

Profile and Plan Essentials

LEA Name		AUN	
Shaler Area SD		103028302	
Address 1			
1800 Mount Royal Blvd			
Address 2			
City		State	Zip
Glenshaw		PA	15116
Director of Special Education Name			
Dr. Joe Testa			
Director of Special Education Email			
testaj@shalerarea.org			
Director of Special Education Phone Number		Director of Special Education Ext	
412-492-1200		2815	
Chief Administrator Name			
Mr Sean C Aiken			
Chief Administrator Email			
aikens@shalerarea.org			

Special Education Students

Total Number of Students Receiving Special Education 816

School District Total Student Enrollment 3753

Percent of Students Receiving Special Education 21.7

Steering Committee

Name	Position/Role	Building	Email
Dr. Joe Testa	Director of Special Education	Shaler Area SD	testaj@shalerarea.org
Nichol Myros	Special Education Teacher	Shaler Area MS	myrosm@shalerarea.org
Elizabeth Myros	Special Education Teacher	Shaler Area El Sch	myrose@shalerarea.org
Danielle Rua	Special Education Teacher	Shaler Area HS	ruad@shalerarea.org
Karen Constantakis	Other	Shaler Area SD	constantakisk@shalerarea.org
Julia Igims	Special Education Teacher	Marzolf Primary Sch	igimsj@shalerarea.org
Laurie Cortazzo	Other	Shaler Area El Sch	cortazzol@shalerarea.org
Dr. Bryan O'Black	Other	Shaler Area SD	oblackb@shalerarea.org
Janel Biagarelli	Building Principal	Shaler Area MS	biagerelli@shalerarea.org
Michelle Rydzak	General Education Teacher	Marzolf Primary Sch	rydzakm@shalerarea.org
Mary Beth Dadowski	Parent	Shaler Area HS	N/A
Dr. Sean Aiken	Superintendent	Shaler Area SD	aikens@shalerarea.org
Michele Kline	Other	Shaler Area El Sch	klinem@shalerarea.org
Allison Tomko	Special Education Teacher	Shaler Area HS	tomkoa@shalerarea.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Improvement and Planning Activity

FSA 21A - Transition Requirements 1) The LEA will provide training to professional special education staff and administrators regarding documentation of transition requirements for planning purposes for identified students within IEPs. Evidence of Results: Training agendas, hand-outs and participant and sign-in sheets. 2) The LEA has been provided with the names of individual students for whom corrective action is required. IEP teams shall reconvene and correct identified non-compliances. Evidence of Results: 1) Training agendas, hand-outs and participant sign-in sheets. 2) Student file review.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
FSA 15A - Parent Survey Results	The LEA has sent surveys to parents and organized the results. The LEA has since created a Parent Committee to make sure that communication and special education information can be distributed on a consistent basis. Annual surveys will also be administered to gather parental feedback.
FSA 19A - Teacher Survey Results	The LEA has sent surveys to teachers and organized the results. The LEA has since created a Teacher Committee to make sure that communication and special education information can be distributed on a consistent basis. Annual surveys will also be administered to gather parental feedback.
FSA 11 - Least Restrictive Environment	The LEA has significantly decreased the number of students placed outside the general education classroom for more than 20% of the school day over the past five years. Students in the disability categories of Autism and Emotional Disturbance have needed a higher level of supports and services in order to meet their complex needs. After a review of the LEA tables and Five-year Longitudinal Data provided, the data indicates that there was an INCREASE rather than a decrease of students with IEPs served in the general education classrooms for increased portions of the school day. In the 2016-17 school year, 137 students were outside the general education classroom more than 20% of the day. In the 2017-18 school year, 100 students were outside the general education classroom more than 20% of the day. In the 2018-19 school year, 70 students were outside the general education classroom more than 20% of the day. In the 2019-20 school year, 66 students were outside the general education classroom more than 20% of the day. In the 2020-21 school year, 57 students were outside the general education classroom more than 20% of the day. Based on these data, the LEA has consistently decreased the number of students with IEPs who are educated at the full-time level including being placed outside the district to be educated. Moving forward the LEA will continue to expand their services to offer students with disabilities the most appropriate education in the LRE.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Non-Resident Students Oversight

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

No

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

At this time, the Shaler Area School District is not a host district as there are no facilities in the district that would serve non-resident students. Accordingly, there are no current barriers that the district encounters. If the Shaler Area School District were to become a host district, any concerns regarding the ability to provide FAPE and LRE would be discussed by the IEP team as they considered strengths and needs in designing a program to help a student make meaningful gains. Shaler Area School District would seek input and collaboration from the student's home district and utilize the Allegheny Intermediate Unit as necessary to support the transition of services and supports. Any additional agency supports that a student currently has in place would be incorporated as well.

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

Communication between any outside facility and the district is ongoing, preemptive, and consistent. All attempts are made to initiate and sustain ongoing communication between facilities to ensure successful student transition when appropriate. The Shaler Area School District would also communicate with the local LEA where the 1306 facility is located to ensure continuity of services and supports.

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).**

Currently, the Shaler Area School District does not have incarcerated students eligible for special education. Should that occur in the future, the district would share communication with the involved LEA about the process of Child Find and the district's obligation moving forward to provide FAPE. All documentation including permissions, procedural safeguards, evaluations, and potential IEP processes would be reviewed with the agency and implemented as needed. The district would also use the support and guidance of the Allegheny Intermediate Unit in this process as well.

Least Restrictive Environment

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

The Shaler Area School District has a structured process to support struggling learners using a Multi-Tiered System of Support (MtSS). The MtSS teams manage grade-level data collected from universal screenings (DIBELS, STAR Assessments) to help differentiate grade level concerns from individual student concerns. Intervention concerns and strategies are discussed, developed, and implemented to provide curricular solutions through teaching and learning. Once any grade-level and/or content area concerns are addressed, the team then focuses on individual students who have may have not been sufficiently supported through Tier 1I interventions. Each student's individual performance is reviewed by the team, goals are set, and interventions are developed. The team then reconvenes at a later date to disseminate, review, and measure progress based on the data reporting that has been collected. Students who continue to struggle are provided an alternate intervention to determine if the goals can be achieved using a different process. Should progress not be sufficient, then students may be referred for an evaluation to consider if a disability is present and if specially designed instruction is needed. If a student has been identified as a student with a disability, FAPE and LRE concerns are addressed through ongoing IEP team discussions regarding the student's strengths and needs. A program is then designed to help the student make meaningful gains. All students begin in the least restrictive, general education environment. Should progress not be meaningful in the regular education setting, students may be moved into more restrictive placements if deemed necessary by the IEP team through data review provided by a Reevaluation Report (RR). At the MS and HS levels, students have access to either a tutorial or study hall period in which they can receive additional support from a special education teacher. The district also has team-taught classes whereby a regular and special education teacher co-teach. Additionally, there are paraprofessional supports available at both the individual student and classroom levels. The district currently employs 75 classroom paraprofessionals and Personal Care Assistants (PCA). Paraprofessional supports are designed to help implement strategies that enable students with disabilities to make meaningful progress in the general education setting. The 2021-22 Penn Data Report indicates that 81.3% of the district's students are in general education classes for 80% or more of their day, above the statewide average of 61.8%. Additionally, the data shows that only 2.9% of the district's students are in general education classes less than 40% of their day which is significantly below the state average of 9.9%/ due to the district's focus on inclusionary practices and educating students in their least restrictive environment. Currently, the district has 4.7% of its students in special education in outside placements which is in line with the state average. Regular education teachers continue to provide individualized supports and specially designed instruction to support this effort as well.

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 Shaler Area School district utilizes a comprehensive approach to meet the academic and social/emotional needs of all students. Our district and building-level MTSS and SAP teams work to identify students in need of additional support, make intervention plans,

monitor progress, and modify individual plans as needed. Academically, all students K-8 are monitored using the STAR Assessments for Reading and Math in the fall, winter, and spring of each school year. DIBELS assessments are administered to all students K-6. The district is also in the process of exploring the Acadience math benchmark assessments. Based on the results of these benchmark assessments, students are identified for intervention services with our Title I reading specialist and math intervention specialists. Students in need of enrichment are also identified by our academic coaches. The Shaler Area School District has long-established strong School-Wide Positive Behavior Interventions and Supports (SWPBIS) programs in each building in the district. Our high school has been recognized at the state level for implementing SWPBIS at each tier with fidelity.

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 Shaler Area School District utilizes PaTTAN and the Allegheny Intermediate Unit for training as well as using other consultants to provide ongoing programmatic support. The district utilizes intervention programs such as Foundations, which is a Wilson curriculum focused on phonemic awareness and reading sub-skills in our primary grades. In Grades 7-8, the District utilizes Parallel Universe for students struggling with mastering fluency and Third Quest for students who struggle with more complex reading comprehension skills. Other supports in literacy that are used by special educators include SuccessMaker which is used to support students in the area of Reading in Grades K-8. Ongoing professional development is conducted within the special education department both as a whole as well as at each building and grade level. In order for a student receiving special education supports and services to be further restricted from the general education curriculum, the special education teacher must conduct a Reevaluation Report (RR) which may include a Functional Behavior Assessment (FBA), to justify the need to educate the student in a smaller setting. Conversely, an RR must also be done when the IEP team believes that the student may be showing enough growth to receive more instruction in the general education curriculum.

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

The Shaler Area School District has utilized and continues to utilize the Supplementary Aids and Services toolkit provided through PaTTAN to ensure that all students are able to achieve meaningful participation in extracurricular activities. The district strives to ensure that students are educated in the least restrictive environment alongside their typically developing peers. IEP teams meet and consider various forms of Specially Designed Instruction (SDI) that allows special education students to participate in the general education setting to the maximum extent possible. Team members consider instructional accommodations, modifications, testing accommodations, and other aids/services. Examples of supplementary aids and services noted in district IEPs include extended time for assessments and homework, breaks as needed by the student, planned sensory breaks, sensory diets, use of the sensory room, use of a behavioral intervention plan, access to online materials/texts, use of portable devices, assistive technology, picture schedules,

advance warnings of schedule changes, advanced warnings for fire alarms and transitions, access to paraprofessional support, access to nursing support, use of visual and verbal cues, shortened assignments, use of adapted writing utensils, use of adapted seating, use of sensory objects, social skills training and other specialized groups, FM systems to address hearing needs.

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?**

Shaler Area School Board Policy 103.01 ensures that all district programs and practices are free from discrimination against all qualified students with disabilities. The District recognizes its responsibility to provide academic and nonacademic services and programs equally to students with and without disabilities. The District provides all qualified students with a disability, both attending our local schools as well as schools outside the district in private institutions, a free and appropriate public education (FAPE). This includes any identified related aids and services that are needed to afford each qualified student with a disability the equal opportunity to participate in and benefits from educational programs and extracurricular activities without discrimination, to the same extent as each student without a disability, consistent with federal and state laws and regulations.

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 Shaler Area School District has developed a continuum of services in the area of Life Skills and Autistic Support programming that bridges the supports that are offered at the primary level and continues to the upper elementary building. We are working on enhancing that continuum in the upcoming school and finalizing programming in the middle school and high school in both of those areas. We are also currently working on a continuum for Emotional Support programming that bridges elementary school supports to middle school and high school. The District does not have a formal program for students with an Emotional Disturbance disability in Grade K-3 due to the small number of students historically identified as needing that level of support, but we do have a more specialized programming for emotional support in Grades 4 -1 2, so those students may require more support than what can be provided in the general education setting. The LEA requires a full review of current data before a student can be changed from one LRE category to another to increase or decrease time outside the general education classroom. Before a student's level of support category can be considered to be increased or decreased, a Permission to Reevaluate (PTRE) must be issued to the parent so that a Reevaluation Report (RR) with additional data including a Functional Behavior Assessment (FBA) can be conducted to attain current academic and behavioral data for the student. Once the RR is complete and the results shared with the parent, the special education teachers must complete a Request to Review form that indicates all of the supplemental aids and supports that have been utilized thus far, dates of meetings held with the IEP Team to revise the IEP in order to provide additional supports and services for the student, and the student's current year discipline and attendance records if there is enough data to support changing the student's level of support. Each building level review team, which

includes the building principal, special education teacher, school psychologist, regular education teacher, social worker, school counselor, and behavior specialist, reviews the RR data and the Request to Review application looking specifically for the supports and services previously provided for the student to determine if changing the student's LRE is recommended. If so, the building principal will meet with the Director of Student Services for a final review before presenting a proposed change to the full IEP Team at an IEP Meeting. These procedures have allowed the District to significantly decrease the number of students we have referred to outside placements over the past six years, and instead, build programs with better support within the District. We created a Practical Assessment Exploration System (PAES) for students to assess students' competitive work potential and interest level, while simultaneously exploring various jobs, using real tools, and developing proper work behaviors in a variety of work areas.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
St. Stephen's School	Licensed Private Academic		Glade Run Lutheran Services	Emotional Support	3
Friendship Academy	Approved Private School (APS)		The Watson Institute	Emotional Support	3
Easter Seals	Approved Private School (APS)		Easter Seals	Autistic Support	1
WISCA	Licensed Private Academic		The Watson Institute	Emotional Support	1
The Day School	Approved Private School (APS)		The Children's Institute	Multiple Disabilities Support	9
The Watson Institute	Licensed Private Academic		The Watson Institute	Emotional Support	10

DePaul Institute	Approved Private School (APS)		DePaul Institute	Deaf and Hard of Hearing Support	1
Pathfinder School	Other	IU School	Allegheny Intermediate Unit	Autistic Support	1
Western Pennsylvania School for Blind Children	Approved Private School (APS)		Western Pennsylvania School for Blind Children	Blind and Visually Impaired Support	3
The Pace School	Approved Private School (APS)		The Pace School	Emotional Support	2
Longmore Academy	Approved Private School (APS)		Mars Home for Youth	Deaf and Hard of Hearing Support	1
University School	Licensed Private Academic		University School	Emotional Support	1
Pressley Day School	Licensed Private Academic		Pressley Ridge	Emotional Support	4

Positive Behavior Support

Date of Approval

2015-01-15

Uploaded Files

PBS School Board 113.2.pdf

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

The following guidelines outline procedures and protocols for the development of effective positive behavior support strategies for identified students: Tier 1 strategies include comprehensive classroom management includes strategies that are preventive in nature. Management of behaviors at this level does not require a positive behavior support plan included in a student's Individual Education Plan (IEP). Proactive classroom management is an essential prerequisite to instruction and includes responding effectively when problems occur as well as preventative measures to avoid problems from occurring by creating environments that encourage learning and appropriate behavior. Strategies utilized should include effective teaching practices, clear and consistent rules and procedures that are practiced and reviewed often, positive feedback, modeled and verbal instruction of appropriate behaviors, classroom discussions and role-playing of expected behaviors, and consistent family communication. The goal of consistent classroom behavior management should be for all students to learn to manage their own behaviors and understand the expectations of positive behaviors. When dealing with students who do not respond to classroom behavior management strategies, an individualized Positive Behavior Support plan may need to be developed as part of the student's IEP to address behavioral needs. The positive behavior support plan that is developed within the IEP will include positive behavioral supports and reinforcement systems. All interventions and strategies utilized should be least restrictive and delivered in accordance with Pennsylvania regulations. The positive behavior support plan should include methods and strategies that should be constructed in order to remove barriers to the student accessing a free appropriate public education (FAPE). A Functional Behavior Assessment (FBA) that will be performed as part of an Evaluation or Reevaluation will be conducted prior to the implementation of a positive behavior support plan and will include identifying the target behavior, the setting in which the target behavior occurs, the antecedents to the target behavior, the instructional and social consequences resulting from the target behavior, a hypothesis for the function of the target behavior, positive replacement behaviors for the target behavior, and strategies to teach replacement behaviors. The use of positive strategies and interventions for the development, change, and maintenance of identified behaviors should be tried prior to the use of more intrusive interventions including the use of verbal techniques to de-escalate

inappropriate behavior, the use of a non-exclusionary de-escalation location may be used to extinguish external stimuli, so the student may regain emotional composure, the use of a temporary exclusionary de-escalation area may be used to extinguish external stimuli, so the student may regain emotional composure. Additionally, social skills instruction is provided as part of the District's focus on Social and Emotional Learning (SEL). School-wide Positive Behavior Support teams in each building have created supports and direct instruction for the social and emotional needs of our students that include SEL curriculum such as Second Step, N2U, Emotional ABCs, and The House System.

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

In general, students are aware that there are supports available in the District for students in crisis. Students and parents are informed as to where these crisis-related supports can be found. The information can also be found on the District's website or in the Student Handbook that is distributed at the beginning of the school year to every student in the building. Supports include School counselors, Social workers, Nurse, Teachers, Administrators, School Security, and/or Clerical Staff. Once a concern is brought to the attention of one of the support professionals mentioned above, the individual will be removed to a private, calmer location where the confidentiality of the student can be maintained. Here, the immediate risk to the student or others will be assessed by the most appropriate, qualified professional. The level of risk which is determined dictates the appropriate plan of action.

3. Describe the district positive school wide support programs.

Leadership teams work with members of the school or program community including students, families, and community members to prioritize valued outcomes and promote high expectations for all students. Centering equity also means supporting educators' roles in implementation, adapting practices to meet students' individual needs, and disaggregating data by each student group to ensure success for all students. The District's School-wide Positive Behavior Support (SWPBIS) Teams have been trained in Tier I universal expectations and acknowledgment systems as well as Tier II interventions such as Check In/Check Out System, Check and Connect, tangible reinforcers, modeled behaviors, celebrating success, and quiet corrections. Building Core Teams for both Tier I and Tier II meet regularly in addition to meeting with our AIU external coach for working with the year-end surveys, rating scales, Benchmarks of Quality, and resulting action planning sessions that arise from staff feedback on the ratings.

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

The District's Behavior Support Policy states that the Superintendent or designee will provide regular trainings and retraining as needed, in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board Policy. Board Policy 113.2, states; the LEA directs that students with disabilities be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use

of appropriate supplementary aids and services cannot be achieved satisfactory. The use of positive behavior support plans is a primary method of supporting students with behavioral issues access to the regular curriculum and non-disabled peers. The Board policy goes on to state; the IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning.

5. Describe the district restraint procedure.

As per Shaler Area School District's School Board Policy 113.2, "The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, method, and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy." Students with disabilities who have behaviors that impede their learning or that of others have positive behavior support plans as part of their IEPs. A Positive Behavior Support Plan is developed by the IEP team based on a Functional Behavioral Assessment (FBA) and becomes part of the individual student's IEP. Every Positive Behavior Support Plan includes prevention (antecedent) strategies, replacement behaviors, and reinforcement (consequences) for when the student performs the replacement behavior along with procedures to follow when the student performs the behavior of concern in order to avoid the potential use of restraints by identifying and modifying behaviors before they escalate to the level of needing to restrain. The socially acceptable alternative skills are located in the prevention strategies portion of the IEPs based on individual student needs. The district rarely restrains a student, but if it does occur, the IEP team reconvenes to create a plan moving forward to avoid future restraints. The Positive Behavior Support Plan will be reviewed and oftentimes revised at this meeting and must also include efforts to eliminate the use of restraints. Through the utilization of the Positive Behavior Support Plan and the antecedent and preventative strategies listed, the IEP teams work toward the elimination or fading of the need for physical interventions. Prone restraints are never used. This will be emphasized in our Non-violent Crisis Intervention training refresher course training that will happen in the Summer of 2024. When restraints are added to a student's IEP, they are specified to only be used to control acute or episodic aggressive behavior when the student is acting in a manner that presents a clear and present danger to the student, other students, or employees and only when less restrictive measures and techniques have proven to be or are less effective. Parents or guardians are notified within one day of a restraint incident and informed of their right to schedule an IEP meeting within 10 days to discuss the incident and revise the current behavior support plan in order to provide additional or adjusted interventions. Parents are sent a letter to document that they were informed of the restraint and to document their choice regarding convening a meeting of the IEP team.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

The Shaler Area School District does not currently have concerns for students who may be receiving Instruction Conducted in the Home, nor does the district have any students at substantial risk of waiting more than 30 days for an appropriate educational placement.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BOOT-2024	Multiple	Part-time (0.5)	03/12/2024 03:56 PM

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

Building Name		
Shaler Area MS		
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	Secondary	14 to 14
Age Range Justification		FTE %
		0.04

Building Name		
Shaler Area 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)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BAUE-2024	Elementary	Part-time (0.5)	03/12/2024 03:54 PM

Building Name		
Burchfield Primary 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	6 to 6
Age Range Justification		FTE %

	0.02
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ALB-2024	Elementary	Full-time (1.0)	03/12/2024 02:11 PM

Building Name		
Burchfield Primary Sch		
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	Elementary	6 to 9
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHI-2024	Secondary	Full-time (1.0)	03/12/2024 02:12 PM

Building Name		
Shaler Area 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%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
Caseload justification forms have been completed with all families of the students included in this FTE.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHIA-2024	Elementary	Full-time (1.0)	03/12/2024 02:15 PM

Building Name		
Shaler Area 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	10 to 11
Age Range Justification		FTE %
		0.16

Building Name

Shaler Area 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	10 to 11
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KEA-2024	Secondary	Full-time (1.0)	03/12/2024 02:15 PM

Building Name		
Shaler Area 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	16 to 17
Age Range Justification		FTE %
		0.07

Building Name		
Shaler Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.2

Building Name		
Shaler Area 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	16 to 17
Age Range Justification		FTE %
		0.05

Building Name		
Shaler Area 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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CON-2024	Elementary	Full-time (1.0)	03/12/2024 02:16 PM

Building Name		
Shaler Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 13
Age Range Justification		FTE %
Age range justifications have been completed for the students included in this age range waiver.		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WEBB-2024	Elementary	Full-time (1.0)	03/12/2024 02:21 PM

Building Name		
Scott Primary Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Age Range justification waivers have been completed for the students on this caseload.		0.24

Building Name		
Scott Primary 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	8 to 9
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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FRIE-2024	Elementary	Full-time (1.0)	03/12/2024 02:19 PM
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Building Name		
Shaler Area 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	11 to 12
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HOW-2024	Secondary	Full-time (1.0)	03/12/2024 02:22 PM

Building Name		
Shaler Area 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	16 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LAND-2024	Secondary	Full-time (1.0)	03/12/2024 02:24 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BUT-2024	Secondary	Full-time (1.0)	03/12/2024 02:26 PM

Building Name		
Shaler Area MS		
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	13 to 15
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CAR-2024	Secondary	Full-time (1.0)	03/12/2024 02:37 PM

Building Name		
Shaler Area 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	13 to 14
Age Range Justification		FTE %

	0.12
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Building Name		
Shaler Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FRYE-2024	Elementary	Full-time (1.0)	03/12/2024 02:42 PM

Building Name		
Shaler Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11

Age Range Justification	FTE %
	0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LAUR-2024	Secondary	Full-time (1.0)	03/12/2024 02:43 PM

Building Name	
Shaler Area HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	17
Identify Classroom	Classroom Location
School District	Secondary
	14 to 18
Age Range Justification	FTE %
	0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KLIN-2024	Elementary	Full-time (1.0)	03/12/2024 02:44 PM

Building Name

Shaler Area El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		49
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CORC-2024	Elementary	Full-time (1.0)	03/12/2024 02:47 PM

Building Name		
Marzolf Primary Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.08

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

Building Name		
Marzolf Primary Sch		
Support Type		
Physical Support		
Support Sub-Type		
Physical Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.08

Building Name		
Marzolf Primary Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.1

Building Name		
Marzolf Primary Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BEER-2024	Elementary	Full-time (1.0)	03/12/2024 02:48 PM

Building Name		
Marzolf Primary Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		

Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		51
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.78

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MAHE-2024	Secondary	Full-time (1.0)	03/12/2024 02:53 PM

Building Name		
Shaler Area 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 17
Age Range Justification		FTE %
		0.05

Building Name		
Shaler Area HS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DONO-2024	Secondary	Full-time (1.0)	03/12/2024 02:50 PM

Building Name		
Shaler Area MS		
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	12 to 13
Age Range Justification		FTE %
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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GORD-2024	Elementary	Full-time (1.0)	03/12/2024 02:52 PM
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Building Name		
Shaler Area 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	11 to 12
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BLEV-2024	Elementary	Full-time (1.0)	03/12/2024 02:54 PM

Building Name		
Reserve Primary 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 9
Age Range Justification		FTE %
		0.25

Building Name		
Reserve Primary Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HEND0-2024	Elementary	Full-time (1.0)	03/12/2024 02:56 PM

Building Name		
Shaler Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.05

Building Name		
Shaler Area 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	9 to 11
Age Range Justification		FTE %
		0.12

Building Name		
Shaler Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.16

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

Building Name	
Shaler Area HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	17
Identify Classroom	Classroom Location
School District	Secondary
Age Range	Age Range
	16 to 18
Age Range Justification	FTE %
	0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HRYZ-2024	Elementary	Full-time (1.0)	03/12/2024 02:58 PM

Building Name	
Shaler Area El Sch	
Support Type	

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RYAJ-2024	Secondary	Full-time (1.0)	03/12/2024 02:59 PM

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

Building Name
Shaler Area HS

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FERG-2024	Elementary	Full-time (1.0)	03/12/2024 03:02 PM

Building Name		
Burchfield Primary 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 9
Age Range Justification		FTE %
Age Range Waivers have been completed for all of these students.		0.38

Building Name

Burchfield Primary Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
Age Range Waivers have been completed for all of these students.		0.25

Building Name		
Burchfield Primary Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Age Range Waivers have been completed for all of these students.		0.12

Building Name		
Burchfield Primary Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
Age Range Waivers have been completed for all of these students.		0.08

Building Name		
Burchfield Primary Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Age Range Waivers have been completed for all of these students.		0.05

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

Building Name
Shaler Area El Sch
Support Type
Emotional Support
Support Sub-Type
Emotional Support

Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.04

Building Name		
Shaler Area El Sch		
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	Elementary	10 to 12
Age Range Justification		FTE %
		0.15

Building Name		
Shaler Area 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	11 to 13
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RYAS-2024	Secondary	Full-time (1.0)	03/12/2024 03:05 PM

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

Building Name		
Shaler Area 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	14 to 18
Age Range Justification		FTE %

	0.2
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KRAW-2024	Elementary	Full-time (1.0)	03/12/2024 03:14 PM

Building Name		
Scott Primary Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Age Range Waivers have been completed for all of these students.		0.77

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FAMO-2024	Secondary	Full-time (1.0)	03/12/2024 03:15 PM

Building Name
Shaler Area 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	13 to 14
Age Range Justification		FTE %
		0.2

Building Name		
Shaler Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.12

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

Building Name

Shaler Area 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	13 to 14
Age Range Justification		FTE %
		0.18

Building Name		
Shaler Area MS		
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	13 to 14
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SCHR-2024	Secondary	Full-time (1.0)	03/12/2024 03:08 PM

Building Name		
Shaler Area 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	15 to 19
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KAMI-2024	Elementary	Full-time (1.0)	03/12/2024 03:10 PM

Building Name		
Reserve Primary Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		58
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.89

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

Building Name		
Shaler Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.1

Building Name		
Shaler Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %

	0.4
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LYDO-2024	Secondary	Full-time (1.0)	03/12/2024 03:12 PM

Building Name		
Shaler Area MS		
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	12 to 13
Age Range Justification		FTE %
		0.1

Building Name		
Shaler Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13

Age Range Justification	FTE %
	0.02

Building Name		
Shaler Area MS		
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	12 to 14
Age Range Justification		FTE %
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SCAR-2024	Elementary	Full-time (1.0)	03/12/2024 03:14 PM

Building Name		
Marzolf Primary Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range

School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.08

Building Name		
Marzolf Primary Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.26

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

Building Name

Marzolf Primary Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
STAU-2024	Secondary	Full-time (1.0)	03/12/2024 03:18 PM

Building Name		
Shaler Area 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	15 to 16
Age Range Justification		FTE %
		0.05

Building Name		
Shaler Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.3

Building Name		
Shaler Area 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	15 to 18
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TAYL-2024	Secondary	Full-time (1.0)	03/12/2024 03:20 PM

Building Name		
Shaler Area 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	14 to 18
Age Range Justification		FTE %
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LANA-2024	Elementary	Full-time (1.0)	03/12/2024 03:21 PM

Building Name		
Shaler Area El Sch		
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	Elementary	9 to 10
Age Range Justification		FTE %

	0.28
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Building Name		
Shaler Area 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	9 to 10
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CHAP-2024	Elementary	Full-time (1.0)	03/12/2024 03:22 PM

Building Name		
Burchfield Primary Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		60
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9

Age Range Justification	FTE %
	0.92

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MILL-2024	Elementary	Full-time (1.0)	03/12/2024 03:23 PM

Building Name		
Shaler Area El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.02

Building Name		
Shaler Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range

School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.08

Building Name		
Shaler Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MIRO-2024	Elementary	Full-time (1.0)	03/12/2024 03:24 PM

Building Name		
Shaler Area 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	9 to 11
Age Range Justification		FTE %
		0.14

Building Name		
Shaler Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.08

Building Name		
Shaler Area 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	9 to 11
Age Range Justification		FTE %
		0.1

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

Building Name		
Shaler Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.24

Building Name		
Shaler Area El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.02

Building Name		
Shaler Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.08

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

Building Name		
Shaler Area MS		
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	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.35

Building Name		
Shaler Area HS		
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	9 to 10
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TINK-2024	Secondary	Full-time (1.0)	03/12/2024 03:29 PM

Building Name		
Shaler Area 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
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Building Name		
Shaler Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PROD-2024	Elementary	Full-time (1.0)	03/12/2024 03:35 PM

Building Name		
Shaler Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12

Age Range Justification	FTE %
	0.08

Building Name		
Shaler Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TOMK-2024	Secondary	Full-time (1.0)	03/12/2024 03:31 PM

Building Name		
Shaler Area MS		
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 16
Age Range Justification		FTE %
		0.1

Building Name		
Shaler Area 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	14 to 16
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
YACO-2024	Secondary	Full-time (1.0)	03/12/2024 03:35 PM

Building Name		
Shaler Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5

Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 20
Age Range Justification		FTE %
		0.1

Building Name		
Shaler Area 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)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	19 to 21
Age Range Justification		FTE %
		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SIED-2024	Elementary	Part-time (0.5)	03/12/2024 03:34 PM

Building Name		
Scott Primary 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	8 to 9
Age Range Justification		FTE %
		0.1

Building Name		
Scott Primary Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Age Range Waivers have been completed for all of these students.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MYRO-2024	Secondary	Full-time (1.0)	03/12/2024 03:34 PM

Building Name
Shaler Area 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	13 to 15
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ZALE-2024	Elementary	Full-time (1.0)	03/12/2024 03:41 PM

Building Name		
Shaler Area 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	11 to 12
Age Range Justification		FTE %
		0.1

Building Name		
Shaler Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		

Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RUFF-2024	Secondary	Part-time (0.5)	03/12/2024 03:57 PM

Building Name		
Shaler Area HS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IGIM-2024	Elementary	Full-time (1.0)	03/12/2024 03:38 PM

Building Name		
Marzolf Primary 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 9
Age Range Justification		FTE %
		0.38

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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SLON-2024	Secondary	Full-time (1.0)	03/12/2024 03:40 PM
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Building Name		
Shaler Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.04

Building Name		
Shaler Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WITK-2024	Secondary	Full-time (1.0)	03/12/2024 03:42 PM

Building Name		
Shaler Area 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	13 to 14
Age Range Justification		FTE %
		0.15

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

Special Education Facilities

Building Name		Room #
Shaler Area HS		217
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 8 inches x 16 feet, 10 inches	246sqft	8
Implementation Date		
2022-07-16		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Shaler Area HS		318
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 18 feet, 0 inches	288sqft	10
Implementation Date		

2022-07-16
Uploaded Files

2 Assurance Check

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

Building Name		Room #
Shaler Area MS		349
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 9 inches x 14 feet, 10 inches	278sqft	9
Implementation Date		
2022-07-16		
Uploaded Files		

3 Assurance Check

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

Building Name		Room #
Shaler Area El Sch		312
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 6 inches x 16 feet, 8 inches	275sqft	9
Implementation Date		
2022-07-16		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Shaler Area El Sch		517
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 6 inches x 18 feet, 6 inches	342sqft	12
Implementation Date		
2022-07-16		
Uploaded Files		

5Assurance Check

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

Building Name		Room #
Marzolf Primary Sch		12
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 4 inches x 18 feet, 0 inches	330sqft	11
Implementation Date		
2022-07-15		
Uploaded Files		

6Assurance Check

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

Building Name		Room #
Shaler Area HS		116
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 6 inches x 18 feet, 9 inches	309sqft	11
Implementation Date		
2022-07-16		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Scott Primary Sch		225
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 6 inches x 14 feet, 8 inches	242sqft	8
Implementation Date		
2022-07-16		
Uploaded Files		

8Assurance Check

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

Building Name		Room #
Shaler Area HS		307
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 9 inches x 18 feet, 0 inches	283sqft	10
Implementation Date		
2022-07-16		
Uploaded Files		

9Assurance Check

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

Building Name		Room #
Burchfield Primary Sch		103
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 6 inches x 16 feet, 0 inches	296sqft	10
Implementation Date		
2022-07-15		
Uploaded Files		
Burchfield Floor Plan.doc		

10Assurance Check

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

Building Name		Room #
Shaler Area El Sch		119
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 18 feet, 6 inches	370sqft	13
Implementation Date		
2022-07-16		
Uploaded Files		

11 Assurance Check

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

Building Name		Room #
Shaler Area MS		240
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 18 feet, 4 inches	366sqft	13
Implementation Date		
2022-07-16		
Uploaded Files		
Middle School Floor Plan.docx		

12 Assurance Check

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

Building Name		Room #
Shaler Area El Sch		619
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 6 inches x 19 feet, 4 inches	396sqft	14
Implementation Date		
2022-07-16		
Uploaded Files		

13Assurance Check

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

Building Name		Room #
Shaler Area HS		121
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 6 inches x 22 feet, 0 inches	451sqft	16
Implementation Date		
2022-07-16		
Uploaded Files		

14Assurance Check

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

Building Name		Room #
Scott Primary Sch		109
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 8 inches x 10 feet, 0 inches	126sqft	4
Implementation Date		
2022-07-16		
Uploaded Files		

15 Assurance Check

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

Building Name		Room #
Shaler Area HS		317
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 6 inches x 20 feet, 0 inches	370sqft	13
Implementation Date		
2022-07-16		
Uploaded Files		

16 Assurance Check

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

Building Name		Room #
Shaler Area El Sch		120
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 18 feet, 6 inches	370sqft	13
Implementation Date		
2022-07-16		
Uploaded Files		

17Assurance Check

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

Building Name		Room #
Shaler Area MS		208
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 14 feet, 6 inches	174sqft	6
Implementation Date		
2022-07-16		
Uploaded Files		

18Assurance Check

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

Building Name		Room #
Reserve Primary Sch		121
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 6 inches x 12 feet, 10 inches	134sqft	4
Implementation Date		
2022-07-15		
Uploaded Files		

19 Assurance Check

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

Building Name		Room #
Shaler Area HS		224
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 6 inches x 16 feet, 10 inches	244sqft	8
Implementation Date		
2022-07-16		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Shaler Area HS		315
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 6 inches x 18 feet, 9 inches	271sqft	9
Implementation Date		
2022-07-16		
Uploaded Files		

21Assurance Check

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

Building Name		Room #
Shaler Area HS		227
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 4 inches x 18 feet, 9 inches	306sqft	10
Implementation Date		
2022-07-16		
Uploaded Files		

22Assurance Check

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

Building Name		Room #
Shaler Area El Sch		609
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 20 feet, 6 inches	369sqft	13
Implementation Date		
2022-07-16		
Uploaded Files		

23 Assurance Check

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

Building Name		Room #
Shaler Area MS		241
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 6 inches x 14 feet, 9 inches	243sqft	8
Implementation Date		
2022-07-16		
Uploaded Files		

24 Assurance Check

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

Building Name		Room #
Reserve Primary Sch		107
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 8 inches x 16 feet, 8 inches	311sqft	11
Implementation Date		
2022-07-15		
Uploaded Files		
RS Floor Plan.doc		

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

Building Name		Room #
Scott Primary Sch		107-109
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 8 inches x 18 feet, 0 inches	444sqft	15
Implementation Date		
2022-07-15		
Uploaded Files		
Scott Primary School Floor Plans.pdf		

26Assurance Check

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

Building Name		Room #
Shaler Area HS		313
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 6 inches x 14 feet, 8 inches	271sqft	9
Implementation Date		
2022-07-16		
Uploaded Files		

27 Assurance Check

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

Building Name		Room #
Shaler Area HS		237
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 20 feet, 6 inches	369sqft	13
Implementation Date		
2022-07-16		
Uploaded Files		
High School Plan		

28 Assurance Check

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

Building Name		Room #
Shaler Area El Sch		504
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 18 feet, 6 inches	333sqft	11
Implementation Date		
2022-07-16		
Uploaded Files		

29 Assurance Check

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

Building Name		Room #
Shaler Area MS		312
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 9 inches x 20 feet, 6 inches	384sqft	13
Implementation Date		
2022-07-16		
Uploaded Files		

30Assurance Check

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

Building Name		Room #
Shaler Area MS		243
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 9 inches x 14 feet, 4 inches	240sqft	8
Implementation Date		
2022-07-16		
Uploaded Files		

31 Assurance Check

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

Building Name		Room #
Burchfield Primary Sch		145
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 4 inches x 9 feet, 8 inches	99sqft	3
Implementation Date		
2022-07-15		
Uploaded Files		
Burchfield Floor Plan.doc		

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

Building Name		Room #
Shaler Area El Sch		619
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 8 inches x 20 feet, 4 inches	338sqft	12
Implementation Date		
2022-07-16		
Uploaded Files		
ES Floorplan.doc		

33Assurance Check

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

Building Name		Room #
Shaler Area HS		322
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 6 inches x 18 feet, 0 inches	297sqft	10
Implementation Date		
2022-07-16		
Uploaded Files		

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

Building Name		Room #
Shaler Area MS		314
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 8 inches x 16 feet, 4 inches	239sqft	8
Implementation Date		
2022-07-16		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Shaler Area El Sch		216
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 8 inches x 12 feet, 8 inches	211sqft	7
Implementation Date		
2022-07-16		
Uploaded Files		

36 Assurance Check

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

Building Name		Room #
Marzolf Primary Sch		1
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 21 feet, 6 inches	473sqft	16
Implementation Date		
2022-07-15		
Uploaded Files		

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

Building Name		Room #
Shaler Area HS		118
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 6 inches x 14 feet, 10 inches	244sqft	8
Implementation Date		
2022-07-16		
Uploaded Files		

38Assurance Check

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

Building Name		Room #
Shaler Area El Sch		224
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 8 inches x 8 feet, 8 inches	144sqft	5
Implementation Date		
2022-07-16		
Uploaded Files		

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

Building Name		Room #
Shaler Area MS		183
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 9 inches x 16 feet, 4 inches	240sqft	8
Implementation Date		
2022-07-16		
Uploaded Files		

40 Assurance Check

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

Building Name		Room #
Shaler Area El Sch		604
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 18 feet, 8 inches	373sqft	13
Implementation Date		
2022-07-16		
Uploaded Files		

41Assurance Check

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

Building Name		Room #
Shaler Area HS		116
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 10 feet, 0 inches	120sqft	4
Implementation Date		
2022-07-16		
Uploaded Files		

42Assurance Check

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

Building Name		Room #
Marzolf Primary Sch		27-A
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 8 inches x 10 feet, 8 inches	113sqft	4
Implementation Date		
2022-07-15		
Uploaded Files		

43 Assurance Check

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

Building Name		Room #
Shaler Area HS		305
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 8 inches x 18 feet, 8 inches	385sqft	13
Implementation Date		
2022-07-16		
Uploaded Files		

44 Assurance Check

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

Building Name		Room #
Shaler Area El Sch		208
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 8 inches x 18 feet, 10 inches	313sqft	11
Implementation Date		
2022-07-16		
Uploaded Files		

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

Building Name		Room #
Shaler Area MS		306
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 9 inches x 16 feet, 10 inches	315sqft	11
Implementation Date		
2022-07-16		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Shaler Area El Sch		226
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 6 inches x 18 feet, 6 inches	342sqft	12
Implementation Date		
2022-07-16		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Shaler Area MS		347
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 6 inches x 20 feet, 8 inches	382sqft	13
Implementation Date		
2022-07-16		
Uploaded Files		

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

Building Name		Room #
Marzolf Primary Sch		22
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 8 inches x 18 feet, 0 inches	300sqft	10
Implementation Date		
2022-07-15		
Uploaded Files		
Marzolf Floor Plan.docx		

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

Building Name		Room #
Burchfield Primary Sch		10
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 22 feet, 0 inches	880sqft	31
Implementation Date		
2023-08-21		
Uploaded Files		

50Assurance Check

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

Special Education Support Services

51Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	3	District Wide	District
Physical Therapist	2	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Social Worker	5	District Wide	District
Behavior Specialist	4	District Wide	Contractor
Guidance Counselor	13.5	District Wide	District
Paraprofessionals	42	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Nonviolent Crisis Intervention			
Lead Person/Position		Year of Training	
Dr. Joe Testa/Director of Student Services		2024	
		2025	
Hours Per Training	Number of Sessions	Provider	Audience
8	2	District	Building Administrators Paraprofessionals Special Education Teachers Other

Positive Behavior Support

Description of Training			
Using FBA Process within Reevaluations to Create Positive Behavior Support Plans			
Lead Person/Position		Year of Training	
Dr. Joe Testa/ Director of Student Services		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals

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

Description of Training			
Paraprofessional Training			
Lead Person/Position			Year of Training
Dr. Joe Testa/Director of Student Services			2024 2025 2026 2027
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District PaTTAN	Building Administrators Special Education Teachers

Paraprofessional

Description of Training	
Lead Person/Position	Year of Training

Hours Per Training	Number of Sessions	Provider	Audience

Description of Training			
Non-violent Crisis Prevention and Deescalation Techniques			
Lead Person/Position		Year of Training	
Dr. Joe Testa/ Director of Student Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
8	2	District Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

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

Transition

Description of Training			
IEP Alignment and Transition Measurable Goals			
Lead Person/Position		Year of Training	
Mrs. Julie Yacoviello / Transition Coordinator		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Intermediate Unit PaTTAN	Building Administrators Parents Special Education Teachers

Description of Training			
Employment Goals and Preemployment Transition Services			
Lead Person/Position		Year of Training	
Mrs. Julie Yacoviello / Transition Coordinator		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District Intermediate Unit PaTTAN	Building Administrators Parents Special Education Teachers

Description of Training	
Planning for the Future and Workforce Innovation and Opportunity Act	
Lead Person/Position	Year of Training

Mrs. Julie Yacoviello / Transition Coordinator		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Intermediate Unit	Building Administrators Parents Special Education Teachers

Description of Training			
Independent Living Goals and Engaging Families			
Lead Person/Position		Year of Training	
Mrs. Julie Yacoviello / Transition Coordinator		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Intermediate Unit	Building Administrators Parents Special Education Teachers

Science of Literacy

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

Description of Training			
Science of Reading			
Lead Person/Position		Year of Training	
Dr. Joe Testa/Director of Student Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Description of Training			
Structured Reading Skills Based on Data Review			
Lead Person/Position		Year of Training	
Dr. Joe Testa/Director of Student Services		2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Parent Training

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

Description of Training			
Mental Health Supports and Social Skills			
Lead Person/Position		Year of Training	
Dr. Joe Testa/Director of Student Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Understanding the IEP and Evaluation/Reevaluation Process			
Lead Person/Position		Year of Training	
Dr. Joe Testa/ Director of Student Services		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Building Administrators Parents

IEP Development

Description of Training			
IEP Compliance, Timelines, and IEP Meeting Best Practices			
Lead Person/Position		Year of Training	
Dr. Joe Testa/ Director of Student Services		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Description of Training

Using Data to Determine What Related Services and Specially Designed Instruction are Needed			
Lead Person/Position		Year of Training	
Dr. Joe Testa/ Director of Student Services		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Special Education Teachers

Social Emotional Learning

Description of Training			
SEL Curriculum			
Lead Person/Position		Year of Training	
Dr. Joe Testa/Director of Student Services		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
4	2	District Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Signatures & Affirmations

Approval Date

2022-07-20

Uploaded Files

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- 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

Sean C. Aiken

Date

2022-11-07