staff participate in on-going professional development regarding positive approaches to behavior and restorative practices.

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

With the release of a new survey published recently by the National Association of Elementary School Principals, school principals in K-8 schools say their top concern is the rising numbers of students with emotional problems and mental health needs. The Baldwin-Whitehall School District is in agreement. The district has long provided SEL programming and school based mental health services to students in K-12. Following the COVID-19 pandemic, the district began administering the PASS (Pupil Attitudes towards School and Self) Survey which provided results that were indicative that the district must offer additional tiered support specific to the mental health and wellbeing of students in grades K-6. In addition to universal curricular programming, after school clubs, and partnerships with various community agencies, the Baldwin-Whitehall School district implemented Allegheny Health Network's Chill Project beginning the summer of 2019 at Baldwin High School (8-12). During that time and throughout the pandemic the district data shows marked improvements in the mental health and well-being of the student, faculty and community. Beginning the 2022-2023 school year, the district is eager to expand this opportunity to all district schools to include K-6. Access to a tiered approach to mental health services made available to all students throughout the school day is necessary in order to ensure an equitable approach to services and supports. The district also maintains a partnership with Open Up Pittsburgh. Open Up's mission is to teach mindfulness tools and movement practices, centering people living with disabilities. Through inclusive, engaging, enjoyable activities, such as yoga, movement, breath work, dance, games, and more, Baldwin-Whitehall K-12 students learn and explore new tools to help navigate social settings.

5. Describe the district restraint procedure.

Restraint and seclusion (R/S) are reactionary crisis or emergency responses. School personnel should only use R/S in extreme situations like when a student exhibits dangerous behaviors towards self or others, when a risk of serious and imminent physical harm or injury is evident. Never use R/S as a planned part of a behavior support plan, as a therapeutic intervention, or as a consequence for behavior. Within 10 days of a restraint/seclusion of a student occurring the following steps must be completed. Students with an Individualized Education Plan 1. The building administrator along with appropriate CORE team members will complete the documentation form. 2. On the day of the restraint/seclusion, the parent/guardian and district Behavior Intervention Specialist is notified by the building administrator that the incident occurred, via a phone call as well as the waiver form letter (parent). • If the parent declines the IEP meeting in writing, cannot be verbal, then the process ends. • If the parent would like to convene, communicated verbally or via the waiver, the IEP meeting must be scheduled within 10 days of the restraint occurring. • If there is no response from the parent and three attempts of communication are documented, including the waiver, the school team must hold an IEP meeting. 3. The Case Manager will officially notify the parent of the IEP meeting, via a meeting invitation. 4. The Case Manager will prepare an IEP revision to include a description of the incident as well as any changes to the plan. 5. At the conclusion of the IEP Meeting the Case Manager will gather all of the original paperwork for the student's permanent file and scan copies of the documents to the Student Services Department c/o Behavior Intervention Specialist. All of the required documents must be accompanied by the corresponding paperwork checklist when sent to the Student Services Department. Regular Education Students 1. The building administrator along with appropriate CORE team members will complete the restraint documentation form. 2. On the day of the incident, the parent/guardian and Behavior Intervention Specialist is notified by the building administrator that a restraint occurred, via a phone call and/or written communication. 3. The building administrator will offer a team meeting to discuss the incident and to establish a prevention plan which includes the student (if appropriate) and parent. 4. The building administrator

will gather all relevant paperwork for the student's permanent file and scan copies of the documents to the Student Services Department. All of the required documents must be accompanied by the corresponding paperwork checklist when sent to the Student Services Department.

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.

Baldwin Whitehall School District notifies the appropriate local and state agencies when it is having difficulty ensuring FAPE for a student with a disability. Support is requested for students that cannot currently be served in a regular educational setting, who have waited more than 30 days for the provision of an appropriate educational placement, are at substantial risk of waiting more than 30 days for a placement, and/or students whose special education placement is Instruction in the Home. In addition, the school district notifies the Intermediate Unit and the Department of Human Services to ensure that the students receive Intensive Interagency coordination. The student's case is referred to a Regional Interagency Coordinator (RIC). For students that requires intensive interagency coordination to access an appropriate educational placement, the RIC assesses the situation and determines any barriers that might be preventing the student from receiving the appropriate educational placement. The RIC promptly schedules a meeting of the local interagency team. This team includes the family of the student, the district LEA, the Intermediate Unit (IU), and other relevant child serving agencies. Other relevant child serving agencies might include the county offices of Intellectual Disability and Mental Health & Substance Abuse Services, Children/Youth and Family Services, Children/Youth and Family Services, and the regional Office of Vocational Rehabilitation. The intensive interagency meeting is conducted and recommendations are developed. The intensive interagency meeting is conducted and recommendations are developed. The intensive interagency team identifies the responsible agencies best able to meet the needs of the student in the Least Restrictive Environment.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
34	Secondary	Full-time (1.0)	05/03/2022 03:59 PM

Building Name		
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	12 to 14
Age Range Justification		**FTE %**
		0.4

Building Name		
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	10 to 12
Age Range Justification		**FTE %**
		0.1

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

33	Elementary	Full-time (1.0)	05/03/2022 03:57 PM

Building Name		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
32	Elementary	Full-time (1.0)	05/03/2022 03:57 PM

Building Name		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8

Age Range Justification	FTE %
	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
31	Secondary	Full-time (1.0)	05/03/2022 03:56 PM

Building Name		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 15
Age Range Justification		**FTE %**
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
30	Elementary	Full-time (1.0)	05/03/2022 03:54 PM

Building Name
Support Type
Emotional Support
Support Sub-Type

Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 10
Age Range Justification		**FTE %**
		0.55

Building Name		
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	7 to 10
Age Range Justification		**FTE %**
		0.25

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
29	Elementary	Full-time (1.0)	05/03/2022 11:22 AM

Building Name	
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	8 to 11
Age Range Justification		**FTE %**
		0.2

Building Name		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.5

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
28	Elementary	Full-time (1.0)	05/03/2022 11:20 AM

Building Name		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		11
Identify Classroom	**Classroom Location**	**Age Range**

School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.73

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
27	Elementary	Full-time (1.0)	05/03/2022 11:18 AM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
26	Elementary	Full-time (1.0)	05/03/2022 11:17 AM

Building Name
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 9
Age Range Justification		**FTE %**
		0.75

Building Name		
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 9
Age Range Justification		**FTE %**
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
25	Elementary	Full-time (1.0)	05/03/2022 11:15 AM

Building Name
Support Type
Life Skills Support
Support Sub-Type
Life Skills Support (Grades K-6)

Level of Support		Case Load
Full-Time (80% or More)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.92

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
24	Elementary	Full-time (1.0)	05/03/2022 11:13 AM

Building Name		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
23	Multiple	Full-time (1.0)	05/03/2022 11:12 AM

Building Name

Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired 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		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	12 to 15
Age Range Justification		**FTE %**
		0.06

Building Name		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 10

Age Range Justification	FTE %
	0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
22	Secondary	Part-time (0.5)	05/03/2022 11:10 AM

Building Name		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired 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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
21	Elementary	Full-time (1.0)	05/03/2022 10:56 AM

Building Name
Support Type
Speech And Language Support
Support Sub-Type

Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		55
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 13
Age Range Justification		**FTE %**
This program serves students in kindergarten through 6th grade. Students are scheduled in a way so the age range in the classroom at any time does not exceed the three year maximum.		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
20	Elementary	Full-time (1.0)	05/03/2022 10:55 AM

Building Name		
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 11
Age Range Justification		**FTE %**
		0.1

Building Name	
Support Type	
Learning Support	

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
19	Elementary	Full-time (1.0)	05/26/2022 01:32 PM

Building Name		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.85

Building Name	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	

Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
18	Elementary	Full-time (1.0)	05/03/2022 10:51 AM

Building Name		
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	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.25

Building Name	
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 7
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
17	Elementary	Full-time (1.0)	05/03/2022 10:50 AM

Building Name	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	

Level of Support	Case Load
Itinerant (20% or Less)	60

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
This program serves students in kindergarten through fifth grade. Students are scheduled in a way so the age range in the classroom at any time does not exceed the three year maximum.		0.92

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
16	Elementary	Full-time (1.0)	05/03/2022 10:47 AM

Building Name	
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	10 to 13
Age Range Justification		**FTE %**
		0.1

Building Name	
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	10 to 13
Age Range Justification		**FTE %**
		0.25

Building Name	
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	Elementary	9 to 12
Age Range Justification		**FTE %**
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
15	Elementary	Full-time (1.0)	05/03/2022 10:46 AM

Building Name		
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	5 to 8
Age Range Justification		**FTE %**
		0.5

Building Name		
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	5 to 8
Age Range Justification		**FTE %**

	0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14	Elementary	Full-time (1.0)	05/03/2022 10:44 AM

Building Name		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		58
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 10
Age Range Justification		**FTE %**
		0.89

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13	Elementary	Full-time (1.0)	05/03/2022 10:43 AM

Building Name
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	
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

Building Name	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.25

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

12	Secondary	Full-time (1.0)		05/03/2022 10:40 AM

Building Name		
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 15
Age Range Justification		**FTE %**
		0.1

Building Name		
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	12 to 15
Age Range Justification		**FTE %**
		0.65

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
11	Secondary	Full-time (1.0)	05/03/2022 10:39 AM

Building Name		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.6

Building Name		
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	15 to 19
Age Range Justification		**FTE %**
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10	Secondary	Full-time (1.0)	05/03/2022 10:37 AM

Building Name		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 15
Age Range Justification		**FTE %**
		0.2

Building Name		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 15
Age Range Justification		**FTE %**
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9	Elementary	Full-time (1.0)	05/03/2022 10:35 AM

Building Name		
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	12 to 15
Age Range Justification		**FTE %**
		0.2

Building Name		
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	12 to 15
Age Range Justification		**FTE %**
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8	Multiple	Full-time (1.0)	05/03/2022 10:34 AM

Building Name

Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		29
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 21
Age Range Justification		**FTE %**
Students receiving support outside of the age range variance are not provided supports within the same classroom at the same time.		0.45

Building Name		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7	Secondary	Full-time (1.0)	05/03/2022 10:31 AM

Building Name
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%)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 21
Age Range Justification		**FTE %**
This program serves students from 9th grade through the age of 21. Although the program does exceed the four year maximum age span, all of the students in the program demonstrate functioning levels within the same range.		0.65

Building Name		
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	15 to 18
Age Range Justification		**FTE %**
		0.15

Building Name		
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	15 to 18

Age Range Justification	FTE %
	0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6	Secondary	Full-time (1.0)	05/03/2022 10:22 AM

Building Name		
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	15 to 19
Age Range Justification		**FTE %**
		0.2

Building Name		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		18
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5	Secondary	Full-time (1.0)	05/03/2022 10:20 AM

Building Name		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.2

Building Name		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4	Secondary	Full-time (1.0)	05/03/2022 10:06 AM

Building Name		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.32

Building Name		
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	15 to 19
Age Range Justification		**FTE %**
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3	Secondary	Full-time (1.0)	05/03/2022 10:09 AM

Building Name		
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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	20 to 21
Age Range Justification		FTE %
		0.25

Building Name		
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	17 to 20
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2	Secondary	Full-time (1.0)	05/03/2022 10:00 AM

Building Name	
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	12 to 15

Age Range Justification		FTE %
		0.65

Building Name	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades 7-12)	

Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	4

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15

Age Range Justification		FTE %
		0.2

Building Name	
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 14
Age Range Justification		**FTE %**
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1	Secondary	Full-time (1.0)	05/03/2022 09:57 AM

Building Name		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		23
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.46

Building Name		
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	16 to 19

Age Range Justification	FTE %
	0.15

Special Education Facilities

Building Name		Room #	
		201	
School Building		**Building Description**	
JR/SR High		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29	
Implementation Date			
2022-05-26			
Uploaded Files			

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 #	
		210	
School Building		**Building Description**	
JR/SR High		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
26 feet, 5 inches x 26 feet, 4 inches	695sqft	24	
Implementation Date			
2022-05-26			
Uploaded Files			

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 #	
		220	
School Building		**Building Description**	
JR/SR High		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
26 feet, 5 inches x 26 feet, 4 inches	695sqft	24	
Implementation Date			
2022-05-26			
Uploaded Files			

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 #
		224
School Building		**Building Description**
JR/SR High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
27 feet, 0 inches x 26 feet, 2 inches	706sqft	25
Implementation Date		
2022-05-26		
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 #
		302
School Building		**Building Description**
JR/SR High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
27 feet, 5 inches x 30 feet, 0 inches	822sqft	29
Implementation Date		
2022-05-26		
Uploaded Files		

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 #	
		326	
School Building		**Building Description**	
JR/SR High		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
27 feet, 5 inches x 30 feet, 0 inches	822sqft	29	
Implementation Date			
2022-05-26			
Uploaded Files			

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 #	
		305	
School Building		Building Description	
JR/SR High		A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom	
26 feet, 3 inches x 24 feet, 5 inches	640sqft	22	
Implementation Date			
2022-05-26			
Uploaded Files			

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 #	
		324	
School Building		Building Description	
JR/SR High		A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom	
27 feet, 2 inches x 26 feet, 8 inches	724sqft	25	
Implementation Date			
2022-05-26			
Uploaded Files			

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 #
		323
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 8 inches x 31 feet, 1 inches	859sqft	30
Implementation Date		
2022-05-26		
Uploaded Files		

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 #
		125
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
17 feet, 9 inches x 17 feet, 9 inches	315sqft	11
Implementation Date		
2022-05-26		
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 #
		105
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, 9 inches x 26 feet, 0 inches	799sqft	28
Implementation Date		
2022-05-26		
Uploaded Files		

11Assurance Check

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

Building Name		Room #	
		106	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
29 feet, 1 inches x 30 feet, 7 inches	889sqft	31	
Implementation Date			
2022-05-26			
Uploaded Files			

12Assurance Check

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

Building Name		Room #
		205
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
27 feet, 0 inches x 31 feet, 6 inches	850sqft	30
Implementation Date		
2022-05-26		
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 #
		214
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 0 inches x 27 feet, 0 inches	675sqft	24
Implementation Date		
2022-05-26		
Uploaded Files		

14Assurance Check

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

Building Name		Room #	
		201	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
27 feet, 9 inches x 27 feet, 0 inches	749sqft	26	
Implementation Date			
2022-05-26			
Uploaded Files			

15Assurance Check

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

Building Name		Room #	
		204	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
27 feet, 3 inches x 28 feet, 0 inches	763sqft	27	
Implementation Date			
2022-05-26			
Uploaded Files			

16Assurance Check

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

Building Name		Room #	
		144	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
17 feet, 9 inches x 18 feet, 2 inches	322sqft	11	
Implementation Date			
2022-05-26			
Uploaded Files			

17Assurance Check

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

Building Name		Room #	
		150	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
18 feet, 0 inches x 18 feet, 3 inches	328sqft	11	
Implementation Date			
2022-05-26			
Uploaded Files			

18Assurance Check

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

Building Name		Room #	
		102	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
25 feet, 3 inches x 24 feet, 9 inches	624sqft	22	
Implementation Date			
2022-05-26			
Uploaded Files			

19Assurance Check

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

Building Name		Room #	
		252	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
27 feet, 9 inches x 27 feet, 3 inches	756sqft	27	
Implementation Date			
2022-05-26			
Uploaded Files			

20Assurance Check

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

Building Name		Room #	
		135	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
27 feet, 8 inches x 27 feet, 4 inches	756sqft	27	
Implementation Date			
2022-05-26			
Uploaded Files			

21Assurance Check

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

Building Name		Room #
		229
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
27 feet, 6 inches x 29 feet, 0 inches	797sqft	28
Implementation Date		
2022-05-26		
Uploaded Files		

22Assurance Check

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

Building Name		Room #
		221
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
27 feet, 6 inches x 31 feet, 1 inches	854sqft	30
Implementation Date		
2022-05-26		
Uploaded Files		

23Assurance Check

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

Building Name		**Room #**
		205
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29
Implementation Date		
2022-05-26		
Uploaded Files		

24Assurance Check

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

Building Name		Room #	
		209	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
29 feet, 10 inches x 30 feet, 4 inches	904sqft	32	
Implementation Date			
2022-05-26			
Uploaded Files			

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 #	
		238	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
22 feet, 0 inches x 20 feet, 3 inches	445sqft	15	
Implementation Date			
2022-05-26			
Uploaded Files			

26Assurance 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 #	
		113	
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, 11 inches x 33 feet, 11 inches	1218sqft	43	
Implementation Date			
2022-05-26			
Uploaded Files			

27Assurance Check

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

Building Name		Room #	
		234	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
17 feet, 5 inches x 18 feet, 11 inches	329sqft	11	
Implementation Date			
2022-05-26			
Uploaded Files			

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 #	
		214	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
15 feet, 5 inches x 17 feet, 0 inches	262sqft	9	
Implementation Date			
2022-05-26			
Uploaded Files			

29Assurance 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

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Other	1	District Wide	District
School Psychologist	2	District Wide	District
Social Worker	3	District Wide	District
Guidance Counselor	8	District Wide	District
Paraprofessionals	37	District Wide	District
Other	1	Secondary	District
Transition Coordinator	1	Secondary	District
Occupational Therapist	3	District Wide	Contractor
Physical Therapist	2	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
The district will provide intensive language programming via applied behavior analysis methods in the public school setting for students with autism through training and consultation provided by the PaTTAN Autism Initiative and other qualified professionals. Evidence of successful implementation of this goal will be the increase in the percentage of students with autism who receive special education services in their neighborhood schools.			
Lead Person/Position		**Year of Training**	
Marissa Gallagher/Director of Student Services, Lindsey Hyre/Behavior Intervention Specialist		2022-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
minimum 1 hour per month	9 per school year	District	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Positive Behavior Support

Description of Training			
Implementation of School Wide Positive Behavior Intervention and Support Programming K-12+.			
Lead Person/Position		**Year of Training**	
Kara Eckert/Coordinator of Student Engagement		2022-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6 hours/3 days initial team training, ongoing as determined by building level teams	ongoing as determined by building levels teams	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
The implementation of a district wide comprehensive behavioral intervention program focused on effective use of Functional Behavioral Assessments which result in the development of effective Positive Behavioral Support Plans using the University of Pittsburgh's Comprehensive Crisis Model's principals of verbal de-escalation as a way to reduce the frequency of the use of physical restraints in all school buildings.			
Lead Person/Position		**Year of Training**	
Lindsey Hyre/Behavior Intervention Specialist		2022-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
7 hours refresher/14 hours initial	ongoing as needed	District Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
District guided Registered Behavior TechnicianTM (RBT®) certification in behavior analysis. RBTs assist in areas such as delivering direct behavior-analytic services, aiding in implementing behavior plans which are developed by the BCBA or BCaBA, and collecting data.			
Lead Person/Position		**Year of Training**	
Lindsey Hyre/Behavior Intervention Specialist		2022-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
40 hours over the course of the program	Ongoing	Other	Paraprofessionals

Transition

Description of Training
The development of a district based vocational training program for students ages 18 to 21 which will assess the job readiness skills and teach functional life

skills in preparation for placement in supported employment. Successful implementation of this goal will result in a decrease in the district's dependence on outside vocational training programs to assess and educate students prior to their final year of school age services. The district will implement various forms of vocational assessment to guide IEP Team decisions regarding students as well as develop and implement district sponsored vocational internship placements. In addition, the district will partner with agency providers (through funding from OVR's PETS Services) to supplement with vocational training classes and support programs based on needs dictated by student performance and needs.

Lead Person/Position		Year of Training	
Marissa Gallagher/Director of Student Services, Eric Jankoski/Transition Coordinator		2022-2024	

Hours Per Training	Number of Sessions	Provider	Audience
6	4	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Science of Literacy

Description of Training
Special Education Teachers will participate in all professional development activities with the regular education teachers in the area of English Language Arts instruction to ensure consistent rigor and instructional practices exists in both special education and regular education programming across grades K-8.

Lead Person/Position		Year of Training	
Andrea Huffman/Director of Elementary Education, Marissa Gallagher/Director of Student Services		2022-2024	

Hours Per Training	Number of Sessions	Provider	Audience
6.5	4	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Parent Training

Description of Training			
BWSD Community Outreach Speaker Series - Various Topics			
Lead Person/Position		**Year of Training**	
Kara Eckert/Coordinator of Student Engagement, Marissa Gallagher/Director of Student Services		2022-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	5	District Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

IEP Development

Description of Training			
Compliance and Best Practices - Professional development targeting required elements for each section of the Individualized Education Program (IEP) as well as best practice considerations when preparing for and conducting an IEP team meeting.			
Lead Person/Position		**Year of Training**	
Marissa Gallagher/Director of Student Services		2022-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	2	District	Special Education Teachers

Co-Teaching in the Inclusive Environment

Description of Training

This differentiated supervision action plan leads the teacher through three academies that focus on the elements of collaborative teaching relationships and the necessary institutional structures and professional skills needed to collaborate successfully, the research behind co-teaching as a professional development strategy as well as an effective instructional practice for students, and first-hand experience in co-planning curricular units.			
Lead Person/Position		**Year of Training**	
Marissa Gallagher/Director of Student Services		2022	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	2	District	General Education Teachers Special Education Teachers

Instructional Strategies to Meet the Needs of Diverse Learners

Description of Training			
This differentiated supervision action plan leads the teacher through three academies that focus on the elements of collaborative teaching relationships and the necessary institutional structures and professional skills needed to collaborate successfully, the research behind co-teaching as a professional development strategy as well as an effective instructional practice for students, and first-hand experience in co-planning curricular units.			
Lead Person/Position		**Year of Training**	
Marissa Gallagher/Director of Student Services		2022	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	2	Intermediate Unit	General Education Teachers Special Education Teachers

Multi-Tiered Systems of Support

Description of Training			
This differentiated supervision action plan leads the teacher through three academies that focus on the elements of collaborative teaching relationships and the necessary institutional structures and professional skills needed to collaborate successfully, the research behind co-teaching as a professional development strategy as well as an effective instructional practice for students, and first-hand experience in co-planning curricular units.			
Lead Person/Position		**Year of Training**	
Marissa Gallagher/Director of Student Services		2022	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	2	Intermediate Unit	Building Administrators

Central Office Administrators General Education Teachers Special Education Teachers

Concrete Representational Abstract

Description of Training			
This differentiated supervision action plan leads the teacher through three academies that focus on the elements of collaborative teaching relationships and the necessary institutional structures and professional skills needed to collaborate successfully, the research behind co-teaching as a professional development strategy as well as an effective instructional practice for students, and first-hand experience in co-planning curricular units.			
Lead Person/Position		**Year of Training**	
Marissa Gallagher/Director of Student Services		2022	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	2	PaTTAN	General Education Teachers Special Education Teachers

Signatures & Affirmations

Approval Date

2022-07-22

Uploaded Files

Special Education Plan Signature Page - Signed.pdf

- 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

Randal A. Lutz

Date

2022-07-22