

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 1114
School District Total Student Enrollment 8502
Percent of Students Receiving Special Education 13.1

Steering Committee

Name	Position/Role	Building	Email
Dr. Amy DeLuca	Other	North Allegheny SD	adeluca@northallegheny.org
Patty Tkacik	Other	North Allegheny SD	ptkacik@northallegheny.org
Cindy McKenzie	Other	North Allegheny SD	cmckenzie@northallegheny.org
Jamie Grace	Special Education Teacher	North Allegheny SD	jgrace@northallegheny.org
Scott Oldham	Special Education Teacher	North Allegheny SD	soldham@northallegheny.org
Matt Mascari	Other	North Allegheny SD	mmascari@northallegheny.org
Matt Hreha	Other	North Allegheny SD	mhreha@northallegheny.org
Jenna Rosenbauer	Other	North Allegheny SD	jrosenbauer@northallegheny.org
Tim Mahoney	Parent	North Allegheny SD	tmahoney931@gmail.com

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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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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

The NASD is currently not a host school district, however, the district fully understands their responsibilities under 1306 of the PA school code. NASD would be required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The host school district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a free appropriate public education (FAPE) for eligible children with IEPs in accordance with the Individuals with Disabilities Education Act (IDEA). NASD is also responsible for child find, obtaining educational records and for communication with the both the 1306 facility as well as the school of residence. NASD must provide a student an educational program within 5 business days. NASD will ensure that students with disabilities in a 1306 facility are instructed by a certified special education teacher.

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

For North Allegheny School District students placed in facilities outside of district boundaries, the Coordinators for Gifted and Special Education will work with the host district to ensure students are located, identified, evaluated and, when deemed eligible, offered a free appropriate education to students 21 years of age or under who have not yet received their diploma. The district will send an LEA to relevant meetings to ensure that FAPE is provided to the student and/or discuss a transition plan to successfully transition back to the school. Communication flows between the district's Coordinators and the 1306 facility.

Incarcerated Students Oversight

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

No

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

Least Restrictive Environment

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

From the 2018/19 school year through 2021/22-the district increased slightly (1.4%) in students included for 80% or more of the day. However, looking at the individual years we actually decreased in this area from last year by 2.4%. Outside placements: from the 2018/19 school year through 2021/22, the district decreased the percentage of outside placements by 1.1%. However, we increased in this area from last year by .9%. Other Health Impairment diagnosis decreased, .9% Emotional Disturbance classification increased .7% - and we have had an increase in our in-district Emotional Support placement numbers. We believe we have sought more outside placements this year for students requiring more full time services along with a therapeutic component. NA's overall percent of special ed. (.8% increase) Increased .3% more than the states percentage (.5% increase) From 19-20 to 20-21, NA had two areas of increase (Autism and Emotional Disturbance) and five areas of decrease while the state had five areas of increase and one area of decreased (Hearing). The district has seen a surge in registration across the past several years. Additionally, several students enrolling had been identified in their previous district/state and were receiving special education services; some in an outside setting. The District follows the proper IEP sequence when determining educational placement decisions in conjunction with the parents. If the IEP team determines FAPE cannot be delivered in the regular education classroom, then they move to the next step along the continuum of placement options to determine where FAPE can be delivered. Only after the IEP teams have exhausted all of the resources, the District can then offer and follow the proper IEP sequence and continuum of placement options for determining LRE and FAPE for students. Only then is an outside placement considered with intense planning in order to find the appropriate placement facility. Again, parents are an integral part of the decision-making process. The District, through its Special Education Program Review, analyzed data relating to enrollment and educational settings to identify patterns and trends and addressed them appropriately. The district will begin to analyze best practices currently being used to support students with disabilities in the LRE, develop an action plan, and begin to make overall programmatic improvements.

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 North Allegheny School District provides a full continuum of special education services to ensure that children with disabilities are educated with non-disabled children to the fullest extent possible. The foundation of the District's program is a comprehensive data collection process beginning with the Elementary: Well Check, Student Assistance Programming, Multi Tiered Systems of Support (MTSS) and Secondary Pupil Personnel Teams (PPT). All team members contribute information ensuring that a program is designed to meet the student's needs. Data collection includes Well Check Reports, and Pupil Personnel reports, reports from parents, teachers, and other professionals, psychological reports, grades, attendance records, curriculum-based assessments, achievement test results, classroom observations, and reports from outside agencies. Strategies are developed and implemented focusing on improving student success within the general education environment. Supports may include consultative services, adaptations, positive behavior support strategies, and any other relevant initiatives. When it is determined that special education services are appropriate, information from Well Check, Student Assistance Programming, and PPT is incorporated into the special education evaluation process.

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

The North Allegheny School District's priority ensures education for students with disabilities in their neighborhood setting to the maximum extent possible with the use of supplementary aids and services. Program decisions are based on strengths and needs. The IEP Team considers and determines the type and level of support. Students who are unable to use textbooks and instructional materials in the traditional way may need accessible instructional materials (AIM) in order to have meaningful and equal access to the general education curriculum. The North Allegheny School District English Language

Arts curriculum's rationale embeds research-based instructional strategies allowing for the needs of specially designed instruction for special education students. The following key components are addressed in the North Allegheny School District English Language Arts curriculum: an integrated approach to vocabulary development, grammar instruction, speaking and listening skills, and writing instruction. The Curriculum will utilize an anthology based approach (K-12) and developmentally appropriate whole texts to ensure exposure to various genres and standards alignment. The explicit instruction of comprehension strategies in grades K-12 are consistently integrated as well as the utilization of a research-based, systematic, and explicit approach for providing reading support and targeted intervention for qualifying students. An early intervention literacy program will continue to be provided grounded in the tenets of Research-Based Instruction (RBI) for reading in grades K-2 that includes: phonemic awareness, phonics, comprehension, fluency, and vocabulary. Into Reading Program (Houghton Mifflin Harcourt), for Grades K-5, is implemented with respect to current research, best practices, and technology. Remediation, intervention, and enrichment are built into the program including leveled readers and practice books (below level, on level, and above-level). Into Reading is a balanced literacy reading approach that is facilitated to support differentiated learning through a workshop model. Scaffolded approach for English Language Learners and students with Special needs with support such as leveled readers on student's lexile level. There are on-line learning components for planning, assessing and differentiating instruction. Holt McDougal textbooks are used at the secondary level for Grades 6-12. The Sonday System follows the Orton-Gillingham approach to teaching multisensory structured reading and spelling. This system is a complete phonics-based program, which is systematic, structured, sequential, cumulative and involves multisensory practice. Each Special Education teacher has one complete Sonday I, and Sonday II System kit. The Reading Mastery program is designed to provide systematic reading instruction at the K-5 level: K-1 (phonemic awareness, phonics instruction, decodable text, fluency, spelling, vocabulary and language, comprehension); 2-3 (word analysis, vocabulary development, background passages with emphasis on content). Reading Mastery uses the Direct Instruction method to help students master essential decoding and comprehension skills. The program emphasizes teaching thinking skills and helping students acquire background knowledge. Program materials guide teachers through carefully constructed instructional steps-modeling new content, providing guided practice, offering individualized practice, and applying skills. The program also utilizes a special orthography designed to assist students in identifying letter sounds. Language for Learning is a systematic program designed to teach young children (pre-kindergarten to 2nd grade) basic vocabulary, concepts, and sentence forms used in typical classroom instruction. All skills and concepts are taught continuously and integrated into more sophisticated exercises. The District continues to implement the Language!Live Program published by Voyager Sopris Learning at the middle level. Language!Live is a comprehensive literacy strategies solution that combines foundational and advanced literacy skills with digital and teacher-led reading intervention to significantly improve literacy skills. Other programs that supplement the Reading Program for students with disabilities include: Read Naturally is a structured intervention program that combines teacher modeling, repeated reading, and progress monitoring, three strategies that research has shown are effective in improving students' reading proficiency. Using audio support and graphs of their progress, students work with high-interest material at their skill level. PCI Reading Program is a research based, evidence based reading program for students with developmental disabilities, autism, and significant learning disabilities. The program is designed as a three-level system for nonreaders to learn to read step by step, first through whole-word visual discrimination and then through basic decoding using onsets and rhymes. Each level of the PCI Reading Program has been carefully designed to guide students step by step to reading success and independence. The PCI Reading Program is intended for use as a one-on-one program. All of the lessons and materials are structured for an adult facilitator to use with one student at the student's own pace. This facilitator can be a teacher or special education assistant under the direction of a certified teacher. SRA Corrective Reading Program provides intensive Direct Instruction-based reading intervention for students in Grades 3-Adult who are reading below grade level. Four levels for decoding plus four levels for comprehension address the varied reading deficits and skill levels found among older students. Reading Success teaches students to comprehend by teaching them explicit comprehension strategies that can be applied to any reading task, including: determining main

idea and supporting details identifying an author's purpose paraphrasing drawing inferences and using context to figure out word meaning All 1-5, Learning Support and Emotional Support Teachers received training in order to utilize the Rocket Math Program, a research-based, consistent, formatted approach to learning basic math facts. Students work at their own pace to practice and master the basic facts of all four mathematics operations at a variety of levels. PATTAN's Autism Initiative Applied Behavior Analysis Supports assist teams across the Commonwealth in developing and maintaining effective instructional practices for students with Autism Spectrum Disorders. Staff training, student assessment, formative assessment for instructional decision making, materials organization, instructional procedures, and treatment integrity are included in the support provided by PATTAN. Instruction is focused on key social-communicative skills for students with ASD and data-based programming and progress. All special area classrooms are participating in the Initiative and additional internal coaching is provided.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. The effectiveness and appropriateness of the placement is monitored by the IEP team and begins with the general education curriculum. The IEP team reviews a series of questions as part of the development of the IEP to ensure the least restrictive setting is provided. Those questions include: What supplementary aids and services were considered? What supplementary aids and services have been rejected? Explain why the supplementary aids and services will or will not allow the student to make progress on the goals and objectives (if applicable) in the IEP in the general education class?. What benefits are provided in the regular education class with supplementary aids and services versus the benefits provided in the special education class? What potentially beneficial effects and/or harmful effects might be expected on the students with disabilities or the other students in the class, even with supplementary aids and services? To what extent, if any, will the student participate with non-disabled peers in extracurricular activities or other nonacademic activities? The District utilizes the SaS Consideration Toolkit with the support from the AIU TaC Consultant. The toolkit requires IEP team members to collaboratively gather and analyze information about a student in relation to the regular education classroom(s) that represent the first environment(s) considered as his/her educational placement. The tools guide information gathering efforts that begin prior to the writing of an IEP, continuing throughout the program planning and IEP development process. After completing the activities that comprise this Toolkit, teams are able to identify environmentally-referenced Supplementary Aids and Services that will support a student to participate and learn within the general education classroom. The District has found the toolkit helpful in other situations, including: Problem-solving inclusion support issues; Planning for supports within a new general education curricular area; Engaging students with disabilities to identify supports necessary for success in general education classrooms; and Comprehensive planning for transition to a new setting or grade. The District provides any support that is necessary for students with disabilities to participate in extracurricular activities.
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?
A student may be recommended for a more restrictive environment only when the use of supplementary aids and services has not allowed the child to demonstrate continuous progress. If it is determined that a student with a disability requires a more restrictive environment outside of the general education environment, opportunities are available to interact with non-disabled peers as appropriate. The District provides any support that is necessary for students with disabilities to participate in extracurricular activities. Supplementary aids and services are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with the law. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs ONLY if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

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 district intends to conduct an Emotional Support program review and will review the need for expanding the emotional support programming within the district. The district will look at the MTSS program at the secondary level to decrease internal referrals and outside referrals and the teams responsible for the referrals for students who are at risk or in need of intervention. Over the past four years we built supports for Mental Health. North Allegheny School District and Glade Run are partnered to provide on-site behavioral health services that promote social and emotional growth. This partnership emphasizes a team approach, with educators, counselors, families and communities working together to foster strong, confident, and contributing youth. Glade Run is a reputable mental health agency that supports students with a variety of needs. Services are offered by masters-level therapists within the school setting. Behavioral Mental Health Services: Experienced therapists will schedule times to meet with students for individual therapy for approximately 45 min-1 hour per week. We also offer group therapy and family therapy as requested. They consult with teachers in order to impact academics as little as possible. This work will be goal focused to best suit the needs of individual students. Parents receive communication from the Glade Run therapist on a regular basis and are welcome to contact therapists at any time. The district also intends to build upon the Best practices of Autism and provide more focused time with PaTTAN consultants to expand the Autism Initiative. The District will seek continued assistance from PaTTAN consultants internal BCBAs, internal coaches, and trained peers, to address curriculum delivery for students with Autism. We will also collaborate with the AIU to provide support to expand our Inclusionary practices by building capacity within our selected school cohorts. The district will be separating AS/LSS programming for the high school level to be able to provide intensive and specific supports to students with autism in need of those supports. The district intends to apply for comprehensive support from PaTTAN in regards to inclusive practices.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
The Education Center at Watson Institute	Approved Private School (APS)		Watson Institute	Life Skills Support	12
Pressley Ridge Day School for Autism - Brightwood	Other		Pressley Ridge	Autistic Support	4
Western Pennsylvania School for the Blind (WPSB)	Approved Private School (APS)		Western Pennsylvania School for the Blind (WPSB)	Blind and Visually Impaired Support	6
Total Learning Center	Other		Total Learning Center	Emotional Support	11

The Day School Children's Institute	Approved Private School (APS)		The Day School Children's Institute	Autistic Support	5
The Day School Children's Institute	Approved Private School (APS)		The Day School Children's Institute	Multiple Disabilities Support	1
Watson Institute Social Center for Academic Achievement (WICSA)	Other	Special Education Center	Watson Institute Social Center for Academic Achievement (WICSA)	Autistic Support	2
Project SEARCH	Other		Project SEARCH	Learning Support	2
Sunrise School	Other	Special Education Center	Allegheny Intermediate Unit	Autistic Support	1
Mars Home for Youth-Longmore Academy	Other		Mars Home for Youth-Longmore Academy	Emotional Support	4
The School at McGuire Memorial	Approved Private School (APS)		The School at McGuire Memorial	Autistic Support	3
DePaul School for Hearing and Speech	Approved Private School (APS)		DePaul School	Deaf and Hard of Hearing Support	1
Hope Learning Center	Other		Hope Learning Center	Autistic Support	5
Glade Run - St. Stephens Lutheran Academy	Other		Glade Run	Emotional Support	3
Class Academy	Other		Class Academy	Emotional Support	2
PA Connecting Communities	Other		PA Connecting Communities	Autistic Support	1
CARES of Western PA	Other		CARES of Western PA	Life Skills Support	1
University School	Other		University School	Emotional Support	1
Instruction in the home	Other		Parent	Multiple Disabilities Support	2

Positive Behavior Support

Date of Approval
2016-04-20

Uploaded Files
Positive Behavior Policy.pdf

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

The North Allegheny School District's Strategic and Comprehensive Plan consists of goals to target the social emotional learning of our students. The focus is to provide services that positively impact the academic, social, and emotional needs of our students through programs such as the implementation a Multi-Tiered System of Support (MTSS) K-12 that focuses on social and emotional learning, academics, Student Assistance programs and College/Career Readiness. Currently, the District has an MTSS model in grades K-5. For students with disabilities that have IEPs specific accommodations and services to support their emotional and social needs are outlined as part of the goals, specially designed instruction, and related services sections. Additionally, the district has a partnership with Glade Run Lutheran Services to provide onsite behavioral health services that promote social and emotional growth. Because the services can be accessed during the school day, it assists with limiting extraneous factors that might otherwise prevent the student from attending counseling sessions. The District also partners with a mental health liaison provided through the Allegheny County Department of Behavioral Health. This collaboration aids in linking county mental health supports to students, families, and the district. Along with our outside partners, the school district employs four social workers who provide group and individual counseling for students to address social/emotional barriers to their education. These areas include coping and self-regulation skills as well as social skills to help students cope with stress, anxiety or other emotional challenges. Three Positive Behavior Support Specialists aid IEP teams through professional development, observation, data collection and analysis for students with social, emotional, and behavioral needs. An Inclusive Practices Initiative began during the 2022-2023 school year. This initiative seeks to enhance the knowledge of district staff regarding best practices associated with inclusion. As part of this initiative, the learning and social needs of all students including those with disabilities will be addressed through a supportive environment where students with and without disabilities can learn together. This initiative will focus on improving not only academic supports for students with disabilities but also seek to strengthen positive peer relationships and social skills through a safe and welcoming environment which values and respects all students. Approximately five years ago, North Allegheny laid out a plan to focus on student stress. Based on feedback collected during the previous year, the District moved down two parallel paths. The first path focused on providing mindfulness training for students and staff members. These practices focus on developing attention skills, resiliency, social-emotional outcomes, and ultimately stress reduction. The District recognizes the stress students feel and thus has a renewed focus on creating positive, happy, and healthy learning environments, as well as experiences for everyone. Teams of educators learned these practices throughout the year and shared these techniques with their colleagues in a train-the-trainer model.

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.

NASD CPI Training Framework Nonviolent Crisis Intervention® training is a behavior management system that teaches simple skills for assessing, managing,

and responding to risk behavior at work. The focus is on verbal de-escalation, prevention, and early intervention. Safe physical intervention options are also taught, to be used only as a last resort. A training framework has been developed to blue card certify student services staff and administrators. The Blue Card Certification Course consists of two full days of professional development for staff. Blue Card Certification is maintained by staff participating in a recertification course annually. Staff who do not participate in a recertification session will have to re-do the two day course. Staff will work to complete this annually as part of the PLDC Calendar. LEVEL I Level I is preventive and involves good classroom management strategies and does not require a PBSP attached to IEP. Successful classroom management is a prerequisite to instruction and involves not only responding effectively when problems occur but also preventing problems from occurring by creating environments that encourage learning and appropriate behavior. LEVEL II Level II involves specific interventions designed for individual students and requires an individualized PBSP attachment to the IEP. Positive behavior support involves a process based on discovering and understanding the relationships between a myriad of student environmental variables. Understanding the function of behavior by conducting or updating a Functional Behavior Assessment and developing a repertoire of management strategies are typically the focus of the intervention. LEVEL III Level III is very restrictive and is only considered after Level II interventions are determined ineffective. In order for Level III interventions to be used, the IEP Team will meet and formally add these procedures to the IEP. Level III interventions are formal behavior support programs, which are restrictive in nature and may modify the student's rights during implementation. They specifically focus on restraining strategies and are considered more intrusive to personal freedom than either Level I or Level II interventions. Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student or eligible young child is acting in a manner as to be a clear and present danger to himself/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are, less effective. The use of restraints to control the aggressive behavior of an individual student or eligible young child shall cause a meeting of the IEP Team within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent(s)/guardian(s), after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student or eligible young child needs a FBA, a reevaluation, a new or revised PBSP, a new or revised Safety/Crisis Plan. As a result of these action items, the IEP team will also determine if a change of placement is required in order to address the student's overall level of need. The use of restraints may not be included in the IEP, employed as punishment for the convenience of staff, or as a substitute for an educational program. The use of restraints may only be included in a student's or eligible young child's IEP when the following conditions apply: The restraint is utilized with specific component elements of PBSP. The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior. Staff are authorized to use the procedure and have received the staff training required. There is a plan in place for eliminating the use of restraint through the application of PBSP. The use of prone restraints is prohibited in educational programs. Prone restraints are those in which a student or eligible young child is held face down on the floor. The District permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative. The District prohibits the seclusion of students in a locked room(s), locked box(es), and other structures or spaces from which a student cannot readily exit. The following aversive techniques of handling behavior are considered inappropriate and may not be used in the District's special education program: Corporal punishment Punishment for a manifestation of a student's disability Noxious substances Deprivation of basic human rights, such as withholding meals, water, or fresh air Suspensions constituting a pattern as defined by State regulation Students determined to be at risk to self or others: Risk or Threat Interview completed by trained staff if student exhibits behaviors or verbalizes safety concerns regarding themselves or others Emergency Procedures: Emergency procedures for behaviors that present a clear and present danger to student or others may be delineated in the IEP. These emergency procedures may include such activities as: Parent contact Calling crisis and mobile supports (RESOLVE or CACTIS if referral application is complete) Notifying police Subsequent to a referral to law enforcement for students with disabilities who have positive behavior support plans, an updated functional behavior assessment and positive

behavior support plan must be completed [§14.33(h)] Notifying mental health agencies Calling emergency services and ambulances Implementing mental health commitments procedures The district will be training an additional 4 train the trainers for the 23-24 school year and will be including trauma informed practices as well. All school counselors will receive training in Youth Mental Health First Aid for the 23-24 school year.

3. Describe the district positive school wide support programs.

The North Allegheny School District began implementation of School Wide Positive Behavior Interventions and Support in conjunction with the Allegheny Intermediate Unit. School teams consist of professional and paraprofessional staff members at the building level who are involved in the design and development of school wide expectations. A multi day training is provided to each PBIS school team to support the development of PBIS programming for their respective schools. Currently all elementary schools, two middle schools and the intermediate high school are implementing PBIS programming. The remaining schools are in the process of completing training and plan to begin implementation in the 2023-2024 school year.

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

North Allegheny School District and Glade Run are partnered to provide on-site behavioral health services that promote social and emotional growth. This partnership emphasizes a team approach, with educators, counselors, families and communities working together to foster strong, confident, and contributing youth. Glade Run is a reputable mental health agency that supports students with a variety of needs. Services are offered by masters-level therapists within the school setting. Behavioral Mental Health Services: Experienced therapists will schedule times to meet with students for individual therapy for approximately 45 min-1 hour per week. We also offer group therapy and family therapy as requested. They consult with teachers in order to impact academics as little as possible. This work will be goal focused to best suit the needs of individual students. Parents receive communication from the Glade Run therapist on a regular basis and are welcome to contact therapists at any time.

5. Describe the district restraint procedure.

Level III behavior interventions are very restrictive and is only considered after Level II interventions (as listed in question two) are determined ineffective. In order for Level III interventions to be used, the IEP Team will meet and formally add these procedures to the IEP. Level III interventions are formal behavior support programs, which are restrictive in nature and may modify the student's rights during implementation. They specifically focus on restraining strategies and are considered more intrusive to personal freedom than either Level I or Level II interventions. Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student or eligible young child is acting in a manner as to be a clear and present danger to himself/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are, less effective. The use of restraints to control the aggressive behavior of an individual student or eligible young child shall cause a meeting of the IEP Team within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent(s)/guardian(s), after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student or eligible young child needs a FBA, a reevaluation, a new or revised PBSP, a new or revised Safety/Crisis Plan. As a result of these action items, the IEP team will also determine if a change of placement is required in order to address the student's overall level of need. The use of restraints may not be included in the IEP, employed as punishment for the convenience of staff, or as a substitute for an educational program. The use of restraints may only be included in a student's or eligible young child's IEP when the following conditions apply: The restraint is utilized with specific component elements of PBSP. The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior. Staff are authorized to use the procedure and have received the staff training required. There is a plan in place for eliminating the use of restraint through the application of PBSP. The use of prone restraints is prohibited in educational programs. Prone restraints are those in which a student or eligible young child is held face down on the floor. The District permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least

restrictive alternative. The District prohibits the seclusion of students in a locked room(s), locked box(es), and other structures or spaces from which a student cannot readily exit.

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.

To date, the North Allegheny School District does not presently have students for whom the District has had difficulty locating a program to ensure the provision of FAPE. There are Learning Support and Speech and Language Support classrooms within each of the District's twelve buildings. While many students with the disability categories of intellectual disabilities, hearing impairment, or autism attend their home schools, students who require more support may attend a Life Skills, Emotional, or Autistic Support class within the District. Placement decisions are conducted in compliance with Chapter 14, IDEA. Consideration begins with the regular education classroom with supplementary aids and services in the regular school to the maximum extent possible and follows a more restrictive placement until the team agrees that the student's needs can be achieved. The District has utilized the technical assistance of the Interagency Coordinator through the Allegheny Intermediate Unit 3 (AIU3) and the Pennsylvania Training and Technical Assistance Network (PaTTAN) to support the IEP team in locating services for difficult to place students on an as needed basis. The District uses the interagency approach to improve the District's capacity by meeting with the educational team to discuss options including supports that can be provided by child-serving agency support staff within the educational environment. This includes, but is not limited to, supports offered through Behavior Support Consultants and Therapeutic Support Staff who can serve as liaisons between the District and family to ensure the consistency of Positive Behavior Support Plans and Treatment Plans. Other child-serving agencies include: Office of Intellectual Disabilities, Case Managers assigned to students through Children, Youth, and Family Services, and Juvenile Probation Officers who are assigned to students who have been adjudicated through the court system. In addition, the District employs four Social Workers who serve as liaisons between families, child-serving agencies, and the District. IEP Team may determine that Instruction in the Home is the least restrictive environment in which the student's IEP may be implemented. In such cases, the IEP Team specifies special education support, related services, specially designed instruction, and supplementary aids and services and establishes when periodic reports on student progress on annual goals will occur. If students are placed on Homebound Instruction, the District will provide up to 5 hours of instruction per week. A highly qualified special education teacher provides the special education portion of the instruction in order to maintain IEP goals and progress while the student is out of school. In all circumstances involving the placement of a student on Instruction Conducted in the Home or Homebound Instruction, the District will file the Homebound Instruction/Instruction Conducted in the Home.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
L Sostmann	Multiple	Full-time (1.0)	03/06/2023 12:16 PM

Building Name		
Franklin El Sch		
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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.2

Building Name		
Ingomar MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.2

Building Name

Bradford Woods 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)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
T Noland	Secondary	Full-time (1.0)	03/06/2023 12:03 PM

Building Name		
Carson MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.53

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MB Chester	Secondary	Full-time (1.0)	03/06/2023 12:05 PM

Building Name		
North Allegheny HS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired 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 %
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K Ritter	Secondary	Full-time (1.0)	02/27/2023 09:35 AM

Building Name		
North Allegheny HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19

Age Range Justification	FTE %
	0.05

Building Name		
North Allegheny HS		
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	17 to 21
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.38

Building Name		
North Allegheny HS		
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	19 to 19
Age Range Justification		FTE %
		0.12

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

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 21
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
G Vitale	Secondary	Full-time (1.0)	02/27/2023 09:33 AM

Building Name		
North Allegheny HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.12

Building Name		
North Allegheny HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3

Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.15

Building Name		
North Allegheny HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.02

Building Name		
North Allegheny HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.08

Building Name		
North Allegheny HS		
Support Type		
Life Skills Support		

Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
R Pontzloff	Secondary	Full-time (1.0)	02/27/2023 09:31 AM

Building Name		
North Allegheny HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.1

Building Name		
North Allegheny HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.2

Building Name		
North Allegheny HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.45

Building Name		
North Allegheny HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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T Large	Secondary	Full-time (1.0)	02/27/2023 09:29 AM
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Building Name		
North Allegheny HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.28

Building Name		
North Allegheny HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
S Gressley	Secondary	Full-time (1.0)	02/27/2023 09:28 AM

Building Name		
North Allegheny HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.3

Building Name		
North Allegheny HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.05

Building Name		
North Allegheny HS		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
J Kruze	Secondary	Full-time (1.0)	02/27/2023 09:27 AM

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

Building Name		
North Allegheny HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.05

Building Name		
North Allegheny HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
E Kniedel	Secondary	Full-time (1.0)	02/27/2023 09:25 AM

Building Name		
North Allegheny HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range

School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.32

Building Name		
North Allegheny HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.1

Building Name		
North Allegheny HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
M Beck	Secondary	Full-time (1.0)	02/27/2023 09:24 AM

Building Name		
North Allegheny HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.2

Building Name		
North Allegheny HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.1

Building Name		
North Allegheny HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1

Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.02

Building Name		
North Allegheny HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
S Connors	Secondary	Full-time (1.0)	02/27/2023 09:22 AM

Building Name		
North Allegheny HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19

Age Range Justification	FTE %
	0.38

Building Name		
North Allegheny HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
J Mitts	Secondary	Full-time (1.0)	02/27/2023 09:21 AM

Building Name		
North Allegheny HS		
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	14 to 21
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.12

Building Name		
North Allegheny HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.12

Building Name		
North Allegheny HS		
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	14 to 17
Age Range Justification		FTE %
		0.07

Building Name		
North Allegheny HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
E Slayton	Secondary	Full-time (1.0)	02/27/2023 09:41 AM

Building Name		
North Allegheny HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.24

Building Name		
North Allegheny HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17

Age Range Justification	FTE %
	0.1

Building Name		
North Allegheny HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.12

Building Name		
North Allegheny HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
S Schoenfield	Secondary	Full-time (1.0)	02/27/2023 09:16 AM

Building Name		
North Allegheny HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.28

Building Name		
North Allegheny HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
J Schulte	Secondary	Full-time (1.0)	03/22/2023 11:49 AM

Building Name		
North Allegheny HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.4

Building Name		
North Allegheny HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K Gwaltney	Secondary	Full-time (1.0)	02/27/2023 09:13 AM

Building Name	
North Allegheny HS	

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.42

Building Name		
North Allegheny HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
J Majors	Secondary	Full-time (1.0)	02/27/2023 09:09 AM

Building Name		
North Allegheny HS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.28

Building Name		
North Allegheny HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
A Kay	Secondary	Full-time (1.0)	02/27/2023 09:08 AM

Building Name		
North Allegheny HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.38

Building Name		
North Allegheny HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
J Grace	Secondary	Part-time (0.5)	02/27/2023 09:07 AM

Building Name	
North Allegheny HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	12

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.24

Building Name		
North Allegheny HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MB Johnson	Secondary	Full-time (1.0)	02/27/2023 09:04 AM

Building Name		
Marshall MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15

Age Range Justification	FTE %
	0.12

Building Name		
Marshall MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
C Klein	Secondary	Part-time (0.5)	02/27/2023 09:03 AM

Building Name		
Ingomar MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MK Guerrieri	Secondary	Full-time (1.0)	02/24/2023 10:37 AM

Building Name		
Marshall MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.15

Building Name		
Marshall MS		
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	11 to 15
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K Zeh	Secondary	Full-time (1.0)	02/27/2023 09:05 AM

Building Name		
Marshall MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.1

Building Name		
Marshall MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.5

Building Name		
Marshall MS		
Support Type		

Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
J Gevaudan	Secondary	Full-time (1.0)	02/24/2023 10:33 AM

Building Name		
Marshall MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.2

Building Name		
Marshall MS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
D Knorr	Secondary	Full-time (1.0)	02/24/2023 10:21 AM

Building Name		
Marshall MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
N Hunter	Secondary	Full-time (1.0)	02/24/2023 10:19 AM

Building Name		
Marshall MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
M Famoso	Secondary	Full-time (1.0)	02/24/2023 10:19 AM

Building Name		
Carson MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.25

Building Name

Carson MS		
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	11 to 15
Age Range Justification		FTE %
		0.38

Building Name		
Carson MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
B Hefner	Secondary	Full-time (1.0)	02/24/2023 10:16 AM

Building Name		
Carson MS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.28

Building Name		
Carson MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
A Perry	Secondary	Full-time (1.0)	02/24/2023 10:15 AM

Building Name		
Carson MS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.18

Building Name		
Carson MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
A Ewing	Secondary	Full-time (1.0)	02/24/2023 10:14 AM

Building Name		
Carson MS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.2

Building Name		
Carson MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K Kearney	Secondary	Full-time (1.0)	02/24/2023 10:12 AM

Building Name		
Carson MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.2

Building Name		
Carson MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
L Garvin	Secondary	Full-time (1.0)	02/24/2023 10:10 AM

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

Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.14

Building Name		
Carson MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
H Stillwagon	Secondary	Full-time (1.0)	02/24/2023 10:07 AM

Building Name		
Ingomar MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		9

Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.18

Building Name		
Ingomar MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.3

Building Name		
Ingomar MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 11
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
F Junker	Secondary	Full-time (1.0)	02/24/2023 10:05 AM

Building Name		
Ingomar MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.18

Building Name		
Ingomar MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
E Higginbotham	Secondary	Full-time (1.0)	02/24/2023 10:04 AM

Building Name		
Ingomar MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.24

Building Name		
Ingomar MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
D Fuerst	Elementary	Full-time (1.0)	02/24/2023 10:41 AM

Building Name		
Franklin El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.43

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K Ubinger	Secondary	Full-time (1.0)	02/24/2023 09:58 AM

Building Name		
Carson MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.11

Building Name		
Marshall MS		

Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
E Burns	Secondary	Full-time (1.0)	02/24/2023 10:59 AM

Building Name		
Ingomar MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.08

Building Name		
McKnight El Sch		
Support Type		
Speech And Language Support		

Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	5 to 11
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
C Hudock	Elementary	Full-time (1.0)	02/24/2023 10:59 AM

Building Name		
Franklin El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
L Nicosia	Secondary	Full-time (1.0)	02/24/2023 09:54 AM

Building Name		
North Allegheny HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
J Rosenbauer	Secondary	Full-time (1.0)	02/24/2023 09:53 AM

Building Name		
Marshall MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
A Caloiero	Elementary	Full-time (1.0)	02/24/2023 10:59 AM

Building Name		
Peebles El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
C Sommer	Elementary	Full-time (1.0)	02/24/2023 10:47 AM

Building Name		
McKnight El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		21

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
J Prosenjak	Elementary	Full-time (1.0)	02/24/2023 10:59 AM

Building Name	
Bradford Woods El Sch	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	Case Load
Itinerant (20% or Less)	23
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	Age Range
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.	5 to 11
	FTE %
	0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
A Dohn	Elementary	Full-time (1.0)	02/24/2023 10:59 AM

Building Name
Hosack El Sch
Support Type

Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
C Bruce	Elementary	Full-time (1.0)	02/24/2023 10:59 AM

Building Name		
Ingomar 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 10
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.23

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
C Lynch	Elementary	Full-time (1.0)	02/24/2023 10:59 AM

Building Name		
Marshall El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.29

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
C Weaver	Elementary	Full-time (1.0)	02/24/2023 10:59 AM

Building Name		
Marshall El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Mary Beth Chester	Elementary	Part-time (0.5)	02/23/2023 09:29 AM

Building Name		
Peebles El Sch		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support	Case Load	
Itinerant (20% or Less)	1	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification	FTE %	
	0.02	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K Bowie	Multiple	Full-time (1.0)	02/27/2023 09:44 AM

Building Name		
Peebles 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)	3	
Identify Classroom	Classroom Location	Age Range

School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.06

Building Name		
Hosack 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)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.04

Building Name		
McKnight 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)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.04

Building Name		
North Allegheny HS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		

Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
J McGuire	Elementary	Full-time (1.0)	02/23/2023 03:26 PM

Building Name		
Franklin 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
School District		Elementary
Age Range Justification		Age Range
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		6 to 11
		FTE %
		0.08

Building Name		
Franklin 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 11
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.38

Building Name		
Franklin El Sch		
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	Elementary	6 to 11
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.38

Building Name		
Franklin El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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A Balouris	Elementary	Full-time (1.0)	02/23/2023 09:18 AM
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Building Name		
Franklin 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	9 to 11
Age Range Justification		FTE %
		0.38

Building Name		
Franklin 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	9 to 11
Age Range Justification		FTE %
		0.25

Building Name		
Franklin El Sch		
Support Type		
Life Skills Support		

Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
A Anewalt	Elementary	Full-time (1.0)	02/23/2023 03:26 PM

Building Name		
Franklin El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.32

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

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K Moore	Elementary	Full-time (1.0)	02/23/2023 03:26 PM

Building Name		
Franklin El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.16

Building Name		
Franklin El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
S Oldham	Elementary	Part-time (0.5)	03/02/2023 06:37 PM

Building Name		
Peebles 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
Intermediate Unit	Elementary	7 to 9
Age Range Justification		FTE %
		0.1

Building Name		
Peebles 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	7 to 9

Age Range Justification	FTE %
	0.15

Building Name		
Peebles El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
J Cronin	Elementary	Full-time (1.0)	02/23/2023 09:04 AM

Building Name		
Peebles El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.18

Building Name		
Peebles El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
L Merhaut	Elementary	Full-time (1.0)	02/23/2023 03:26 PM

Building Name		
Ingomar El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.18

Building Name		
Ingomar El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
C Marshall	Elementary	Full-time (1.0)	02/23/2023 03:26 PM

Building Name		
Ingomar El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.18

Building Name		
Ingomar El Sch		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HES AS/LSS CLASS	Elementary	Full-time (1.0)	02/23/2023 03:26 PM

Building Name		
Hosack 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	5 to 11
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.38

Building Name		
Hosack El Sch		
Support Type		
Life Skills Support		

Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.1

Building Name		
Hosack 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)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
J Pickens	Elementary	Full-time (1.0)	02/23/2023 03:26 PM

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

Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.12

Building Name		
Hosack El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
T Pernel	Elementary	Full-time (1.0)	02/23/2023 03:26 PM

Building Name		
Hosack 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	6 to 11
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.06

Building Name		
Hosack El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
C Rudnicki-Morgan	Elementary	Full-time (1.0)	02/23/2023 03:26 PM

Building Name		
Bradford Woods El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10

Age Range Justification	FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.	0.1

Building Name		
Bradford Woods 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 10
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.08

Building Name		
Bradford Woods El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.25

Building Name		
Bradford Woods El Sch		
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	Elementary	6 to 10
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
L Faulhaber	Elementary	Part-time (0.5)	02/27/2023 09:44 AM

Building Name		
Bradford Woods El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.1

Building Name		
Bradford Woods El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.05

Building Name		
Peebles El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
D Dunmire	Elementary	Full-time (1.0)	02/23/2023 03:26 PM

Building Name		
Bradford Woods El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 12

Age Range Justification	FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.	0.02

Building Name		
Bradford Woods El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 12
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.14

Building Name		
Bradford Woods 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	7 to 12
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
O Vanderzee	Elementary	Full-time (1.0)	02/21/2023 03:08 PM

Building Name		
Marshall 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 7
Age Range Justification		FTE %
		0.25

Building Name		
Marshall El Sch		
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	Elementary	5 to 7
Age Range Justification		FTE %
		0.38

Building Name		
Marshall El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.05

Building Name		
Marshall 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)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
E Begley	Elementary	Full-time (1.0)	02/23/2023 03:26 PM

Building Name		
Marshall El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11

Age Range Justification	FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.	0.12

Building Name		
Marshall El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
The age range exceeds regulations and as a result, students outside the range are not instructed in the classroom at the same time.		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
C Doherty	Elementary	Full-time (1.0)	02/22/2023 06:05 PM

Building Name		
Marshall 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	6 to 8
Age Range Justification		FTE %
		0.04

Building Name		
Marshall El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K Popochack	Elementary	Full-time (1.0)	02/21/2023 02:57 PM

Building Name		
Marshall El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.08

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K Neiderhauser	Elementary	Full-time (1.0)	02/21/2023 02:56 PM

Building Name		
Marshall 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 9
Age Range Justification		FTE %
		0.04

Building Name		
Marshall El Sch		

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES room	Elementary	Full-time (1.0)	03/02/2023 06:33 PM

Building Name		
McKnight El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.2

Building Name		
McKnight El Sch		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional 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 %
		0.67

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
S Kowalski	Elementary	Full-time (1.0)	02/21/2023 02:52 PM

Building Name		
McKnight 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	6 to 9
Age Range Justification		FTE %
		0.04

Building Name		
McKnight 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	6 to 9
Age Range Justification		FTE %
		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
M Susi	Elementary	Full-time (1.0)	02/22/2023 06:05 PM

Building Name		
McKnight 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	6 to 8
Age Range Justification		FTE %
		0.04

Building Name		
McKnight El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18

Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K Egnaczyk	Elementary	Full-time (1.0)	02/21/2023 02:47 PM

Building Name		
McKnight 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	9 to 10
Age Range Justification		FTE %
		0.04

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

Age Range Justification	FTE %
	0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
A Stinelli	Elementary	Full-time (1.0)	02/21/2023 02:45 PM

Building Name		
McKnight 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	10 to 11
Age Range Justification		FTE %
		0.1

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

Building Name		
McKnight El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.05

Special Education Facilities

Building Name		Room #
McKnight El Sch		S Kowalski Room 216
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 6 inches x 26 feet, 8 inches	813sqft	29
Implementation Date		
2023-02-21		
Uploaded Files		
MCK Classroom Map with SPED classrooms (1).pdf		

1Assurance Check

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

Building Name		Room #
McKnight El Sch		A Stinelli Room 12
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 25 feet, 0 inches	750sqft	26
Implementation Date		
2023-02-21		
Uploaded Files		
MCK Classroom Map with SPED classrooms (1).pdf		

2Assurance Check

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

Building Name		Room #
McKnight El Sch		K Egnaczyk Room 31
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 8 inches x 24 feet, 9 inches	734sqft	26
Implementation Date		
2023-02-21		
Uploaded Files		
MCK Classroom Map with SPED classrooms (1).pdf		

3Assurance Check

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

Building Name		Room #
McKnight El Sch		M Susi Room 145
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 6 inches x 24 feet, 5 inches	769sqft	27
Implementation Date		
2023-02-21		
Uploaded Files		
MCK Classroom Map with SPED classrooms (1).pdf		

4Assurance Check

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

Building Name		Room #
McKnight El Sch		Emotional Support Rm 137
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 8 inches x 22 feet, 9 inches	720sqft	25
Implementation Date		
2023-02-21		
Uploaded Files		

5 Assurance Check

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

Building Name		Room #
Marshall El Sch		C Doherty rm 144
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2023-02-22		
Uploaded Files		
MES Rm 144 Doherty .xls		

6 Assurance Check

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

Building Name		Room #
Marshall El Sch		K Neiderhauser rm 222
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 24 feet, 0 inches	744sqft	26
Implementation Date		
2023-02-22		
Uploaded Files		
MES Rm 222 Neiderhauser.xls		

7Assurance Check

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

Building Name		Room #
Marshall El Sch		K Popochock rm 241
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 25 feet, 0 inches	875sqft	31
Implementation Date		
2023-02-22		
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		No
The class is located where noise will not interfere with instruction		No
The class is located only in space that is designed for purposes of instruction		No
The class is readily accessible		No
The class is composed of at least 28 square feet per student		No

Building Name		Room #
Marshall El Sch		O Vanderzee rm 208
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2023-02-22		
Uploaded Files		
MES Rm 208 Vanderzee_3b78c195.xls		

9 Assurance Check

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

Building Name		Room #
Marshall El Sch		E Begley rm 217
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 25 feet, 0 inches	875sqft	31
Implementation Date		
2023-02-22		
Uploaded Files		
MES Rm 217 Begley.xls		

10Assurance Check

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

Building Name		Room #
Marshall El Sch		C Lynch rm 232
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 13 feet, 0 inches	247sqft	8
Implementation Date		
2023-02-22		
Uploaded Files		

11Assurance Check

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

Building Name		Room #
Marshall El Sch		C Weaver rm 212
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 13 feet, 0 inches	247sqft	8
Implementation Date		
2023-02-22		
Uploaded Files		
MES Rm 212 Weaver.xls		

12Assurance Check

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

Building Name		Room #
Hosack El Sch		T Pernell rm 26
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2023-02-22		
Uploaded Files		
Special Ed Plan HES Floor Plan 22-23.pdf		

13Assurance Check

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

Building Name		Room #
Hosack El Sch		J Pickens rm 10
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 30 feet, 0 inches	840sqft	30
Implementation Date		
2023-02-22		
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	

Building Name		Room #
Hosack El Sch		AS/LSS rm 31
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 32 feet, 0 inches	928sqft	33
Implementation Date		
2023-02-23		
Uploaded Files		
Special Ed Plan HES Floor Plan 22-23.pdf		

15 Assurance Check

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

Building Name		Room #
Hosack El Sch		A Dohn Speech rm
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 19 feet, 0 inches	285sqft	10
Implementation Date		
2023-02-23		
Uploaded Files		
Special Ed Plan HES Floor Plan 22-23.pdf		

16Assurance Check

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

Building Name		Room #
Ingomar El Sch		L Merhaut rm 11
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 36 feet, 0 inches	756sqft	27
Implementation Date		
2023-02-23		
Uploaded Files		

IES floor plan.pdf

17Assurance Check

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

Building Name		Room #
Ingomar El Sch		C Bruce Speech rm 19
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 13 feet, 0 inches	312sqft	11
Implementation Date		
2023-02-23		
Uploaded Files		
IES floor plan.pdf		

18Assurance Check

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

Building Name		Room #
Ingomar El Sch		C Marshall rm 27
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 28 feet, 0 inches	700sqft	25
Implementation Date		
2023-02-23		
Uploaded Files		
IES floor plan.pdf		

19Assurance Check

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

Building Name		Room #
Peebles El Sch		S Oldham rm 25
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 8 inches x 26 feet, 6 inches	547sqft	19
Implementation Date		
2023-02-23		
Uploaded Files		

20 Assurance Check

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

Building Name		Room #
Peebles El Sch		LS rm 2
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 27 feet, 0 inches	594sqft	21
Implementation Date		
2023-02-23		
Uploaded Files		
PES Floor Plan - Zones- 2022-2023.xlsx		

21 Assurance Check

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

Building Name		Room #
Peebles El Sch		K Bowie rm 23
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 14 feet, 0 inches	350sqft	12
Implementation Date		
2023-02-23		
Uploaded Files		
PES Floor Plan - Zones- 2022-2023.xlsx		

22Assurance Check

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

Building Name		Room #
Peebles El Sch		A Caloiero Speech rm
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 0 inches x 25 feet, 0 inches	325sqft	11
Implementation Date		
2023-02-23		
Uploaded Files		

23Assurance Check

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

Building Name		Room #
Carson MS		L Garvin rm 128B
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 5 inches x 22 feet, 0 inches	493sqft	17
Implementation Date		
2023-02-23		
Uploaded Files		
CMS.pdf		

24Assurance Check

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

Building Name		Room #
Carson MS		A Ewing rm 214 A
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 24 feet, 8 inches	666sqft	23
Implementation Date		
2023-02-23		
Uploaded Files		
CMS.pdf		

25Assurance Check

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

Building Name		Room #
Carson MS		B Heffner rm 128A
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 5 inches x 17 feet, 0 inches	364sqft	13
Implementation Date		
2023-02-23		
Uploaded Files		

26 Assurance Check

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

Building Name		Room #
Carson MS		A Perry rm 214B
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 21 feet, 0 inches	420sqft	15
Implementation Date		
2023-02-23		
Uploaded Files		
CMS.pdf		

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	

Building Name		Room #
Carson MS		K Kearney rm 118B
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 25 feet, 0 inches	675sqft	24
Implementation Date		
2023-02-23		
Uploaded Files		
CMS.pdf		

28Assurance Check

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

Building Name		Room #
Carson MS		T Noland HI rm 118A
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 25 feet, 5 inches	508sqft	18
Implementation Date		
2023-02-23		
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	

Building Name		Room #
Carson MS		M Famoso rm 155
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 22 feet, 0 inches	726sqft	25
Implementation Date		
2023-02-23		
Uploaded Files		
CMS.pdf		

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	

Building Name		Room #
Carson MS		R Berry Speech rm 125
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 16 feet, 0 inches	384sqft	13
Implementation Date		
2023-02-23		
Uploaded Files		
CMS floor plans 22 23.pdf		

31Assurance Check

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

Building Name		Room #
Marshall MS		N Hunter & J Gevaudan r
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 22 feet, 0 inches	506sqft	18
Implementation Date		
2023-02-23		
Uploaded Files		

32 Assurance Check

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

Building Name		Room #
Marshall MS		M Guerrieri rm 218
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 22 feet, 0 inches	440sqft	15
Implementation Date		
2023-02-23		
Uploaded Files		
MMS Special Ed Rooms.pdf		

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	

Building Name		Room #
Marshall MS		D Knorr rm 230
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 22 feet, 0 inches	528sqft	18
Implementation Date		
2023-02-23		
Uploaded Files		
MMS Special Ed Rooms.pdf		

34Assurance Check

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

Building Name		Room #
Marshall MS		K Zeh rm 201
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 22 feet, 0 inches	440sqft	15
Implementation Date		
2023-02-23		
Uploaded Files		

35 Assurance Check

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

Building Name		Room #
Marshall MS		M Johnson rm 243
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 22 feet, 0 inches	440sqft	15
Implementation Date		
2023-02-23		
Uploaded Files		
MMS Special Ed Rooms.pdf		

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	

Building Name		Room #
Franklin El Sch		A Anewalt rm 321
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 32 feet, 0 inches	800sqft	28
Implementation Date		
2023-02-26		
Uploaded Files		
FES 22 23 floor plans.pdf		

37Assurance Check

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

Building Name		Room #
Franklin El Sch		K Moore rm306
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 32 feet, 0 inches	800sqft	28
Implementation Date		
2023-02-26		
Uploaded Files		

38 Assurance Check

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

Building Name		Room #
Franklin El Sch		A Balouris rm 314
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 32 feet, 0 inches	992sqft	35
Implementation Date		
2023-02-26		
Uploaded Files		
FES 22 23 floor plans.pdf		

39 Assurance Check

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

Building Name		Room #
Franklin El Sch		J McGuire rm 12
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 40 feet, 0 inches	1000sqft	35
Implementation Date		
2023-02-26		
Uploaded Files		
FES 22 23 floor plans.pdf		

40Assurance Check

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

Building Name		Room #
Franklin El Sch		CJ Hudock Speech rm 26
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 32 feet, 0 inches	640sqft	22
Implementation Date		
2023-02-26		
Uploaded Files		

41 Assurance Check

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

Building Name		Room #
Franklin El Sch		D Fuerst Speech rm 307
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 0 inches x 15 feet, 0 inches	195sqft	6
Implementation Date		
2023-02-26		
Uploaded Files		
FES 22 23 floor plans.pdf		

42 Assurance Check

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

Building Name		Room #
Ingomar MS		C Klein & E Higginbotham
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 29 feet, 0 inches	754sqft	26
Implementation Date		
2023-02-26		
Uploaded Files		
IMS Floor Plan.pdf		

43Assurance Check

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

Building Name		Room #
Ingomar MS		F Junker rm 209
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 29 feet, 0 inches	783sqft	27
Implementation Date		
2023-02-26		
Uploaded Files		

44Assurance Check

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

Building Name		Room #
Ingomar MS		C "Ellie" Proksell and H
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 13 feet, 0 inches	325sqft	11
Implementation Date		
2023-02-26		
Uploaded Files		
IMS Floor Plan.pdf		

45Assurance Check

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

Building Name		Room #
North Allegheny SD		J Schulte rm 409A
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 13 feet, 0 inches	351sqft	12
Implementation Date		
2023-02-26		
Uploaded Files		

46Assurance Check

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

Building Name		Room #
North Allegheny SD		K Gwaltney rm 508
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 26 feet, 0 inches	390sqft	13
Implementation Date		
2023-02-26		
Uploaded Files		

47 Assurance Check

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

Building Name		Room #
North Allegheny SD		E Slayton rm 923
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 10 feet, 0 inches	200sqft	7
Implementation Date		
2023-02-26		
Uploaded Files		
NAI floor plan 22 23.pdf		

48 Assurance Check

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

Building Name		Room #
North Allegheny SD		J Grace rm 921
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 10 inches x 27 feet, 10 inches	412sqft	14
Implementation Date		
2023-02-26		
Uploaded Files		
NAI floor plan 22 23.pdf		

49Assurance Check

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

Building Name		Room #
North Allegheny SD		A Kay rm 300
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 9 inches x 15 feet, 2 inches	345sqft	12
Implementation Date		
2023-02-26		
Uploaded Files		

50 Assurance Check

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

Building Name		Room #
North Allegheny SD		J Majors rm 104
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 2 inches x 23 feet, 5 inches	729sqft	26
Implementation Date		
2023-02-26		
Uploaded Files		
NAI floor plan 22 23.pdf		

51 Assurance Check

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

Building Name		Room #
North Allegheny SD		J Mitts rm 205
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 23 feet, 0 inches	713sqft	25
Implementation Date		
2023-02-26		
Uploaded Files		
NAI floor plan 22 23.pdf		

52Assurance Check

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

Building Name		Room #
Bradford Woods El Sch		D Dunmire rm 208
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 25 feet, 0 inches	750sqft	26
Implementation Date		
2023-02-26		
Uploaded Files		

53 Assurance Check

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

Building Name		Room #
Bradford Woods El Sch		L Faulhaber rm 105
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 14 feet, 5 inches	360sqft	12
Implementation Date		
2023-02-26		
Uploaded Files		
BWE 22 23 floor plans.pdf		

54 Assurance Check

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

Building Name		Room #
Bradford Woods El Sch		C Rudnicki rm 153
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 25 feet, 0 inches	750sqft	26
Implementation Date		
2023-02-26		
Uploaded Files		
BWE 22 23 floor plans.pdf		

55Assurance Check

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

Building Name		Room #
Bradford Woods El Sch		J Prosenjak Speech rm 14
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 10 feet, 0 inches	140sqft	5
Implementation Date		
2023-02-26		
Uploaded Files		

56 Assurance Check

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

Building Name		Room #
North Allegheny HS		J Kruze rm 238
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 29 feet, 0 inches	841sqft	30
Implementation Date		
2023-02-26		
Uploaded Files		
floor plans nash general and floor two.xls		

57 Assurance Check

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

Building Name		Room #
North Allegheny HS		E Kneidel rm 320
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 21 feet, 0 inches	504sqft	18
Implementation Date		
2023-02-26		
Uploaded Files		
floor plans nash general and floor 3.xls		

58Assurance Check

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

Building Name		Room #
North Allegheny HS		S Gressly rm 320 A
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 17 feet, 0 inches	408sqft	14
Implementation Date		
2023-02-26		
Uploaded Files		

floor plans nash general and floor 3.xls
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59 Assurance Check

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

Building Name		Room #
North Allegheny HS		ES rm 243
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 28 feet, 0 inches	644sqft	23
Implementation Date		
2023-02-26		
Uploaded Files		
floor plans nash general and floor two.xls		

60 Assurance Check

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

Building Name		Room #
North Allegheny SD		S Schoenfeld rm 207
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 29 feet, 0 inches	899sqft	32
Implementation Date		
2023-02-27		
Uploaded Files		
NAI floor plan 22 23.pdf		

61Assurance Check

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

Building Name		Room #
North Allegheny HS		K Bowie/ M Chester HI /V
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 3 inches x 11 feet, 8 inches	166sqft	5
Implementation Date		
2023-02-27		
Uploaded Files		

Main office and gen floor plans nash .xls

62 Assurance Check

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

Building Name		Room #
North Allegheny SD		K Bowie/M Chester HI/VI
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 6 feet, 0 inches	90sqft	3
Implementation Date		
2023-02-27		
Uploaded Files		
NAI floor plan 22 23.pdf		

63 Assurance Check

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

Building Name		Room #
McKnight El Sch		C Sommer Speech rm
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 12 feet, 0 inches	288sqft	10
Implementation Date		
2023-02-27		
Uploaded Files		
MCK Classroom Map with SPED classrooms.pdf		

64Assurance Check

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

Building Name		Room #
Marshall MS		M Chester VI rm 135
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 9 feet, 0 inches	144sqft	5
Implementation Date		
2023-02-27		
Uploaded Files		

65 Assurance Check

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

Building Name		Room #
Hosack El Sch		K Bowie HI prac rm
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 14 feet, 0 inches	252sqft	9
Implementation Date		
2023-02-27		
Uploaded Files		
Special Ed Plan HES Floor Plan 22-23.pdf		

66 Assurance Check

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

Building Name		Room #
Bradford Woods El Sch		L Sostmann HI rm 127B
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 12 feet, 0 inches	144sqft	5
Implementation Date		
2023-02-27		
Uploaded Files		
BWE 22 23 floor plans.pdf		

67Assurance Check

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

Building Name		Room #
Bradford Woods El Sch		L Sostmann alt HI rm 127
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 10 inches x 14 feet, 10 inches	220sqft	7
Implementation Date		
2023-02-27		
Uploaded Files		

68 Assurance Check

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

Building Name		Room #
Franklin El Sch		L Sostmann HI rm 310
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 7 inches x 18 feet, 0 inches	334sqft	11
Implementation Date		
2023-02-27		
Uploaded Files		
FES 22 23 floor plans.pdf		

69 Assurance Check

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

Special Education Support Services

70Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
School Psychologist	5	District Wide	District
Social Worker	4	District Wide	District
Guidance Counselor	26	District Wide	District
Transition Coordinator	1	Secondary	District
Paraprofessionals	130	District Wide	District
Other	.4	Elementary	District
Other	.4	Secondary	District
Other	.4	Secondary	District
Director of Pupil Services	1	District Wide	District
Other	Multiple staff 5 days a week	District Wide	Contractor
Occupational Therapist	Multiple staff 28 hours a week	District Wide	Contractor
Physical Therapist	Multiple staff 101 hours a week	District Wide	Contractor
Other	3 hours a week	District Wide	Contractor
Other	4.25 hours a week	District Wide	Contractor
Other	.4	District Wide	District
Other	2	District Wide	District
Other	.4	District Wide	District
Behavior Specialist	3	District Wide	District
Other	5 days a week	District Wide	Contractor
Other	368 hours a week	Secondary	Contractor
Other	1 hour a week	District Wide	Contractor
Other	1 hour a week	District Wide	Contractor
Director of Special Education	1	Elementary	District
Director of Special Education	1	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
North Allegheny School district will train staff regarding its collaboration with PaTTAN and the Autism Initiative. The Comprehensive Support Application will be completed for all AS/LSS programs for the 2023-2024 school year which will include a 3-day Bootcamp along with monthly site reviews and supports from our PaTTAN coaches. Progress will be measured through fidelity checklists and on-site evaluations through the ABA supports initiative. Training topics will consist of: Language/communication, early social skills, and early component skills that allow students to learn and engage in more complex behavior such as imitation, cooperating, responding as a listener, and transitioning. •Behavior management such as cooperating with instruction, tolerating being interrupted, denied access to a desired item and/or giving up, safely navigating the environment, and tolerating waiting. • Independent skills such as work skills, following routines, activities of daily living and self-help, prevocational/vocational/job training skills, and self-management. •Complex language/social skills such as conversational skills, problem solving, following social rules, self-advocacy, self-management, etc. •Academic skills			
Lead Person/Position		Year of Training	
Coordinators of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
3-6	6	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Positive Behavior Support

Description of Training			
North Allegheny School District will continue with its roll out of Schoolwide Positive Behavior Interventions and Supports to include all twelve school buildings.			
Lead Person/Position		Year of Training	
Behavior Support Specialists, Other identified Crisis Prevention and Intervention trainers, Director of Student Services			
Hours Per Training	Number of Sessions	Provider	Audience
3	12	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers

		PaTTAN	Parents Paraprofessionals Special Education Teachers Other
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Description of Training			
Crisis Prevention Intervention Training			
Lead Person/Position		Year of Training	
Behavior Support Specialists			
Hours Per Training	Number of Sessions	Provider	Audience
6	18	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
All paraprofessionals will be certified in CPR and First Aid			
Lead Person/Position		Year of Training	
Nurses			
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training

All paraprofessionals will be trained in Crisis Prevention Intervention (CPI)			
Lead Person/Position		Year of Training	
Behavior Support Specialists			
Hours Per Training	Number of Sessions	Provider	Audience
6	6	District	Paraprofessionals

Description of Training			
Promoting student independence, Principles of Applied Behavior Analysis			
Lead Person/Position		Year of Training	
Master Teachers			
Hours Per Training	Number of Sessions	Provider	Audience
3.5 hours	1	District	Paraprofessionals

Transition

Description of Training			
The North Allegheny School District will create scope and sequence of transition supports for grades 8-12+ to be used as a reference for IEP teams.			
Lead Person/Position		Year of Training	
Transition Coordinator, Coordinator of Gifted and Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
2	6	District Intermediate Unit PaTTAN	Building Administrators Parents Paraprofessionals Special Education Teachers

Description of Training			
North Allegheny School District will create a Career Development plan for grades 8-12+ to include an inhouse business model for the Tiger Shop and Tiger Den.			

Lead Person/Position		Year of Training	
Transition Coordinator, Coordinator of Gifted and Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
2	6	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Staff training on IEP transition age IEP development			
Lead Person/Position		Year of Training	
Transition Coordinator/Coordinator of Gifted and Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
2	6	District Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training			
Chapter 49 Structured Literacy training - 10 hours total on Standards Aligned System Portals combined with in-person professional development			
Lead Person/Position		Year of Training	
Curriculum Directors for Elementary and Secondary			
Hours Per Training	Number of Sessions	Provider	Audience
3	3	Other	Building Administrators General Education Teachers Special Education Teachers Other

Parent Training

Description of Training			
The North Allegheny School District is committed to providing our parents with relevant training related to supports and services for children receiving special education services. Training relating to Allegheny County Department of Human Services; Office of Developmental Supports (ODD), Office of Vocational Rehabilitation (OVR), and Post Secondary Transition options for low incidence learners.			
Lead Person/Position		Year of Training	
Transition Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience
1-2	12	District Intermediate Unit PaTTAN Other	Building Administrators Parents Special Education Teachers

Description of Training			
Overview of Positive Behavioral Supports, Applied Behavior Analysis (ABA) and the use of Intensive Teaching Trials (ITT)			
Lead Person/Position		Year of Training	
Behavior Specialists, Coordinators of Gifted and Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1-2	9	District Intermediate Unit PaTTAN	Parents

IEP Development

Description of Training

Across the next three years, North Allegheny School District will provide training for administration, special education and general education teachers, and paraprofessionals relating to IEP development. This will include developing appropriate transition plans, goal writing, progress monitoring, SDIs, and least restrictive environment.

Lead Person/Position		Year of Training	
Coordinators of Gifted and Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District Intermediate Unit PaTTAN	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Sensory Processing and Integration			
Lead Person/Position		Year of Training	
Coordinator of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Paraprofessionals Special Education Teachers

Signatures & Affirmations

Approval Date

2023-04-19

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

