

# Profile and Plan Essentials

## Special Education Students

Total Number of Students Receiving Special Education 462  
School District Total Student Enrollment 3349  
Percent of Students Receiving Special Education 13.8

## Steering Committee

Name	Position/Role	Building	Email
Tammy Adams	Director of Special Education	West Allegheny SD	tadams@westasd.org
Jerri Lynn Lippert	Superintendent	West Allegheny SD	jlippert@westasd.org
Chris Shattuck	Other	West Allegheny SD	cshattuck@westasd.org
Shana Nelson	Director of Curriculum	West Allegheny SD	snelson@westasd.org
Erica Cicero	Other	West Allegheny SD	ecicero@westasd.org
Meredith Gillo	Other	West Allegheny SD	mgillo@westasd.org
Jennifer Rogers	Special Education Teacher	Wilson El Sch	jrogers@westasd.org
Tony Castelluci	Special Education Teacher	West Allegheny SHS	acastelluci@westasd.org
Kelly Cain	Parent	West Allegheny SHS	kcain@autismcaringcenter.com
Sueann Dale	Parent	West Allegheny MS	sdale@westasd.org
Cheryl McHone	Building Principal	West Allegheny SHS	cmchone@westasd.org
Trish Nolan	Building Principal	West Allegheny MS	pnolan@westasd.org
Heidi Kennedy	Special Education Teacher	McKee El Sch	hkennedy@westasd.org
Brittany Kuhn	General Education Teacher	Wilson El Sch	bkuhn@westasd.org
Olivia Pasquino	General Education Teacher	McKee El Sch	opasquino@westasd.org
Kristen Tracy	Other	Donaldson Elem Sch	ktracy@westasd.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
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Department monthly trainings to review transition components of the IEP document to include high school IEP teams, administrators, paraprofessionals, parents and students
Competitive integrated employment focus committee to increase and improve upon post-secondary opportunities for students with disabilities
PaTTAN transition training resources
Increased school to work opportunities with Beaver County Rehabilitation Center, OVR, job training, job coaching, unified sports and college credit for Partners foods and PE courses
Quarterly parent evening informational sessions for competitive employment opportunities, post-secondary planning and exploration

### Graduation (Indicator 1)

Indicator not flagged at this time.

### Drop Out (Indicator 2)

Indicator not flagged at this time.

### Assessment (Indicator 3)

Indicator not flagged at this time.

### Education Environments (Indicator 5)

Indicator not flagged at this time.

### Parent Involvement (Indicator 8)

Indicator not flagged at this time.

### Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

### Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

### Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

### Mediation (Indicator 16)

Indicator not flagged at this time.



School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

## Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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## Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

<b>Identify Trends</b>	<b>Improvement Planning and Activities</b>
West Allegheny is not flagged for disproportionality in any area of placement. The district continues to work to educate all students in the least restrictive environment through supplementary aids and services and a continuum of services.	More restrictive placement options will continue to be explored only when a student is not able to progress in a less restrictive setting. The district will continue to provide training to staff to increase their ability to instruct students with disabilities in the general education setting with supplementary aides and services whenever feasible.

## Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

<b>Identify Trends/Notable Observations</b>	<b>Improvement Planning and Activities</b>
Discipline disparities are not evident for students with disabilities.	Administrative teams will receive ongoing training related to discipline and students with disabilities. The District will continue to promote a MTSS behavior framework with Tiers 1, 2 and 3 interventions aimed at providing positive behavior supports and interventions.

## Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

<b>Identify Trends/Notable Observations</b>	<b>Improvement Planning and Activities</b>
The district does not disproportionately identify students in any disability area. Speech and language impairment is an area in which the district has had identification at a level above the state average. In reviewing data over the last three years, our enrollment trend for speech and language has decreased through use of a RTI model.	The district will continue to utilize an RTI speech model for selected students who can progress through a less restrictive delivery model
The district does not disproportionately identify students in any disability area. Speech and language impairment is an area in which the district has had identification at a level above the state average. In reviewing data over the last three years, our enrollment trend for speech and language has decreased through use of a RTI model.	The district will continue to utilize an RTI speech model for selected students who can progress through a less restrictive delivery model

## Non-Resident Students Oversight

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

No

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

There are currently no facilities located within the West Allegheny School District. When a student from West Allegheny School District is placed in a facility, the required special education paperwork is forwarded to the facility as soon as notification is made. The district attempts to participate in the IEP meetings to help facilitate an appropriate education for the student. Should a facility open in the district, the district would fulfill its obligation to provide an appropriate education to all students. The district would follow procedures set forth by the PA Department of Education to identify, and provide FAPE to all students. Should the student be determined to have a disability, all necessary procedures under IDEA and 504 regulations would be followed. If West Allegheny would become a host, the District would ensure that students are educated within their least restrictive environment by determining each student's LRE individually. Such decisions would be made by a student's IEP team after a review of records and pertinent data.

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

Should a student be placed in a 1306 facility, the Assistant to the Superintendent for Special Education and Student Services would communicate regularly regarding students, paperwork and progress. Upon discharge, the District would convene the IEP team or student team to determine what type of environment may work best for the student based on the most current data. Every effort would be made to promote a seamless transition for the student back to their home school that would include potentially parent engagement, appropriate scheduling of classes, mental health supports if necessary and available resources.

## Incarcerated Students Oversight

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

No

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

The West Allegheny School District does not have a facility that houses incarcerated students. The school district maintains an official file on each identified student that contains special education records. When a student of the West Allegheny School District is placed in a facility, school records are shared and the district participates to the extent possible in the development of the Individual Education Plan so that the student continues to receive a free appropriate public education. The district requests quarterly progress monitoring reports and grades to ensure the needs of the student are being met. Should a facility open in the West Allegheny School District, all procedures would be followed to ensure the students are provided a Free Appropriate Public Education. Should the student be identified as having a disability, all regulations under Chapter 14 and 504 would be followed.

## Least Restrictive Environment

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

Review of 2020-2021 data on Educational Environments indicates that West Allegheny School District educates 84.8% of students with special education inside the regular education classroom for 80% or more of the school day. Compared to the state average of 62.1% of special education students educated inside the regular classroom for 80% or more of the day, West Allegheny is providing significantly more inclusion in regular education. At the time the district's previous special education plan was developed, 78.3% of West Allegheny students receiving special education were inside the regular class 80% or more of the day compared to the state average of 62%. While the state average has remained static, West Allegheny School District continues to be committed to educating students in the least restrictive environment and demonstrates progress (+6.5%). Consistent with data from previous years, West Allegheny continues to have fewer students (4.3%) who spend less than 40% of their day in regular education compared to the state average of 9.8%. The percentage of West Allegheny students receiving education in other settings (4.0%) is consistent with the state average (4.7%), and placements outside of the district are made only when all other less restrictive options have been considered. The District continues to work diligently to return students to our home district from outside placements with the necessary supports and resources in place. Students with severe disabilities who are receiving support services outside of the District have ongoing IEP meetings that the District attends to ensure that a review of supplemental aides and services as well as a current review of progress occurs.

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?

West Allegheny School District utilizes a system with multiple intervention tiers to address academic and social/emotional needs of all students. Our core curriculum at each grade level is aligned with state standards and all instructors are highly qualified and appropriately certified. West Allegheny teachers are trained in interventions and differentiated instruction and make appropriate accommodations and interventions based on student needs. Regular education accommodations may include modifications to the learning environment to allow for increased student access or modifications to the presentation of academic tasks or expected response to support student progress and growth. The MTSS team provides consultation to teachers and supports goal setting and intervention, followed by progress monitoring to determine outcomes. Successful academic, environmental, or behavioral interventions may be continued as needed with periodic review. Each elementary school has building wide intervention time daily through WIN and students may work to remediate academic skills with a teacher, continue emotional or behavioral interventions with a school counselor, or receive enrichment to support strengths. Student needs are reviewed frequently and interventions are adjusted as needed. For students with medical conditions that need accommodations for equal access, eligibility for a Chapter 15 Service Agreement is determined and accommodations are detailed and provided within the general education environment to address physical or mental health concerns. Students who receive special education participate in regular education with specially designed instruction, developed by the IEP team in consultation with the special education teacher, and reviewed frequently to ensure ongoing effectiveness. The District ensures that all staff are afforded opportunities to strengthen their knowledge, skills and expertise related to special education and inclusive practices. The District works closely with training partners, such as PaTTAN, the Allegheny Intermediate Unit, the Watson Institute, the Bureau of Special Education, The Autism Caring Center, PA Middle Level Education and the Pennsylvania Department of Education. During the 2020-2021 and 2021-2022 school year, administrators, teachers, school psychologists, paraprofessionals, school counselors and speech-language therapists have received training in Trauma Informed Practices and universal precautions, Comprehensive Crisis Management, Mental Health Awareness, fostering positive student relationships, Assistive Technology, and Autism. Paraprofessionals receive monthly in-house trainings personalized for their specific roles and aimed at gaining the required 20 hours of annual professional development. School Psychologists provide training modules multiple times per year for

all staff, including new teachers, related to mental health awareness, low incidence disabilities, autism, gender identity, and special education evaluation and classification.

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

West Allegheny School District utilizes curriculum aligned with state standards for all academic subjects. The district is committed to students with special education being exposed to rigorous and relevant curriculum, instruction, and assessment with their IEP serving as the vehicle for access to the regular education setting. All student placement discussions begin with supplemental aides and services provided within the regular education environment and West Allegheny School District includes 84.8% of our students in regular education for >80% of the school day, significantly more than the state average (62.1%) and an improvement for the district (+5.6%) since the development of the previous Special Education Plan (2018-2019). Specially designed instruction that has been determined by the IEP team is provided across regular education environments and may include access to a special education teacher through a co-teaching model, support of a paraprofessional within the general education environment, environmental accommodations to increase access, positive behavioral support and interventions, and instructional interventions. Following the development of student goals, progress monitoring continually occurs to determine that growth is made and that the student placement is appropriate. Removal from the regular education environment occurs only if the nature and severity of the disability is such that education in regular education classes with supplementary aids and services cannot be achieved satisfactorily.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. The District strongly encourages and supports that students with disabilities participate in extra-curricular and co-curricular clubs, sports and activities, and transportation and paraprofessional support are provided when necessary. The 2020-2021 school year was the inaugural season for the district's Unified Bocce Team which competes against other local district teams and includes student athletes who receive special education and regular education peers who act as coaches and teammates.

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?

The District strongly encourages and supports that all students with disabilities, regardless of placement in a private facility, participate in extra-curricular and co-curricular clubs, sports and activities. Transportation, nursing services, and paraprofessional support are provided when necessary when students are engaged in extracurricular activities in our buildings and at other facilities or locations, including field trips. Although the student may not attend West Allegheny's district schools, families continue to receive information about all extra-curricular opportunities and the means to secure supplementary supports if needed for participation.

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)

In reviewing placement data, 4.0% of West Allegheny students are in other settings, slightly lower than the state SPP of 4.7%. Given this review of data, the District continues to work diligently to return students to our home district from outside placements with the necessary supports and resources in place. Students with severe disabilities who are receiving support services outside of the District have ongoing IEP meetings that the District attends to ensure that a review of supplemental aides and services as well as a current review of progress occurs.

## Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
The Bradley Center	Licensed Private Academic		The Bradley Center	Emotional Support	2
Hope Academy	Licensed Private Academic		Hope Academy	Autistic Support	2
Mon Valley School	Licensed Private Academic		Allegheny Intermediate Unit	Emotional Support	1
Pathfinder	Licensed Private Academic		Allegheny Intermediate Unit		3
Class Academy	Licensed Private Academic		The Prevention Network	Emotional Support	2
ACLD Tillotson	Approved Private School (APS)		ACLD Tillotson	Autistic Support	1
The Watson Institute	Licensed Private Academic		The Watson Institute	Multiple Disabilities Support	2
Wesley Schools	Licensed Private Academic		Wesley Schools	Emotional Support	2
Western PA School for Blind Children	Approved Private School (APS)		Western PA School for Blind Children	Blind and Visually Impaired Support	1



## Positive Behavior Support

Date of Approval  
2019-12-11

### Uploaded Files

6605 Behavior Support Dec 2019 FINAL.pdf  
6602 Discipline of Students with Disabilities Dec 2019 FINAL.pdf

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

The West Allegheny Behavior Support for Children with Disabilities follows the state required components, according to Chapter 14, and encourages positive techniques for the development, change, and the maintenance of appropriate behavior. Students with emotional and behavioral needs are educated in the least restrictive environment and only outside the regular education class when the nature or severity of the disability presents a disruption to the learning or the child or their classmates in the regular education setting that cannot be ameliorated with appropriate supplementary aids and services. If a student with a disability is presenting with behavioral or emotional challenges, the IEP team convenes to review concerns and develop a plan. The process begins with parent permission for collection of functional behavioral data to determine antecedents to behaviors of concern, settings in which the behaviors occur with higher or lower frequency, consequences that may be sustaining the behavior, and appropriate replacement behaviors. Data is collected and a hypothesis for behavior is formed and a positive behavior support plan is developed to address needs. Goals to measure progress and specially designed instruction to provide supports are detailed in the student IEP and adjustments are made as additional data is collected to provide and adjust specific interventions to minimize the impact that concerns have on learning.

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.

All newly hired staff participate in yearly trainings on interventions designed to address a variety of needs including positive behavior support and generally recommended techniques based on disability, behavioral presentation, and perceived function. Trainings are designed and facilitated by the district school psychologists. Each building has a trained team that respond to crisis situations and West Allegheny School District partners with UPMC in a train the trainer model, with three district staff members trained in Comprehensive Crisis Management that provide yearly inservices to train and recertify selected paraprofessionals, teachers, counselors, and administrators.

3. Describe the district positive school wide support programs.

West Allegheny School District utilizes a model which provides best practice and class wide supports to all students in both the general and special education settings. For students who are able to maintain expected behavior without additional interventions, an individual Positive Behavior Support Plan is not needed. For students who experience difficulty, specific interventions are designed and trialed through a formal or informal behavior plan, and progress is monitored to determine the effectiveness. If this level of support is effective in decreasing behavioral concerns, then no further action is needed, and the plan is reviewed periodically and faded as appropriate. The district focuses on reinforcing positive behavior at each level through school events and activities. West Allegheny Middle School and Wilson Elementary have been implementing School Wide Positive Behavior Support since the 2016-

2017 school year, with support provided by the Allegheny Intermediate Unit. Wilson facilitates a PBIS structure utilizing common language to identify safe, respectful, and responsible behaviors through a 'ticketing' system to monitor and track frequency of rewards. Wilson has achieved fidelity at Tier I and are looking to grow our supports into Tier II and further in the coming year. At West Allegheny Middle School, PBIS has been in place for 6 years with core values being, "Be Safe. Be Responsible. Be Respectful". A strong Tier 1 foundation has led to a decrease in behavior referrals in the classrooms, hallways, bathrooms, and on the bus. Some Tier II and III supports are in place, such as Check In – Check Out, and members of the team are currently being trained for implementation of increased Tier II and III supports. West Allegheny High School partners with Allegheny County for Stand Together, which is a peer to peer program designed to reduce stigma surrounding mental health and substance use disorders. High school Stand Together students have provided educational sessions in each freshman health class focused on mental health and substance use and presented to teachers during an inservice on building positive relationships and supporting student mental health needs.

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

The district provides school based mental health services to students through the Student Services departments at each building, school psychologists, and a contract with Family Links for therapy provided at the student's school. The district currently contracts for therapists through Family Links that are housed at each of our buildings; the contract began during the 2019-2020 school year with 3 therapists and has increased to 9 therapists for the 2021-2022 school year to meet increasing demand. The district also has an active Student Assistance Program, supported by UPMC, at both the middle school and high school. The Student Assistance Program, made up of teachers, counselors, nurses and principals, will accept referrals from any student, district employee, or parent who is concerned about a student's welfare. Upon receiving a referral, the team will gather relevant information, organize the details gathered and make possible recommendations. If a student needs intervention, the team will formulate a plan of action according to school policy. Student needs for support and growth in social/emotional learning areas are met through small groups run at each building by school counselors, social workers, or school psychologists.

5. Describe the district restraint procedure.

The use of restraints is considered a last resort and is only used in emergency situations when a student is acting in a manner as to be a clear and present danger to themselves, to other students, or to an employee. Restraints may only be used after less restrictive measures and techniques, as detailed in the student's positive behavior support plan have been attempted but were unsuccessful. Targeted staff are trained annually, with a goal of having a trained team at each building. Any restraint that occurs is reported to the parent and the state, as required by law. For students who receive special education, an IEP is scheduled within 10 days and the IEP and behavior support plan are reviewed for appropriateness and effectiveness. Students who have previously required de-escalation and/or restraints have crisis plans in place to guide staff in determining the appropriate steps in the event of behavioral escalation.

## 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 West Allegheny School District has not experienced difficulty ensuring FAPE for a particular student or a disability category. The district provides a free, appropriate public education to special education students at no cost to the parents and maintains a continuum of services within the district to ensure that students are educated in the least restrictive environment. Many pre-referral supports are in place to ensure that evaluation for, and placement in, special education occurs only when a student cannot make expected progress with supports in the general education environment. Placements in outside settings are considered only after all other options have been exhausted, and the IEP team determines it is appropriate. If the team determines that a student's needs cannot be met within the district programs, procedural safeguards are followed and the parent participates in the determination of placement. The Assistant to the Superintendent for Special Education & Student Services accompanies parents to observe potential placements so they are able to participate in their child's education and have information to assist in their role as an IEP team member. Every attempt is made to keep the student as close to their neighborhood school as possible. In addition, the district maintains involvement with a student's out of district program through attendance and participation at IEP meetings and review of progress reports to ensure a smooth transition back to district programming when appropriate. The West Allegheny School District utilizes an interagency approach to locate educational placements and services for hard to place students with disabilities. The Assistant to the Superintendent for Special Education & Student Services works in collaboration with the AIU Interagency contact to assist the district and consider public and private facilities that are equipped to meet the needs of a particular student. Parent participation is encouraged, as they are vital members of the IEP team and they are provided with all information regarding placement options. The district may also contact the Supervisor of Children/Adolescent Services from the Allegheny Department of Human Services/Department of Behavioral Health in order to solicit support or assistance from other agencies. The West Allegheny Virtual Academy is utilized to provide a blended school approach for students that may have difficulty functioning within the typical classroom. The district also utilizes the West Allegheny Learning Center, which is designed to address the learning needs of students by way of a nontraditional educational platform. Instruction is provided in a safe and supportive environment within West Allegheny High School, while cultivating individual student's strengths and reducing areas of need. Students will have access to courses in core curriculum areas: English, mathematics, science and social studies as well as many elective offerings. Additionally, students may participate in the JROTC program and/or the career and technology programs offered by Parkway Career and Technology Center. In addition, WALC students may engage in job shadowing and work study.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#30 LB	Elementary	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>		
Wilson El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		53
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The speech and language teacher services the entire elementary building, however, students are grouped according to appropriate age ranges.		0.82

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#29 KM	Elementary	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>		
McKee El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		48

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
The speech and language teacher services the entire elementary building, however, students are grouped according to appropriate age groups.		0.74

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#28 JV	Elementary	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>		
Donaldson Elem Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		52
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The speech and language teacher services the entire elementary building, however, students are grouped according to appropriate age ranges.		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#27 KD	Secondary	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>
West Allegheny MS
<b>Support Type</b>

Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		33
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Instructional grouping is within a 3-year age range. Caseload covers 2 buildings.		0.51

<b>Building Name</b>		
West Allegheny SHS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		22
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Instructional grouping is within a 3-year age range. Caseload covers 2 buildings.		0.34

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#26 MR	Multiple	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>		
Wilson El Sch		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		

Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	7 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
Students are in separate buildings and not seen at the same time.		0.04

<b>Building Name</b>		
McKee El Sch		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	7 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
Students are in separate buildings and not seen at the same time.		0.02

<b>Building Name</b>		
West Allegheny SHS		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	7 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
Students are in separate buildings and not seen at the same time.		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#25 AC	Secondary	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>		
West Allegheny SHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not educated in the same instructional periods.		0.33

<b>Building Name</b>		
West Allegheny SHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not educated during the same instructional periods.		0.12

<b>Building Name</b>		
West Allegheny SHS		
<b>Support Type</b>		



Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not educated during the same instructional periods.		0.12

<b>Building Name</b>		
West Allegheny SHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Student is educated in the regular education classroom with supports.		0.05

<b>Building Name</b>		
West Allegheny SHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not educated during the same instructional periods.		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#24 TK	Secondary	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>		
West Allegheny SHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.33

<b>Building Name</b>		
West Allegheny SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
West Allegheny SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#23 LC	Secondary	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>		
West Allegheny SHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
West Allegheny SHS		

<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
West Allegheny SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#22 LB	Secondary	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>		
West Allegheny SHS		
<b>Support Type</b>		
Autistic Support		

<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>Building Name</b>		
West Allegheny SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
West Allegheny SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#21 BC	Secondary	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>		
West Allegheny SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
All students are educated in the regular education classroom with supports.		0.04

<b>Building Name</b>		
West Allegheny SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
All students are educated in the regular education classroom with supports.		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#20 AK	Secondary	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>		
West Allegheny SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		26
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.52

<b>Building Name</b>		
West Allegheny SHS		
<b>Support Type</b>		
Blind And Visually Impaired Support		
<b>Support Sub-Type</b>		
Blind And Visually Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
West Allegheny SHS		
<b>Support Type</b>		

Physical Support		
<b>Support Sub-Type</b>		
Physical Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#19 KB	Secondary	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>		
West Allegheny SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
West Allegheny SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		



Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#18 CS	Secondary	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>		
West Allegheny MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
Life Skills classroom grades 6-8. Students are not included in the same instructional groupings.		0.2

<b>Building Name</b>		
West Allegheny MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
Life Skills classroom grades 6-8. Students are not included in the same instructional groupings.		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#17 AO	Secondary	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>		
West Allegheny MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
West Allegheny MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
West Allegheny MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#16 JH	Secondary	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>		
West Allegheny MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>

	0.17
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<b>Building Name</b>		
West Allegheny MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
West Allegheny MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
West Allegheny MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)	1	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.05	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#15 LP	Secondary	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>		
West Allegheny MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>Building Name</b>		
West Allegheny MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
West Allegheny MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
West Allegheny MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#14 HC	Secondary	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>		
West Allegheny MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
West Allegheny MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
West Allegheny MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
West Allegheny MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#13 EC	Secondary	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>		
West Allegheny MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13



<b>Age Range Justification</b>	<b>FTE %</b>
	0.17

<b>Building Name</b>		
West Allegheny MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#12 BL	Secondary	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>		
West Allegheny MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
West Allegheny MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
West Allegheny MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
West Allegheny MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#11 KT	Elementary	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>		
Donaldson Elem Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Donaldson Elem Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12

<b>Age Range Justification</b>	<b>FTE %</b>
	0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#10 CR	Elementary	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>		
Donaldson Elem Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Donaldson Elem Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Donaldson Elem Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Donaldson Elem Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#9 EQ	Elementary	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>		
Donaldson Elem Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Donaldson Elem Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Donaldson Elem Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	6 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Donaldson Elem Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#8 JR	Elementary	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>		
Wilson El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>

	0.12
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<b>Building Name</b>		
Wilson El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Wilson El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#7 KK	Elementary	Full-time (1.0)	06/08/2022 01:25 PM



<b>Building Name</b>		
Wilson El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Life Skills classroom grades 2-5. Students are not included in the same instructional groupings.		0.75

<b>Building Name</b>		
Wilson El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Life Skills classroom grades 2-5. Students are not included in the same instructional groupings.		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#6 DS	Elementary	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>
Wilson El Sch

<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>Building Name</b>		
Wilson El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Wilson El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>

	0.14
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<b>Building Name</b>		
Wilson El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#5 TW	Elementary	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>		
Wilson El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Wilson El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Wilson El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Wilson El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	6 to 8
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.04	

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
#4 HK	Elementary	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>		
McKee El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
All students are educated in the regular education classroom with supports.		0.17

<b>Building Name</b>		
McKee El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 12
<b>Age Range Justification</b>		<b>FTE %</b>

Student is educated in the regular education classroom with supports.	0.02
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<b>Building Name</b>		
McKee El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not educated within the same time period.		0.05

<b>Building Name</b>		
McKee El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not included in the same instructional groupings.		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#3 HN	Elementary	Full-time (1.0)	06/08/2022 01:27 PM

<b>Building Name</b>		
McKee El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
McKee El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
McKee El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
McKee El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#2 ST	Elementary	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>		
McKee El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>



	0.08
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<b>Building Name</b>		
McKee El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
McKee El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
#1 LW	Elementary	Full-time (1.0)	06/08/2022 01:25 PM

<b>Building Name</b>		
McKee El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
McKee El Sch		
<b>Support Type</b>		
Physical Support		
<b>Support Sub-Type</b>		
Physical Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Wilson El Sch		110
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 0 inches x 22 feet, 6 inches	742sqft	26
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		
Wilson 110.pdf		

### 1Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Wilson El Sch		116
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 0 inches x 23 feet, 0 inches	759sqft	27
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		
Wilson 116.pdf		

2 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Wilson El Sch		122
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
16 feet, 0 inches x 27 feet, 0 inches	432sqft	15
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		
Wilson 122.pdf		

3 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Wilson El Sch		125
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 0 inches x 23 feet, 0 inches	713sqft	25
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		
Wilson 125.pdf		

#### 4Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Wilson El Sch		126
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 0 inches x 22 feet, 0 inches	748sqft	26
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		

5 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
West Allegheny MS		240
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 29 feet, 0 inches	841sqft	30
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		
MS 240.pdf		

6 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
West Allegheny MS		219
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		
MS 219.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
West Allegheny MS		210
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 13 feet, 0 inches	364sqft	13
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		

MS 210.pdf

8 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
West Allegheny MS		211
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		
MS 211.pdf		

9 Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
West Allegheny MS		203
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 29 feet, 0 inches	841sqft	30
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		
MS 203.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
McKee El Sch		F08
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 30 feet, 0 inches	840sqft	30
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		

McKee F08.pdf

11 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
McKee El Sch		B05-06
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 15 feet, 0 inches	375sqft	13
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		
McKee B05-06.pdf		

12 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
McKee El Sch		Comp Lab
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 0 inches x 24 feet, 0 inches	792sqft	28
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		
McKee Comp Lab.pdf		

13Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
McKee El Sch		F03
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 21 feet, 0 inches	525sqft	18
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		

McKee F03.pdf

14 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
McKee El Sch		F02
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 6 inches x 35 feet, 0 inches	787sqft	28
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		
McKee F02.pdf		

15 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Donaldson Elem Sch		D112
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 5 inches x 27 feet, 0 inches	578sqft	20
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		
Donaldson D112.pdf		

16Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Donaldson Elem Sch		D208
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 6 inches x 28 feet, 0 inches	574sqft	20
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		

## 17 Assurance Check

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

Building Name		Room #
Donaldson Elem Sch		C108
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 6 inches x 28 feet, 0 inches	574sqft	20
Implementation Date		
2022-06-08		
Uploaded Files		
Donaldson C108.pdf		

## 18 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Donaldson Elem Sch		C208
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 6 inches x 28 feet, 0 inches	574sqft	20
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		
Donaldson C208.pdf		

19Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
West Allegheny SHS		B214
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 27 feet, 0 inches	648sqft	23
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		

20 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
West Allegheny SHS		B219
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 35 feet, 0 inches	840sqft	30
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		
HS Spec Ed Rooms.pdf		

21 Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
West Allegheny SHS		C111
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 24 feet, 6 inches	588sqft	21
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		
HS Spec Ed Rooms.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
West Allegheny SHS		C119
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 6 inches x 26 feet, 0 inches	637sqft	22
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		

23 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
West Allegheny SHS		B101
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		
HS Spec Ed Rooms.pdf		

24 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
West Allegheny SHS		C103
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 26 feet, 6 inches	636sqft	22
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		
HS Spec Ed Rooms.pdf		

25Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
West Allegheny SHS		C110
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 26 feet, 6 inches	636sqft	22
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		

26 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
West Allegheny SHS		C116
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 33 feet, 0 inches	759sqft	27
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		
HS Spec Ed Rooms.pdf		

27 Assurance Check

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



## Special Education Support Services

### 28Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
School Psychologist	1.0	District Wide	District
School Psychologist	1.0	District Wide	District
Paraprofessionals	37	District Wide	District
Guidance Counselor	9	District Wide	District
Physical Therapist	1.0	District Wide	Contractor
Occupational Therapist	1.0	District Wide	Contractor
Director of Special Education	1.0	District Wide	District
Social Worker	2	District Wide	District

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
Teacher training on characteristics of autism, sensory processing, classroom interventions			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Erica Cicero & Meredith Gillo		2022-2023; 2023-2024; 2024-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	2	District Other	General Education Teachers Other

<b>Description of Training</b>			
Understanding Autism from a Student Perspective			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Tammy Adams with Student Presenters		2022-2023; 2023-2024; 2024-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	2		Paraprofessionals

### Positive Behavior Support

<b>Description of Training</b>			
Behavior Management			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Erica Cicero/Meredith Gillo, School Psychologists		2022-2023; 2023-2024; 2024-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	Other	Special Education Teachers

## Paraprofessional

Description of Training			
Monthly Paraprofessional Hour			
Lead Person/Position		Year of Training	
Tammy Adams		2022-2023, 2023-2024, 2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	9 per school year	District	Paraprofessionals

Description of Training			
Comprehensive Crisis Management for the Para			
Lead Person/Position		Year of Training	
Erica Cicero/UPMC		2022-2023, 2023-2024, 2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District Other	Paraprofessionals

## Transition

Description of Training			
Next Steps in Secondary Transition			
Lead Person/Position		Year of Training	
Tammy Adams/Allegheny Intermediate Unit		2022-2023; 2023-2024; 2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	Special Education Teachers Other



## Science of Literacy

Description of Training			
Lexia Training			
Lead Person/Position		Year of Training	
Shana Nelson		2022-2023; 2023-2024; 2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	District	General Education Teachers Special Education Teachers

Description of Training			
Accelerating ELA			
Lead Person/Position		Year of Training	
Lisa Yonek		2022-2023; 2023-2024; 2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	Intermediate Unit	General Education Teachers Special Education Teachers

Description of Training			
ELA Curriculum Planning			
Lead Person/Position		Year of Training	
Lisa Yonek		2022-2023; 2023-2024; 2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	General Education Teachers Special Education Teachers

Description of Training	
Instruction in English Language Arts	
Lead Person/Position	Year of Training
Lisa Yonek	2022-2023; 2023-2024; 2024-2025

Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit	General Education Teachers Special Education Teachers

Description of Training			
Reading Horizons			
Lead Person/Position		Year of Training	
Lisa Yonek		2022-2023; 2023-2024; 2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
3.5	2	Intermediate Unit	General Education Teachers Special Education Teachers

### Parent Training

Description of Training			
Mental Health Awareness and Lived Experience			
Lead Person/Position		Year of Training	
Listen Lucy/NAMI		2022-2023; 2023-2024; 2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	3 (1 per year)	Other	Parents

Description of Training			
The Special Education Process			
Lead Person/Position		Year of Training	
Tammy Adams/Meredith Gillo/Erica Cicero		2022-2023; 2023-2024; 2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	3 (1 per school year)	District	Parents

<b>Description of Training</b>			
Suicide Awareness			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Meredith Gillo/Erica Cicero		2022-2023; 2023-2024; 2024-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	3 (1 per school year)	District	Parents

<b>Description of Training</b>			
Mental Health Awareness and Intervention			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Meredith Gillo/Erica Cicero		2022-2023; 2023-2024; 2024-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	3 (1 per school year)	District	Parents

### IEP Development

<b>Description of Training</b>			
Progress Monitoring			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Tammy Adams		2022-2023; 2023-2024; 2024-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	Other	Special Education Teachers Other

<b>Description of Training</b>			
IEP Writer Training			

<b>Lead Person/Position</b>		<b>Year of Training</b>	
IEP Writer Trainers		2022-2023; 2023-2024; 2024-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	2	Other	Special Education Teachers Other

<b>Description of Training</b>			
MDE Process			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Erica Cicero/Meredith Gillo, Psychologists		2022-2023; 2023-2024; 2024-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	2	District	Building Administrators General Education Teachers Special Education Teachers

### Student Relationships

<b>Description of Training</b>			
Understanding Student Perspectives & Building Relationships			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Erica Cicero/Meredith Gillo, School Psychologists		2022-2023; 2023-2024; 2024-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	2	District	General Education Teachers Special Education Teachers

### Mental Health

<b>Description of Training</b>
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Understanding Student Perspectives & Building Relationships			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Erica Cicero/Meredith Gillo, School Psychologists		2022-2023; 2023-2024; 2024-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	2	District	General Education Teachers Special Education Teachers

### Low Incidence Disabilities

<b>Description of Training</b>			
Understanding Student Perspectives & Building Relationships			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Erica Cicero/Meredith Gillo, School Psychologists		2022-2023; 2023-2024; 2024-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	2	District	General Education Teachers Special Education Teachers

## Signatures & Affirmations

Approval Date

Uploaded Files

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- 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.
- The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

Date

