

Profile and Plan Essentials

LEA Name		AUN
Baldwin-Whitehall SD		103021102
Address 1		
4900 Curry Rd		
Address 2		
City	State	Zip
Pittsburgh	PA	15236
Director of Special Education Name		
Marissa Gallagher		
Director of Special Education Email		
mgallagher@bwschools.net		
Director of Special Education Phone Number	Director of Special Education Ext	
14128857583		
Chief Administrator Name		
Dr Randal A Lutz		
Chief Administrator Email		
rlutz@bwschools.net		

Special Education Students

Total Number of Students Receiving Special Education 670

School District Total Student Enrollment 4446

Percent of Students Receiving Special Education 15.1

Steering Committee

Name	Position/Role	Building	Email
Marissa Gallagher	Director of Special Education	Baldwin-Whitehall SD	mgallagher@bwschools.net
Tamara Trembulak	Parent	Whitehall El Sch	tamaraeisel@gmail.com
Rebecca Wolf	General Education Teacher	J.E. Harrison Education Ctr	rwolf@bwschools.net
Josh Stahl	Special Education Teacher	Baldwin SHS	jstahl@bwschools.net
Julie Kerlicker	Special Education Teacher	J.E. Harrison Education Ctr	jkerlicker@bwschools.net
Jessica Kim	General Education Teacher	J.E. Harrison Education Ctr	jseidlkim@bwschools.net
Amy Bancroft	Special Education Teacher	Baldwin SHS	abancroft@bwschools.net
Anna Nee	Special Education Teacher	Whitehall El Sch	anee@bwschools.net
Stephanie Lauble	Special Education Teacher	J.E. Harrison Education Ctr	slauble@bwschools.net
Jamie Bonacorso	General Education Teacher	J.E. Harrison Education Ctr	jbonacorso@bwschools.net
Alicia Johnson	Building Principal	J.E. Harrison Education Ctr	ajohnson@bwschools.net
Randal Lutz	Superintendent	Baldwin-Whitehall SD	rlutz@bwschools.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)

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

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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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.)

While the Baldwin-Whitehall School District currently does not have any facilities governed by Section 1306 of the Public School Code within our jurisdictional boundaries, should such a situation arise, we are committed to providing necessary educational services to identified students in the least restrictive environment. If Baldwin-Whitehall School District were to serve as a host district, any concerns regarding Free Appropriate Public Education (FAPE) and Least Restrictive Environment (LRE) would be thoroughly addressed by the Individualized Education Program (IEP) team. This team would carefully consider the strengths and needs of each student to develop a program aimed at facilitating meaningful academic progress. Baldwin-Whitehall School District would also ensure effective collaboration with resident districts by maintaining open communication with facilities, school districts, and parents to ensure that non-resident students receive FAPE within our district. The district would implement the student's existing IEP and/or fulfill the obligation of completing an initial evaluation/re-evaluation if needed upon their entrance into the facility. BWSD would comply with the regulations of Child Find and provide the necessary access to FAPE and LRE based on the student's individualized needs while they are placed in the facility. In terms of Child Find, the Baldwin-Whitehall School District would adhere to the mandates by publicly providing their notice on the district's website under the Student Services tab, in local publications, and via hard copy posted throughout the community, school buildings and the correctional facility.

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

The Baldwin-Whitehall School District is committed to providing students with an adequate special education program in accordance with Chapters 14 and 342 of Pennsylvania regulations and standards. When notified that a resident student is receiving education from another district under Section 1306, BWSD verifies parent residency and allocates appropriate funds to support the student's education in the host district. The Director of Student Services ensures that a certified special education teacher is providing direct services as outlined in a student's IEP, attends ER/RR and/or IEP meetings upon timely communication from the educating district or entity, and contributes to the education plan to ensure the student receives Free Appropriate Public Education (FAPE). Thus far, BWSD has not encountered any barriers hindering its ability to fulfill obligations under Section 1306. Effective communication between the home and host districts is crucial to facilitating 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 promptly informed when a student receiving special education services is placed or incarcerated by the court system. Upon receiving this information, the social worker immediately notifies building administration and the Student Services Department. The Director of Student Services acts as a direct liaison between the district and the facility, including participation in Individualized Education Program (IEP) team meetings. Within the first 30 days of placement, the district requests an IEP team meeting to discuss potential needs and ensure continued provision of Free Appropriate Public Education (FAPE). The district guarantees that eligible students receive FAPE in their respective settings. At present, the Baldwin-Whitehall School District is not a host district for incarcerated students. However, if it were to become one, all obligations under 24 P.S. Section 13-1306 would be fulfilled. This includes assuming responsibility for child find and providing appropriate educational programs, transportation, and necessary support services to ensure the provision of a free, appropriate public education. The district reviews the Individualized Education Program, conducts evaluations or reevaluations, reviews existing data, and explores placement options within the district, Allegheny Intermediate Unit - AIU3, or approved private schools. Placement options are carefully reviewed to ensure students receive a free appropriate public education within their least restrictive environment. The resident district is invited to participate and provide feedback throughout the program development and implementation process. Additionally, the resident district is billed for the student's education program. The district anticipates no barriers that would impede its ability to meet required obligations should such a need arise in the future.

Least Restrictive Environment

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

According to the 2021-2022 Special Education Data Report, the Baldwin-Whitehall School District 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 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 MTSS 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 are making meaningful progress with instruction and programming designed for all. 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 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 demonstrate a need for additional resources to be successful in the school environment. 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 implemented. 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 initiated through SAP are regular education initiatives and support all students.

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

Following the guidelines set forth by the Individuals with Disabilities Education Act and Pennsylvania Chapter 14, Special Education Programs and Services, the Baldwin-Whitehall School District offers a comprehensive range of placement options to address the diverse needs of our students. The primary focus is on integrating students into regular classroom settings, supplemented by appropriate aids and services. Students with disabilities are only relocated from the regular education environment if the IEP team determines that necessary educational goals cannot be met satisfactorily with the provided aids and services. To ensure compliance with special education regulations and district processes, the Student Services Department conducts annual staff development training sessions. These sessions cover various topics such as types of supplementary aids and services, Least Restrictive Environment (LRE), Free and Appropriate Public Education (FAPE), Health Information Protection Act (HIPA), and other regulatory information crucial for compliance with state and federal laws. Supplementary Aids and Services (SaS) undergo evaluation and implementation through a four-step process outlined in the SaS Consideration Toolkit. This process involves reviewing student profiles, identifying potential barriers to learning and curriculum access, devising strategies to eliminate these barriers, and discussing and selecting appropriate SaS alternatives for implementation. For instance, the district currently employs specially designed instruction and services such as 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.

All students, including those with disabilities, are actively encouraged to take part in extracurricular and non-academic programs and activities. The Baldwin-Whitehall School District ensures that necessary supports and services are provided to enable students with disabilities to participate alongside their peers without disabilities. The district is committed to developing and expanding extracurricular programs while employing effective methods to educate students with disabilities in the least restrictive environment, regardless of their needs. It advocates for the meaningful inclusion of students with disabilities in regular education classrooms within their neighborhood schools. To achieve this goal, Special Education teachers, Paraprofessionals, Regular Education Teachers, Administrators, and other staff members from each school undergo professional development tailored to the specific needs of their student populations. Training emphasizes research-based best practices aimed at supporting students with disabilities in acquiring functional skills and fostering their ability to apply these skills in various settings within the school environment. Additionally, staff members are trained to recognize emerging student skills with the greatest potential for success in mainstream participation, facilitating the inclusion of students with more significant disabilities.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

Students with disabilities enrolled in programs outside of the district, including those requiring the most restrictive placements, are offered various opportunities to engage with their peers without disabilities. For students in more restrictive placements, these opportunities may include participating in regular education vocational programs, attending specific classes at their home school for partial-day schedules, and taking part in after-school activities and sports. The Director of Student Services serves as the Local Education Agency (LEA) at all Individualized Education Program (IEP) meetings held outside of the district, overseeing progress and assessing the level of need as the facilitator of the meeting. During these meetings, the LEA evaluates the appropriateness of the identified placement and assists the IEP team in determining whether the school district can implement the IEP in a district-based

program with appropriate supports and services. This review takes place at each IEP meeting, but no less than once per year. Additionally, the Director of Student Services conducts ongoing reviews of progress monitoring and attendance reports provided by all non-district-based programs, ensuring regular monitoring of student progress to guarantee that all students are served in the Least Restrictive Environment (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 provides a comprehensive range of special education services spanning from the least to most restrictive environments. The district consistently achieves state targets across all educational settings. Moreover, the district is committed to expanding programming, prioritizing the least restrictive environment across all district buildings.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Pioneer Education Center	Other	Special Education Center School	Pittsburgh Public Schools	Multiple Disabilities Support	1
Wesley Spectrum	Approved Private School (APS)		Wesley Family Services	Emotional Support	2
Mon Valley	Other	Special Education Center	Allegheny Intermediate Unit 3	Autistic Support	1
Mon Valley	Other	Special Education Center	Allegheny Intermediate Unit 3	Physical Support	1
Watson Institute Education Center South	Licensed Private Academic		Watson Institute	Life Skills Support	5
ACLD Tilloston School	Approved Private School (APS)		ACLD Tilloston School	Multiple Disabilities Support	1
Mon Valley	Other	Special Education Center	Allegheny Intermediate Unit 3	Life Skills Support	1
The Bradley School	Licensed Private Academic		The Bradley Center	Emotional Support	2
Western Pennsylvania School for the Deaf	Approved Private School (APS)		Western Pennsylvania School for the Deaf	Deaf and Hard of Hearing Support	2

Devereux Advanced Behavioral Health/PLEA	Licensed Private Academic		PLEA Agency	Autistic Support	2
The Day School	Approved Private School (APS)		The Children's Institute of Pittsburgh	Multiple Disabilities Support	1
ACLD Tillotson School	Approved Private School (APS)		ACLD Tillotson	Learning Support	2
Watson Institute Education Center South	Licensed Private Academic		Watson Institute	Autistic Support	1

Positive Behavior Support

Date of Approval

2021-11-03

Uploaded Files

BoardDocs® PL.pdf

BoardDocs® PL_2.pdf

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

The Baldwin-Whitehall School District's behavioral support policy (School Board Policy 113.2-Behavior Support) mandates that students with disabilities be educated in the least restrictive environment. They are only placed in settings other than regular education classes if their disability's nature or severity impedes satisfactory education in a regular class, despite appropriate supplementary aids and services. This policy requires all students needing specific behavioral intervention to address learning-interfering behaviors to have a Positive Behavioral Support Plan (PBSP) integrated into their Individualized Education Plan (IEP). PBSPs are formulated based on Functional Behavioral Assessments (FBA) conducted during a Multidisciplinary Evaluation (MDE) or Reevaluation Report (RR) initiated by the IEP team. The interventions outlined in a student's PBSP incorporate various research-based techniques aimed at fostering and maintaining skills conducive to learning and self-fulfillment. The district employs a Behavior Intervention Specialist throughout the school year. This specialist applies applied behavior analysis and positive behavior supports to assist individuals, groups, and systems. Additionally, they serve as the district coach for Applied Behavior Analysis (ABA) programming K-12 as well as a Comprehensive Crisis Management (CCM) trainer. The Behavior Intervention Specialist along with a School Social Worker offer and provide training to district staff members. The CCM training focuses on verbal de-escalation techniques, trauma informed care, and crisis management. The physical portion of the CCM training focuses on escape interventions, emergency safety interventions, restraints, and escorts. BWSO also has a cohort of building level administrators who are UKERU trainers. Ukeru is a system based on receiving information communicated through someone's actions. It is the only restraint-free program that combines hands-on training, theoretical concepts, practical tools, and specialized equipment to safely manage—and diffuse—crises. Each school building consists of a trained team of administrators, educators and staff who are able to utilize de-escalation, escape, and physical intervention techniques via CCM and/or UKERU.

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.**

Following School Board Policy 113.2 - Behavior Support, the district conducts regular training for staff in verbal and physical intervention techniques to manage student behavior. These techniques are based on the strategies and philosophy of the University of Pittsburgh's Comprehensive Crisis Model (CCM). Two certified trainers, endorsed by CCM, provide ongoing instruction, certification, and recertification to district staff. Currently, over 30 staff members have been trained and certified to utilize CCM techniques when addressing disruptive student behavior. In alignment with this policy and CCM principles, physical interventions, including restraints, are considered a last resort when students pose a danger to themselves, others, or disrupt the learning environment. Each school building appoints a Core Crisis Team trained and certified in both verbal and physical interventions based on CCM principles. Moreover, several teachers and staff members in each building receive regular training in verbal de-escalation techniques following CCM

guidelines. The Core Crisis Team undergoes annual recertification, while building staff are recertified in verbal intervention and de-escalation techniques every other year. In addition to CCM, the district implements Ukeru as needed in grades K-5. Ukeru is the first crisis-training program to offer a physical alternative to restraints and seclusion. All elementary administrators are certified trainers in the program in order to providing continuity in staff training.

3. Describe the district positive school wide support programs.

Positive behavior intervention and support programming are available in all Baldwin-Whitehall buildings, spanning from K-12. Each building's programming is overseen by the designated building-level team, with guidance from the District Level PBIS team and the Allegheny Intermediate Unit. Furthermore, administration, faculty, and staff engage in continuous professional development focusing on positive behavior approaches and restorative practices.

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

The Baldwin-Whitehall School District is dedicated to promoting the mental health and well-being of all students, and as part of this commitment, we provide comprehensive school-based mental health programming from kindergarten to 12th grade. Our aim is to create a supportive and nurturing environment where students can thrive academically, socially, and emotionally. At each grade level, our school-based mental health programming is tailored to meet the unique needs of students as they progress through their educational journey. This programming encompasses a range of services and interventions designed to support students' mental health and emotional well-being. For elementary school students, our mental health programming focuses on building foundational social and emotional skills, fostering resilience, and providing early intervention and support for any emerging mental health concerns. This may include classroom-based social-emotional learning curricula, individual or group counseling sessions with school counselors or mental health professionals, and activities aimed at promoting positive peer interactions and emotional regulation. In middle school, our mental health programming continues to emphasize the development of social and emotional skills while also addressing the specific challenges that arise during this transitional period. Students have access to individual and group counseling services, peer support groups, and targeted interventions to address issues such as stress, anxiety, peer relationships, and self-esteem. At the high school level, our mental health programming is designed to support students as they navigate the academic, social, and emotional demands of adolescence. In addition to individual and group counseling services, students have access to resources such as mental health awareness campaigns, peer mentoring programs, and workshops on topics like stress management, coping skills, and mindfulness. Throughout all grade levels, our mental health programming is implemented in collaboration with school counselors, psychologists, social workers, and other mental health professionals. We also work closely with families to ensure that students receive the support they need both at school and at home. By providing comprehensive school-based mental health programming from kindergarten to 12th grade, we are committed to fostering a positive and supportive learning environment where all students can thrive academically, socially, and emotionally. In addition, the District 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, select Baldwin-Whitehall K-12 students learn and explore new tools to help navigate social settings.

5. Describe the district restraint procedure.

As mentioned above, the district has staff members who have been annually trained in Comprehensive Crisis Management (CCM) and UKERU who are able to train additional staff members in all school buildings to support students in the event of a crisis. As per both models, efforts to utilize least restrictive interventions, reinforce and further develop proactive staff interactions with students, strengthen a positive environment of care, maintain safety for staff and individuals, and continue to develop situational awareness are the philosophy behind the program. Staff are trained extensively on the importance of verbal de-escalation techniques, trauma informed care, and crisis management. Focusing on prevention, proactive situational awareness and verbal de-escalation techniques are a focus when intervening with students in crisis situations prior to implementation of physical intervention. The goals of both

interventions are to promote the safety of all students and staff, to reduce the use of seclusion and restraint, to encourage the use of best practices, to promote an environment of partnership and collaboration, and to eliminate the use of aversive/coercive interventions. In the event of a crisis where physical restraint may be absolutely necessary and required, only trained team members will report, assess the situation, and determine the most appropriate intervention needed to ensure the safety of the students and staff involved. 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, communicate 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.
6. The Behavior Intervention Specialist and/or Director of Student Services will enter all required information into the RISC system.

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.

The Baldwin-Whitehall School District proactively notifies local and state agencies when facing challenges in ensuring a Free Appropriate Public Education (FAPE) for a student with a disability. This notification occurs when a student: 1. Cannot currently be accommodated in a regular educational setting. 2. Has waited over 30 days for an appropriate educational placement. 3. Is at substantial risk of waiting more than 30 days for a placement. 4. Requires special education placement such as Instruction in the Home. Furthermore, the district notifies the Intermediate Unit and the Department of Human Services to facilitate intensive interagency coordination for these students. A Regional Interagency Coordinator (RIC) is assigned to the student's case to assess the situation and identify any barriers hindering the student from accessing the appropriate educational placement. The RIC promptly convenes a meeting of the local interagency team, which includes the student's family, the district's Local Education Agency (LEA), the Intermediate Unit (IU), and other relevant child-serving agencies. These may include county offices of Intellectual Disability and Mental Health & Substance Abuse Services, Children/Youth and Family Services, and the regional Office of Vocational Rehabilitation. During the intensive interagency meeting, recommendations are developed collaboratively. The team identifies the responsible agencies best equipped to meet the student's needs in the Least Restrictive Environment, ensuring a coordinated and comprehensive approach to support the student's educational placement.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
45	Secondary	Part-time (0.5)	06/07/2024 12:14 PM

Building Name		
Baldwin SHS		
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	15 to 18
Age Range Justification		FTE %
		0.08

Building Name		
Baldwin SHS		
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	16 to 16
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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44	Multiple	Full-time (1.0)	03/06/2024 09:31 AM
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Building Name		
Baldwin SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.44

Building Name		
Baldwin SHS		
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	15 to 18
Age Range Justification		FTE %
		0.04

Building Name		
Whitehall El Sch		
Support Type		
Autistic Support		

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
43	Elementary	Full-time (1.0)	03/06/2024 09:19 AM

Building Name		
J.E. Harrison Education Ctr		
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	8 to 11
Age Range Justification		FTE %
		0.17

Building Name		
J.E. Harrison Education Ctr		
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		
J.E. Harrison Education Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.06

Building Name		
J.E. Harrison Education Ctr		
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 11
Age Range Justification		FTE %
		0.4

Building Name		
J.E. Harrison Education Ctr		

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	11 to 11
Age Range Justification		FTE %
		0.25

Building Name		
J.E. Harrison Education Ctr		
Support Type		
Physical Support		
Support Sub-Type		
Physical Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
42	Elementary	Full-time (1.0)	03/04/2024 03:31 PM

Building Name		
J.E. Harrison Education Ctr		
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		
J.E. Harrison Education Ctr		
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 11
Age Range Justification		FTE %
		0.55

Building Name		
J.E. Harrison Education Ctr		
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	10 to 10
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
41	Elementary	Full-time (1.0)	03/04/2024 03:26 PM

Building Name		
J.E. Harrison Education Ctr		
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		
J.E. Harrison Education Ctr		
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

Building Name		
J.E. Harrison Education Ctr		
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	10 to 10
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
40	Secondary	Full-time (1.0)	03/04/2024 03:22 PM

Building Name		
J.E. Harrison Education Ctr		
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 12
Age Range Justification		FTE %
		0.16

Building Name		
J.E. Harrison Education Ctr		

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 12
Age Range Justification		FTE %
		0.4

Building Name		
J.E. Harrison Education Ctr		
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	10 to 10
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
39	Elementary	Full-time (1.0)	03/04/2024 03:16 PM

Building Name		
J.E. Harrison Education Ctr		
Support Type		
Speech And Language Support		

Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		62
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
38	Secondary	Full-time (1.0)	03/04/2024 03:13 PM

Building Name		
Baldwin SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.12

Building Name		
Baldwin SHS		
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	15 to 18
Age Range Justification		FTE %
		0.25

Building Name		
Baldwin SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
37	Elementary	Full-time (1.0)	03/04/2024 03:08 PM

Building Name	
J.E. Harrison Education Ctr	
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

Building Name		
J.E. Harrison Education Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.7

Building Name		
J.E. Harrison Education Ctr		
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	10 to 10
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
36	Elementary	Full-time (1.0)	03/04/2024 02:42 PM

Building Name		
J.E. Harrison Education Ctr		
Support Type		
Physical Support		
Support Sub-Type		
Physical Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.04

Building Name		
J.E. Harrison Education Ctr		
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 11
Age Range Justification		FTE %
		0.12

Building Name		
J.E. Harrison Education Ctr		
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	Elementary	8 to 11
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
35	Elementary	Full-time (1.0)	03/06/2024 09:14 AM

Building Name		
J.E. Harrison Education Ctr		
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 11
Age Range Justification		FTE %
		0.12

Building Name		
J.E. Harrison Education Ctr		
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	Elementary	8 to 11
Age Range Justification		FTE %
		0.6

Building Name		
J.E. Harrison Education Ctr		
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	10 to 10
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
27	Elementary	Full-time (1.0)	03/01/2024 12:07 PM

Building Name		
Whitehall El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range

School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.25

Building Name		
Whitehall 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 8
Age Range Justification		FTE %
		0.1

Building Name		
Whitehall El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
28	Elementary	Full-time (1.0)	03/01/2024 12:11 PM

Building Name		
J.E. Harrison Education Ctr		
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	9 to 12
Age Range Justification		FTE %
		0.1

Building Name		
J.E. Harrison Education Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.38

Building Name		
J.E. Harrison Education Ctr		
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	10 to 10
Age Range Justification		FTE %
		0.05

Building Name		
J.E. Harrison Education Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 12
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
16	Secondary	Full-time (1.0)	03/01/2024 10:59 AM

Building Name		
Baldwin SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14

Age Range Justification	FTE %
	0.14

Building Name		
J.E. Harrison Education Ctr		
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

Building Name		
J.E. Harrison Education Ctr		
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	13 to 13
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
25	Elementary	Full-time (1.0)	03/01/2024 11:59 AM

Building Name		
Whitehall El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
17	Elementary	Full-time (1.0)	03/04/2024 01:56 PM

Building Name		
J.E. Harrison Education Ctr		
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	8 to 11
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		0.92

does not exceed the three year maximum.	
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
23	Multiple	Part-time (0.5)	03/01/2024 11:56 AM

Building Name		
J.E. Harrison Education Ctr		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.13

Building Name		
Whitehall El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13	Elementary	Full-time (1.0)	03/01/2024 10:49 AM

Building Name		
McAnnulty El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.25

Building Name		
McAnnulty El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
32	Elementary	Full-time (1.0)	03/04/2024 01:33 PM

Building Name		
J.E. Harrison Education Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.25

Building Name		
J.E. Harrison Education Ctr		
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	8 to 11
Age Range Justification		FTE %
		0.25

Building Name		
J.E. Harrison Education Ctr		
Support Type		

Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.17

Building Name		
J.E. Harrison Education Ctr		
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	8 to 11
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4	Secondary	Full-time (1.0)	03/01/2024 10:27 AM

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

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.28

Building Name		
Baldwin SHS		
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	15 to 19
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
21	Elementary	Full-time (1.0)	03/01/2024 11:24 AM

Building Name		
Whitehall El Sch		
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	6 to 8
Age Range Justification		FTE %
		0.92

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3	Secondary	Full-time (1.0)	03/01/2024 10:25 AM

Building Name		
Baldwin SHS		
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	18 to 18
Age Range Justification		FTE %
		0.12

Building Name		
Baldwin SHS		
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	15 to 15
Age Range Justification		FTE %
		0.08

Building Name		
Baldwin SHS		
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	18 to 21
Age Range Justification		FTE %
		0.1

Building Name		
Baldwin SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 21
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14	Multiple	Full-time (1.0)	03/01/2024 10:52 AM

Building Name		
Whitehall El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.23

Building Name		
McAnnulty El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		45
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.69

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7	Secondary	Full-time (1.0)	03/01/2024 10:36 AM

Building Name		
Baldwin SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
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.		0.15

Building Name		
Baldwin SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Baldwin SHS		
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	15 to 15
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
24	Elementary	Full-time (1.0)	03/01/2024 11:58 AM

Building Name		
J.E. Harrison Education Ctr		
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	8 to 11
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
15	Elementary	Full-time (1.0)	03/01/2024 10:54 AM

Building Name

Whitehall 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	6 to 8
Age Range Justification		FTE %
		0.1

Building Name		
J.E. Harrison Education Ctr		
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	6 to 8
Age Range Justification		FTE %
		0.35

Building Name		
Whitehall 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	6 to 6

Age Range Justification	FTE %
	0.08

Building Name		
Whitehall El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5	Secondary	Full-time (1.0)	03/01/2024 10:30 AM

Building Name		
Baldwin SHS		
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	15 to 19
Age Range Justification		FTE %
		0.55

Building Name		
Baldwin SHS		
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	15 to 19
Age Range Justification		FTE %
		0.16

Building Name		
Baldwin SHS		
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	15 to 15
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
11	Secondary	Full-time (1.0)	03/01/2024 10:46 AM

Building Name		
Baldwin SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.7

Building Name		
Baldwin SHS		
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	15 to 19
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
20	Elementary	Full-time (1.0)	03/04/2024 01:43 PM

Building Name
Whitehall El Sch

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.25

Building Name		
Whitehall El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.25

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

	0.12
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
34	Secondary	Full-time (1.0)	03/04/2024 01:39 PM

Building Name		
Baldwin SHS		
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	12 to 14
Age Range Justification		FTE %
		0.04

Building Name		
J.E. Harrison Education Ctr		
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	Secondary	12 to 14
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10	Secondary	Full-time (1.0)	03/01/2024 10:44 AM

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

Building Name		
Baldwin SHS		
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 14
Age Range Justification		FTE %
		0.05

Building Name		
Baldwin SHS		
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 14
Age Range Justification		FTE %
		0.45

Building Name		
Baldwin SHS		
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 14
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12	Secondary	Full-time (1.0)	03/01/2024 10:57 AM

Building Name
Baldwin SHS

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	12 to 14
Age Range Justification		FTE %
		0.06

Building Name		
Baldwin SHS		
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	12 to 14
Age Range Justification		FTE %
		0.6

Building Name		
Baldwin SHS		
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
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
31	Secondary	Full-time (1.0)	03/04/2024 01:49 PM

Building Name		
J.E. Harrison Education Ctr		
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 12
Age Range Justification		FTE %
		0.06

Building Name		
J.E. Harrison Education Ctr		
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 12
Age Range Justification		FTE %
		0.02

Building Name		
J.E. Harrison Education Ctr		
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	11 to 12
Age Range Justification		FTE %
		0.1

Building Name		
J.E. Harrison Education Ctr		
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 11
Age Range Justification		FTE %
		0.12

Building Name		
J.E. Harrison Education Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range

School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8	Multiple	Full-time (1.0)	03/01/2024 10:37 AM

Building Name		
Baldwin SHS		
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	15 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		
J.E. Harrison Education Ctr		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %

	0.31
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1	Secondary	Full-time (1.0)	02/27/2024 12:55 PM

Building Name		
Baldwin SHS		
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	16 to 19
Age Range Justification		FTE %
		0.3

Building Name		
Baldwin SHS		
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	16 to 19
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
18	Elementary	Full-time (1.0)	03/01/2024 11:03 AM

Building Name		
McAnnulty El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.25

Building Name		
McAnnulty El Sch		
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	Elementary	5 to 7
Age Range Justification		FTE %
		0.33

Building Name		
McAnnulty 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	5 to 6
Age Range Justification		FTE %
		0.06

Building Name		
McAnnulty 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 6
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
29	Elementary	Full-time (1.0)	03/06/2024 10:01 AM

Building Name
Whitehall El Sch

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

Building Name		
Whitehall El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
26	Secondary	Full-time (1.0)	03/01/2024 12:03 PM

Building Name		
Baldwin SHS		
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	15 to 18
Age Range Justification		FTE %
		0.12

Building Name		
Baldwin SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.7

Building Name		
Baldwin SHS		
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	16 to 16
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
33	Elementary	Full-time (1.0)	03/04/2024 01:36 PM

Building Name		
McAnnulty El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6	Secondary	Full-time (1.0)	03/01/2024 10:33 AM

Building Name		
Baldwin SHS		
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		
Baldwin SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.22

Building Name		
Baldwin SHS		
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	15 to 15
Age Range Justification		FTE %
		0.08

Building Name		
Baldwin SHS		
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	15 to 19
Age Range Justification		FTE %
		0.1

Building Name		
Baldwin SHS		
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	15 to 19
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9	Secondary	Full-time (1.0)	03/01/2024 10:40 AM

Building Name		
J.E. Harrison Education Ctr		
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

Building Name		
J.E. Harrison Education Ctr		
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.E. Harrison Education Ctr		
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 12
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2	Secondary	Full-time (1.0)	03/01/2024 10:22 AM

Building Name		
Baldwin SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.07

Building Name		
Baldwin SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.25

Building Name		
Baldwin SHS		
Support Type		

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.38

Building Name		
Baldwin SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.25

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

Building Name		
Whitehall El Sch		
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		
Whitehall El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
22	Secondary	Part-time (0.5)	03/01/2024 11:53 AM

Building Name		
Baldwin SHS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired 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
30	Elementary	Full-time (1.0)	03/04/2024 01:26 PM

Building Name		
Whitehall El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.62

Building Name		
Whitehall El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range

School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.08

Special Education Facilities

Building Name		Room #
J.E. Harrison Education Ctr		137
School Building		Building Description
		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		
2024-01-08		
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 location of the class has been maintained for at least 3 school years.		No
The class is composed of at least 28 square feet per student	Yes	
The class is readily accessible	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	

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

2Assurance Check

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

Building Name		Room #
J.E. Harrison Education Ctr		252
School Building		Building Description
		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		
2023-08-28		
Uploaded Files		

3Assurance Check

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

Building Name		Room #
Baldwin SHS		324
School Building		Building Description
		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		

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

Building Name		Room #
J.E. Harrison Education Ctr		136
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 5 inches x 28 feet, 3 inches	774sqft	27
Implementation Date		
2024-01-08		

Uploaded Files

5 Assurance Check

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

Building Name		Room #
Baldwin SHS		210
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 5 inches x 26 feet, 4 inches	695sqft	24
Implementation Date		
2022-05-26		
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 readily accessible	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	
The class is composed of at least 28 square feet per student	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is located where noise will not interfere with instruction	Yes	

Building Name		Room #
McAnnulty El Sch		105
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 9 inches x 26 feet, 0 inches	799sqft	28
Implementation Date		
2022-05-26		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Baldwin SHS		306
School Building		Building Description
		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
2023-08-28
Uploaded Files

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

Building Name		Room #
Whitehall El Sch		144
School Building		Building Description
		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		

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

Building Name		Room #
J.E. Harrison Education Ctr		131
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 5 inches x 28 feet, 3 inches	774sqft	27
Implementation Date		
2024-01-08		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
McAnnulty El Sch		106
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 1 inches x 30 feet, 7 inches	889sqft	31
Implementation Date		
2022-05-26		
Uploaded Files		

11 Assurance Check

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

Building Name		Room #
Whitehall El Sch		150
School Building		Building Description
		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		

12 Assurance Check

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

Building Name		Room #
Whitehall El Sch		201
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 9 inches x 27 feet, 0 inches	749sqft	26
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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name	Room #
J.E. Harrison Education Ctr	120

School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 5 inches x 28 feet, 3 inches	774sqft	27
Implementation Date		
2024-01-08		
Uploaded Files		

14 Assurance Check

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

Building Name		Room #
Baldwin SHS		305
School Building		Building Description
		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		
2023-08-28		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Baldwin SHS		220
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 5 inches x 26 feet, 4 inches	695sqft	24
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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name	Room #
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Whitehall El Sch		136
School Building		Building Description
		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		

17Assurance Check

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

Building Name		Room #
Baldwin SHS		224
School Building		Building Description
		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		

18 Assurance Check

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

Building Name		Room #
McAnnulty El Sch		125
School Building		Building Description
		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		
2023-08-28		
Uploaded Files		

19 Assurance Check

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

Building Name		Room #
J.E. Harrison Education Ctr		102
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 5 inches x 28 feet, 3 inches	774sqft	27
Implementation Date		
2024-01-08		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
J.E. Harrison Education Ctr		202
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 5 inches x 28 feet, 3 inches	774sqft	27
Implementation Date		
2024-01-08		
Uploaded Files		

21 Assurance Check

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

Building Name		Room #
Baldwin SHS		306
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 3 inches x 15 feet, 0 inches	303sqft	10
Implementation Date		
2022-05-26		
Uploaded Files		

22 Assurance Check

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

Building Name		Room #
Baldwin SHS		201
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29
Implementation Date		
2022-05-26		
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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
J.E. Harrison Education Ctr		231
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 5 inches x 28 feet, 3 inches	774sqft	27
Implementation Date		
2024-01-08		
Uploaded Files		

24 Assurance Check

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

Building Name		Room #
J.E. Harrison Education Ctr		217
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 2 inches x 14 feet, 1 inches	185sqft	6
Implementation Date		
2022-05-26		
Uploaded Files		

25 Assurance Check

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

Building Name		Room #
Baldwin SHS		203
School Building		Building Description
		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		
2023-08-28		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Whitehall El Sch		206
School Building		Building Description
		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		

27 Assurance Check

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

Building Name		Room #
J.E. Harrison Education Ctr		208
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 2 inches x 14 feet, 1 inches	185sqft	6
Implementation Date		
2024-01-08		
Uploaded Files		

28 Assurance Check

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

Building Name		Room #
J.E. Harrison Education Ctr		236
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 5 inches x 28 feet, 3 inches	774sqft	27
Implementation Date		
2024-01-08		
Uploaded Files		

29 Assurance Check

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

Building Name		Room #
Whitehall El Sch		117
School Building		Building Description
		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		
2023-08-28		
Uploaded Files		

30 Assurance Check

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

Building Name		Room #
Whitehall El Sch		115
School Building		Building Description
		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		
2023-08-28		
Uploaded Files		

31 Assurance Check

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

Building Name		Room #
McAnnulty El Sch		101
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 9 inches x 26 feet, 0 inches	799sqft	28
Implementation Date		
2024-01-08		
Uploaded Files		

32Assurance Check

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

Building Name		Room #
McAnnulty El Sch		102
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 9 inches x 26 feet, 0 inches	799sqft	28
Implementation Date		
2024-03-06		
Uploaded Files		

33 Assurance Check

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

Building Name		Room #
Baldwin SHS		201
School Building		Building Description
		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		

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

Building Name		Room #
J.E. Harrison Education Ctr		336
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 5 inches x 28 feet, 3 inches	774sqft	27
Implementation Date		
2024-01-08		
Uploaded Files		

35Assurance Check

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

Building Name		Room #
J.E. Harrison Education Ctr		302
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 2 inches x 14 feet, 1 inches	185sqft	6
Implementation Date		
2024-01-08		
Uploaded Files		

36 Assurance Check

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

Building Name		Room #
J.E. Harrison Education Ctr		315
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 5 inches x 28 feet, 3 inches	774sqft	27
Implementation Date		
2024-01-08		
Uploaded Files		

37 Assurance Check

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

Special Education Support Services

38Special 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	3	District Wide	District
Social Worker	3	District Wide	District
Guidance Counselor	8	District Wide	District
Paraprofessionals	43	District Wide	District
Other	2	Elementary	District
Transition Coordinator	1	Secondary	District
Occupational Therapist	4	District Wide	Contractor
Physical Therapist	2	District Wide	Contractor
Behavior Specialist	1	District Wide	District
Other	3	District Wide	Contractor
Other	1	District Wide	Contractor
Other	1	Elementary	District

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 to maintain the percentage of students with autism who receive special education services in their neighborhood schools.			
Lead Person/Position		Year of Training	
Lindsey Hyre/Behavior Intervention Specialist, PaTTAN District Coach		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
minimum 1 hour per month	13 teams/once per month for 9 months	District PaTTAN	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals 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	
Directors of Education/Deputy Superintendent for Instruction and Learning/Districtwide Committee Members		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour	Quarterly	District Intermediate Unit	Building Administrators Central Office Administrators

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		2024 2025 2026 2027	
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 Technician™ (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		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
40 hours over the course of the program	Ongoing	District Other	Paraprofessionals

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Transition

Description of Training			
Continued maintenance and development of district based vocational training programs 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		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	at least once per year	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, with a particular focus on CKLA and Amplify curriculums, to ensure consistent rigor and instructional practices exists in both special education and regular education programming across grades K-12.

Lead Person/Position		Year of Training	
Directors of Education, Deputy Superintendents		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6.5	at least 4 per school year	District Other	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	
Directors of Education/Deputy Supintendents		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	at least 3 per school year	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		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	at least once per school year	District Intermediate Unit	Special Education Teachers

Multi-Tiered Systems of Support

Description of Training			
Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs. Instead of the “waiting for failure” assessment model of pre-IDEA days, MTSS takes a proactive approach to identifying students with academic or behavioral needs.			
Lead Person/Position		Year of Training	
AIU 3 TAC Team, Directors of Education, Deputy Superintendent of Instruction and Learning		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	at least quarterly	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers

			Special Education Teachers
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Instructional Strategies to Meet the Needs of Diverse Learners

Description of Training			
Through consultation and training via the Allegheny Intermediate Unit 3, participants will engage in synchronous, asynchronous, and live professional development opportunities focused on meeting the needs of all learners in the classroom. Consultants will communicate with participants directly regarding upcoming PD and scheduled consultations.			
Lead Person/Position		Year of Training	
AIU 3 TAC Team, Marissa Gallagher/Director of Student Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	at least once per year	Intermediate Unit	General Education Teachers Special Education Teachers

Signatures & Affirmations

Approval Date

2024-04-03

Uploaded Files

marissa (2).pdfaffirmation_statement_specialeducation.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

2024-06-07

