# Profile and Plan Essentials

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| --- | --- |
| **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 | myrosn@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** |

# Non-Resident Students Oversight

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

No
2. **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 Disstrict 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.
3. **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
2. **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 Fundations, 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 land 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 curriculua 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 Districts 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 happening 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  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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  |

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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) | 8  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 10 to 11 |
| **Age Range Justification** | **FTE %** |
|  | 0.16  |

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| --- |
| **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  |

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

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| **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  |

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| **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  |

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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%) | 1  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 16 to 17 |
| **Age Range Justification** | **FTE %** |
|  | 0.05  |

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| **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  |

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

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

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| **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  |

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| **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  |

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

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

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| **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  |

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

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| **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  |

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

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| **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  |

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

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| **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  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| FRYE-2024  | Elementary  | Full-time (1.0)  | 03/12/2024 02:42 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) | 11  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 10 to 11 |
| **Age Range Justification** | **FTE %** |
|  | 0.22  |

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

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| **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  |

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

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| **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  |

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

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| **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  |

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| **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  |

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| **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  |

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| **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  |

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| **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  |

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

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| **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  |

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

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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%) | 1  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 17 to 17 |
| **Age Range Justification** | **FTE %** |
|  | 0.05  |

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| **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  |

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

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| **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  |

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

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

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| --- |
| **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  |

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| --- |
| **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  |

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

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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 11 |
| **Age Range Justification** | **FTE %** |
|  | 0.12  |

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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) | 8  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 9 to 11 |
| **Age Range Justification** | **FTE %** |
|  | 0.16  |

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

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| **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  | 16 to 18 |
| **Age Range Justification** | **FTE %** |
|  | 0.34  |

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

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

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| **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  |

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| **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  |

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

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| **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  |

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| **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  |

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| **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  |

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| **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  |

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| **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  |

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

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| **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  |

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| **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  |

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| **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  |

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

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| **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  |

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| **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  |

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| **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  |

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

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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%) | 4  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 13 to 14 |
| **Age Range Justification** | **FTE %** |
|  | 0.2  |

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| **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  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| GALO-2024  | Secondary  | Full-time (1.0)  | 03/12/2024 03:07 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) | 9  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 13 to 14 |
| **Age Range Justification** | **FTE %** |
|  | 0.18  |

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| **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  |

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

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| **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  |

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

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| **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  |

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

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| **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  |

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| **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  |

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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%) | 2  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 12 to 13 |
| **Age Range Justification** | **FTE %** |
|  | 0.1  |

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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) | 1  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 13 to 13 |
| **Age Range Justification** | **FTE %** |
|  | 0.02  |

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| **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  |

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

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| **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  |

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| **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  |

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| **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  |

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| **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  |

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

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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%) | 1  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 15 to 16 |
| **Age Range Justification** | **FTE %** |
|  | 0.05  |

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| **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  |

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| **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  |

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

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| **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  |

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

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

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| **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  |

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

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| **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  |

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| **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  |

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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) | 12  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 10 to 11 |
| **Age Range Justification** | **FTE %** |
|  | 0.24  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| MIRO-2024  | Elementary  | Full-time (1.0)  | 03/12/2024 03:24 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) | 7  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 9 to 11 |
| **Age Range Justification** | **FTE %** |
|  | 0.14  |

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| --- |
| **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  |

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| --- |
| **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  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| MYRO-2024  | Elementary  | Full-time (1.0)  | 03/12/2024 03:26 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) | 12  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 9 to 10 |
| **Age Range Justification** | **FTE %** |
|  | 0.24  |

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| **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  |

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| --- |
| **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  |

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

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| **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  |

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| **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  |

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

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| **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  |

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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%) | 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** |
| SLON-2024  | Secondary  | Full-time (1.0)  | 03/12/2024 03:40 PM  |

|  |
| --- |
| **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** |
|  |

2Assurance Check

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

3Assurance Check

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

11Assurance Check

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

12Assurance Check

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

15Assurance Check

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

16Assurance Check

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

19Assurance Check

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

20Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| 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** |
|  |

23Assurance Check

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

24Assurance Check

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

27Assurance Check

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

28Assurance Check

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

29Assurance Check

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

31Assurance Check

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

32Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| 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** |
|  |

35Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| 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** |
|  |

36Assurance 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** |
|  |

39Assurance 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** |
|  |

40Assurance Check

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

43Assurance Check

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

44Assurance Check

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

47Assurance 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** |
|  |

48Assurance 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 | 20242025 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 8 | 2 | District | Building AdministratorsParaprofessionalsSpecial Education TeachersOther |

## 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 | 2024202520262027 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 6 | 3 | DistrictIntermediate UnitPaTTAN | Building AdministratorsCentral Office AdministratorsGeneral Education TeachersParaprofessionalsSpecial Education Teachers |

|  |
| --- |
| **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 | 2024202520262027 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 6 | 2 | DistrictPaTTAN | Building AdministratorsSpecial 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 | 2024202520262027 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 8 | 2 | DistrictOther | Building AdministratorsGeneral Education TeachersParaprofessionalsSpecial Education TeachersOther |

|  |
| --- |
| **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 | 20262027 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 2 | DistrictIntermediate UnitPaTTAN | Building AdministratorsParentsSpecial Education Teachers |

|  |
| --- |
| **Description of Training** |
| Employment Goals and Preemployment Transition Services |
| **Lead Person/Position** | **Year of Training** |
| Mrs. Julie Yacoviello / Transition Coordinator | 202520262027 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 3 | DistrictIntermediate UnitPaTTAN | Building AdministratorsParentsSpecial 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 | 20262027 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 2 | DistrictIntermediate Unit | Building AdministratorsParentsSpecial Education Teachers |

|  |
| --- |
| **Description of Training** |
| Independent Living Goals and Engaging Families |
| **Lead Person/Position** | **Year of Training** |
| Mrs. Julie Yacoviello / Transition Coordinator | 20262027 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 2 | DistrictIntermediate Unit | Building AdministratorsParentsSpecial 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 | 2024202520262027 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 3 | DistrictIntermediate Unit | Building AdministratorsCentral Office AdministratorsGeneral Education TeachersSpecial 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 | 202520262027 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 3 | DistrictIntermediate Unit | Building AdministratorsCentral Office AdministratorsGeneral Education TeachersSpecial 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 | 2024202520262027 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 2 | DistrictOther | Building AdministratorsCentral Office AdministratorsGeneral Education TeachersParentsParaprofessionalsSpecial Education TeachersOther |

|  |
| --- |
| **Description of Training** |
| Understanding the IEP and Evaluation/Reevaluation Process |
| **Lead Person/Position** | **Year of Training** |
| Dr. Joe Testa/ Director of Student Services | 2024202520262027 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 2 | 2 | District | Building AdministratorsParents |

## 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 | 2024202520262027 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 3 | DistrictIntermediate Unit | Building AdministratorsGeneral Education TeachersSpecial 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 | 2024202520262027 |
| **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 | 2024202520262027 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 4 | 2 | DistrictOther | Building AdministratorsCentral Office AdministratorsGeneral Education TeachersParentsParaprofessionalsSpecial Education TeachersOther |

# Signatures & Affirmations

Approval Date
2022-07-20

**Uploaded Files**
affirmation\_statement\_specialeducation (2).docxSpecial Ed.Plan Affirmation Signature Page 07.20.2022[69].pdf

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

**Superintendent/Chief Executive Officer**
Sean C. Aiken
**Date**
2022-11-07