

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 706
School District Total Student Enrollment 5431
Percent of Students Receiving Special Education 13

Steering Committee

Name	Position/Role	Building	Email
Heather Doyle	Director of Special Education	Mt Lebanon SD	hdoyle@mtlsd.net
Tina Beer	Other	Mt Lebanon SD	tbeer@mtlsd.net
Michael Houck	Other	Mt Lebanon SD	mhouck@mtlsd.net
Sarah Shaw	Building Principal	Mellon MS	sshaw@mtlsd.net
Daniel Ridge	Parent	Mt Lebanon SHS	dridge@mtlsd.net
Jodi Dunlap	Special Education Teacher	Mt Lebanon SHS	jdunlap@mtlsd.net
Crystal Hinton	Special Education Teacher	Foster El Sch	chinton@mtlsd.net

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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

Mt. Lebanon School District does not currently serve as a host for 1306 facility. In the event that a 1306 facility would locate within the District, Mt. Lebanon School District would fully comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under Section 1306 of the Public School Code as outlined in the BEC: Educational Programs for Students in Non-Educational Placements 22 PA. Code Section 14.102. The host school district is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. During the student's tenure in the children's institution, the host school district must ensure that: all students have access to education; students with disabilities receive FAPE in accordance with their IEPs or Service Agreements; and all mandated procedural protections are provided. Host and resident school districts may agree in writing to a different arrangement for the division of educational and procedural responsibilities for students identified as IDEA eligible, but they must receive approval from PDE after notice to and an opportunity for comment by the parents/guardians of the student. For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host school district must consider the educational placement options to educate the student in the host school district's public schools. If the host school district and parent through the IEP or Service Agreement process determine that an alternative educational setting will appropriately address the student's educational needs, the host school district is responsible for providing the student with FAPE and any needed special education or services consistent with Chapter 14 and the IDEA or with Chapter 15 and Section 504 of the Rehabilitation Act of 1973. For students eligible for services under Chapter 14, this means the host school district is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. If the student has an IEP from the previous school district, the host school district must without delay convene an IEP meeting to determine whether the child's IEP should be revised, whether the student can be educated in the public schools of the host school district, or whether some other placement option is appropriate for the child. If the child's parent/guardian cannot attend the IEP meeting in person, the host school district must take steps to ensure that the parent/guardian is included in the IEP meeting, including informing the parent/guardian they can participate through a teleconference call or other appropriate means in the same way the host school district would facilitate the participation of the parent/guardian of its resident children. The child must receive services comparable to those in the existing IEP until a new IEP is developed. The host school district is responsible for monitoring the educational progress and reviewing educational services for the student on a continuous basis and at least as often as report cards are issued. The host school district is also responsible for maintaining contact with the resident school district with respect to the student's placement and progress.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
A representative from the Mt. Lebanon School District serves as the point of contact for the 1306 facility and attends all IEP meetings for the

District student attending the 1306 facility. The District representative ensures that the 1306 facility has the information and documentation necessary to inform decision making regarding the student's services and placement. The District representative also makes sure that they receive a copy of the student's IEP and quarterly progress reports to ensure that the District is kept up to date regarding the student's progress. The District representative remains in regular contact with the host district in order to keep informed of the host district's plans for educating the student and to provide input and advice with regard to the education of the student. Host and resident school districts may agree in writing to a different arrangement for the division of educational and procedural responsibilities for students identified as IDEA eligible, but they must receive approval from PDE after notice to and an opportunity for comment by the parents/guardians of the student. To facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility to the District, the District would contact the host school district to prepare for the student's discharge from the institution at least two weeks prior to the student's planned discharge from the residential program. The District would then arrange for a transition IEP meeting with the family and student, as appropriate, to plan for the student's return to the District. At the transition IEP meeting, the team reviews the current IEP, IEP progress monitoring data, input from the host district and family, any possible revisions to the IEP, and a plan for returning to the District that provides the supports necessary to ensure a successful transition.

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).
Presently, there are no facilities for incarcerated youth located within the Mt. Lebanon School District. If an adult correctional facility existed within the District, any student who is incarcerated who may be eligible for special education services will be located, identified, evaluated, and, if deemed eligible, will be offered a free appropriate public education (FAPE). Procedures for locating students who could possibly be eligible for special education services would include locating existing educational records. If the student has never been identified as eligible for special education services, then the records would be reviewed by Mt. Lebanon School District to determine if the student should be referred for a multidisciplinary evaluation to determine eligibility for special education. The District in collaboration with the educational provider would ensure that special education laws are followed. If necessary, the District will contract for appropriate services through the Allegheny Intermediate Unit to ensure that the student receives FAPE. Upon notification that a Mt. Lebanon School District student has been incarcerated and may be eligible for special education services within a local correctional facility, the District will contact the host school district. The Mt. Lebanon School District will send an LEA representative to the IEP meeting and ensure that FAPE is provided to the student. The Allegheny Intermediate Unit provides the Alternative Education Program (AEP) which is a county-wide system of education that provides instruction, counseling, and advocacy for children and youth in detention centers, jails, juvenile institutions, child welfare shelters, and community-based learning centers. The Detention Education System offers students an opportunity to continue their education pending a court disposition. Schools are operated in the Shuman Detention Center, Auberle, and the Allegheny County Jail. Additionally, the Regional Alternative Support Program provides half or full-day alternative education for disruptive youth who are temporarily suspended from their home district. Students have the opportunity to earn letters of attendance and grades towards their academic goals.

Least Restrictive Environment

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

The Mt. Lebanon School District ensures that children with disabilities are educated in the least restrictive environment by adhering to the evaluation, IEP, and placement procedures outlined in the IDEA and Pennsylvania Chapter 14, Special Education Programs and Services. The 2019-2020 Special Education Data Report for Mt. Lebanon School District indicates that 69.4% of students with IEPs are inside the regular classroom at least 80% of the regular school day. This figure is 2.7% higher than in 2017-2018 and 7.9% higher than the state average for the percentage of students with IEPs included within the regular education classroom for at least 80% of the school day, which is 61.5%. The percentage of students with IEPs in the district that are inside the regular class less than 40% of the day is 4.9%, which is 4.7% lower than the state average of 9.6% for the percentage of students inside the regular classroom less than 40%. There are 3.5% of students with IEPs within the District that receive special education services in other settings, which is 1.3% lower than the state average of 4.8% for the percentage of students with disabilities receiving special education services in other settings. Educating students within the general education classroom with supplementary aids and services is always the first consideration for the provision of special education services, and including students with disabilities within the general education classroom where they are able to be educated and receive services alongside their non-disabled peers for the greatest amount of time possible is always the goal of the District. Accordingly, an area of growth for the district is to continue to increase the percentage of students with IEPs receiving special education inside the regular/general education classroom for 80% or more of the school day. Another goal for the District with regard to LRE would be to continue to decrease the percentage of students receiving special education services in settings outside of the district.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

The District utilizes data from formative assessments, classroom assessments, and progress monitoring to inform the level of support students need in the general education classroom. Instructional support teams are in place at the elementary level and both of the middle schools utilize a teaming model, which allows for common planning time daily amongst all teachers on the team. These opportunities for collaboration provide time with the core building team members including school counselors, school psychologists, and special education teachers to discuss instructional practices and interventions. A co-teaching model where a special education teacher is in the classroom partnering with the general education teacher is utilized as appropriate. Paraprofessional support is also provided as a means for ensuring students receive the accommodations they need to be successful in the general education classroom.

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

The District has arranged for educators to participate in trainings provided by PaTTAN and the Allegheny Intermediate Unit focusing on topics such as co-teaching, differentiated instruction, classroom management, universal design for learning, and the provision of supplementary aids and services within the general education classroom. The Allegheny Intermediate Unit's Training and Consultation (TaC) Team consultants have provided ongoing training and consultation within the district regarding co-teaching to special education teachers and general education teachers. There has also been ongoing consultation from the AIU TaC consultations regarding the differentiation of math instruction utilizing the concrete representational abstract method as well as assistive technology supports. The District employs two full-time inclusion specialists to assist both regular and special education staff in the development of inclusion practices and classroom management that address

differentiation of instruction, as well as research-based behavioral interventions. The four District school psychologists provide additional consultation to school personnel for maintaining a systems approach to school-wide behavioral support and student-centered planning based on comprehensive evaluations. Training sessions include a review of supplementary aids and services and the implementation of services in the least restrictive environment (LRE) in order to provide FAPE. The Mt. Lebanon School District has adopted the Credential of Competency for special education paraeducators which provides the mandated 20 hours per year and ensures our paraeducators meet the state qualifications in all ten identified standards. The paraeducators are instrumental in students maintaining membership in the general education environment. The District employs two full-time inclusion specialists/transition coordinators to facilitate and support the delivery of supplementary aids and services to ensure students receive a free and appropriate education in the LRE. The inclusion specialists work closely with building administrators, general and special education teachers, and parents; serve as liaisons to outside agencies; and provide technical assistance related to LRE.

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

The Mt. Lebanon School District has actively pursued opportunities to establish authentic nonacademic and extracurricular activities that support and encourage the participation of children with disabilities in with their neurotypical peers. The Best Buddies Program, which is now referred to as the Lebo Stars Program, was established at the high school during the 2005-2006 school year, promotes friendships through participation in school sponsored activities. Typical peers become buddies of a child with a disability by attending/participating together in school dances, attending sporting events, etc. At the middle school and elementary level, students are provided with opportunities to participate in clubs, variety shows, choir, orchestra, band, sports, and all extracurricular opportunities available to all students attending the school. At the high school level, all students are provided a list of school sponsored clubs and activities, along with an invitation to attend an activity/club fair held every fall in the high school's center court. Students/families attending out of district placements have also been provided the list of clubs and activities. The high school also staffs a student activity center available to all students throughout the day which promotes and supports student involvement in school wide activities. Students with disabilities are provided the same opportunities to participate in academic, nonacademic, or extracurricular activities. IEP teams ensure meaningful participation of students with disabilities in extracurricular activities by engaging in conversation at IEP meetings regarding the student's participation in extracurricular activities and what supports may be necessary in order for the student to participate. Many of our students independently participate in District activities such as athletics and the arts; however, if it is determined that supplementary aids and services are necessary in order to participate in extracurricular activities, the District would provide the supports deemed necessary by the IEP team which could include assistance from a paraprofessional, specialized meals, and accessible transportation. Several of the District's special education teachers service as coaches and sponsors of events/activities and they encourage participation of students with IEPs. If support is necessary for a student to participate in an extracurricular activity, the District ensures that the appropriate support is readily provided to allow the student to participate in the activity. An example of this would be the provision of paraeducator support to provide a student with extra supervision, repetition of directions, and more guidance allowing them to successfully participate in cross country. The District also provides training to coaches and other adults supervising or advising activities so that they are aware of the supports that the student needs to participate in the extracurricular activity. In response to indicator 13, IEP teams for students 14 years and older, include as a part of the discussion related to Independent Living outcomes,

nonacademic and extracurricular activities available to all students. If a student expresses an interest in participation, the IEP team will identify and put into place supplemental aids and services necessary for meaningful student involvement.

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 student’s IEP team makes a determination of placement that is most appropriate in supporting students in the LRE to make meaningful progress on IEP goals and core academic standards. Placements are based on the continuum of special education services to meet the student’s needs and on the nature and severity of the disability. All students placed in private institutions are eligible to participate in district-led extracurricular activities in accordance with district policy. Students attending private institutions who are eligible for participation in extracurricular activities are provided with necessary supports including but not limited to collaboration, paraprofessional support, adaptive equipment, assistive technology, sensory support, transportation from the private institution to the location of the activity, and environmental adaptations. Students are notified through the district website, newsletters, emails, and district social media outlets. Participation in district-led extracurricular activities is discussed at the student’s IEP meeting, and information regarding extracurricular activities is often provided to the student and their family at those meetings.

6. Discuss the district’s need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

The Mt. Lebanon School District benefits from the ongoing consultation, training, and technical assistance from PaTTAN and the Allegheny Intermediate Unit with regard to increasing the District’s capacity to expand the programs and services available to students. In response to the needs of students, the District has been gradually expanding programming available for students within our life skills support program. The District has also substantially increased the number of paraprofessionals over the past five years in order to provide more support to students within the general education classroom. An area of growth for the District is increasing the consistency with which district-wide initiatives such as Positive Behavior Interventions and Supports, Social-Emotional Learning, and Multi-Tiered Systems of Supports are implemented.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
The Day School at the Children's Institute	Approved Private School (APS)		The Children's Institute	Multiple Disabilities Support	1
CITY Connections	Other	Post-Secondary Transition Program	Pittsburgh Public Schools	Life Skills Support	1

CITY Connections	Other	Post-Secondary Transition Program	Pittsburgh Public Schools	Learning Support	1
ACLD Tillotson School	Approved Private School (APS)		ACLD Tillotson School	Learning Support	5
The University School	Licensed Private Academic		The University School	Emotional Support	2
Watson Institute Friendship Academy	Approved Private School (APS)		Watson Institute	Emotional Support	1
The Pathfinder School	Licensed Private Academic		Allegheny Intermediate Unit	Multiple Disabilities Support	2
The Pathfinder School	Licensed Private Academic		Allegheny Intermediate Unit	Autistic Support	1
The Pathfinder School	Licensed Private Academic		Allegheny Intermediate Unit	Life Skills Support	4
St. Anthony Post-Secondary Transition Program	Other	Post-Secondary Transition Program	St. Anthony Programs and Duquesne University	Life Skills Support	1
UPMC Project SEARCH	Other	Post-Secondary Transition Program	UPMC and Goodwill SWPA	Autistic Support	1
DePaul School for Hearing and Speech	Approved Private School (APS)		DePaul School for Hearing and Speech	Deaf and Hard of Hearing Support	1
WISCA School for Autism	Licensed Private Academic		Watson Institute	Autistic Support	3
Watson Education Center - South	Approved Private School (APS)		Watson Institute	Autistic Support	5
Wesley K-8 School	Approved Private School (APS)		Wesley Family Services	Emotional Support	1
Wesley High School	Approved Private School (APS)		Wesley Family Services	Emotional Support	2
The Bradley School	Licensed Private Academic		The Bradley Center	Emotional Support	4

Easterseals of Western and Central Pennsylvania - South	Approved Private School (APS)		Easterseals	Autistic Support	1
Western PA School for Blind Children	Approved Private School (APS)		Western PA School for Blind Children	Multiple Disabilities Support	1

Positive Behavior Support

Date of Approval

1994-02-21

Uploaded Files

IGBJ_Behavior_Support_for_Stdents_with_Disabilities.pdf

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

The District reviews data related to the social-emotional and behavioral needs of students, such as office discipline referral data, to determine if programmatic and systems-level changes need to occur. As a result of data reviewed in previous school years, buildings have initiated the implementation of school-wide Positive Behavior Interventions and Supports (PBIS). In response to needs indicated through data, the District added an additional Emotional Support classroom at the middle school level several years ago. Additionally, in order to meet the social and emotional needs of students, the District increased social work services from Wesley Family Services by 60 percent and increased the number of elementary school counselors to allow for a counselor to be at each elementary school every day in an effort to more effectively address the social-emotional and behavioral needs of our students and equip them with the skills necessary to successfully manage their emotions and make better choices that do not result in disciplinary action. Four full-time certified school psychologists are employed by the Mt. Lebanon School District. The school psychologists are responsible for conducting comprehensive evaluations for students referred for an evaluation and providing psychological counseling as needed and appropriate. The Mt. Lebanon School District ensures all students with disabilities have access to school counseling services through building-based counselor(s) at each of the ten school buildings. Additional consultation for specific student needs has included the Allegheny Intermediate Unit, PaTTAN, The Watson Institute, Wesley Spectrum Services and private psychiatric and psychological service providers in private practice. For students placed in out-of-district programs, the District collaborates with appropriate staff to ensure psychological counseling services are provided to students, as needed.

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.

District educators and administrators have participated in training focusing on Positive Behavior Interventions and Supports (PBIS) and behavior management strategies provided by organizations specializing in such training including PaTTAN, the Allegheny Intermediate Unit, and Wesley Family Services. The two inclusion specialists employed by the District maintain certification as trainers of trainees in the Crisis Prevention Institute (CPI) Program and Comprehensive Crisis Management. The District adheres to CPI program suggested best practices and provides initial and recertification training within all buildings. Each building has a team trained to implement CPI, should a student need crisis response and de-escalation procedures. The District's inclusion specialists are available to assist teams in the use of de-escalation procedures and to ensure positive behavior supports are implemented. In collaboration with the Allegheny Intermediate Unit, the District provides ongoing training regarding positive behavior interventions and supports to teachers, support staff members, and administrators. The District contracts with local mental health service providers should a student require intensive support.

3. Describe the district positive school wide support programs.

The foundation for addressing problem or unexpected behavior within the Mt. Lebanon School District is based on Positive Behavior Interventions and Supports (PBIS) for students. Significant attention is devoted to teaching all students appropriate or expected behaviors and providing more intensive teaching and positive reinforcement of those expected behaviors to students who need a more rigorous level of intervention. Teachers are encouraged to contact and collaborate with parents to address student behavior. Each building has a code of conduct that addresses student responsibilities and also outlines expected behaviors. In addition to the building level code of conduct, each classroom teacher is responsible for establishing classroom expectations. School counselors are available to assist in the development of classroom lessons and student-specific interventions as needed. Counselors also provide small-group sessions for students around various topics, depending on the needs of the students, as well as individual counseling for students in need of more intensive support. The District's two inclusion specialists are available to support building staff and provide training to support the implementation of positive behavior supports for all students. The inclusion specialists are also available to support students who have individual positive behavior support plans. Positive Behavior Supports Plans for students with IEPs are included in the IEP document.

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

The District utilizes school-based social-emotional and behavioral support teams, such as the Student Assistance Program at all schools to problem solve and provide appropriate social-emotional and behavioral interventions for all students. The Olweus program is implemented at the elementary and middle school levels, and elementary school counselors and special education teachers implement the Second Step social-emotional learning program. School counselors at the middle school and elementary school levels provide class-wide lessons targeting social-emotional learning and behavioral health strategies and skills to all students. School counselors also provide small group lessons and short-term individual counseling to students that require more targeted and intensive supports. School psychologists are available at all buildings for consultation and more individualized social-emotional and behavioral support to students.

5. Describe the district restraint procedure.

Research-based practices and the use of restraints only as a last resort and only after other less restrictive measures have been used is referenced in the Objective section of the District's Behavior Support For Students With Disabilities Policy. School district personnel are trained in the Crisis Prevention Institute (CPI) nonviolent crisis intervention program. The District adheres to CPI program suggested best practices and provides initial and recertification trainings within all buildings in the District. The special education teacher or a staff member on the crisis response team who is certified in CPI, follows the CPI "COPING" model when debriefing with a student after a restraint technique is utilized. This is another opportunity for teachers to teach, model, practice, and role play socially acceptable alternative skills. Restraints are used as a measure of last resort, only after other less restrictive measures have been used. Restraints must be documented in all IEPs when the IEP team agrees that restraints may be necessary, along with the type(s) that may be used. Restraints may only be included in a student's IEP when the restraint is utilized with specific component elements of positive behavior support and used in conjunction with the teaching of socially acceptable alternative skills to replace the problem behavior. When restraints are used, the student is examined by a school nurse, the district must notify the parent/guardian the day that the restraint occurs and hold an IEP meeting within ten days. All written documentation and special education documents are sent to the special education department for filing and documentation in the Leader Services RISC system. It is the procedure in the Mt. Lebanon School District to encourage parents/guardian to attend an IEP meeting to discuss the behavior, the rationale to use restraints, analyze all data regarding the child's behavior, and make changes to the PBSP and IEP, if needed. The District

collaborates with out-of-district programs to ensure the use of restraints in an out-of-district program meets the requirements of the District policy and PA school code.

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.

Measures to maintain the student in District programs are exhausted before considering placement of the student outside of the District. The IEP team is charged with ensuring District programs have been utilized and determining if the student requires services beyond what is available in the District. The Mt. Lebanon School District utilizes the interagency approach to resolve and locate educational placements and services for hard-to-place students with disabilities. Interactions with the Allegheny Intermediate Unit and appropriate agencies such as mental health/mental retardation services, children, youth, and family services, juvenile probation, and services from private consultants are accessed in order to locate the appropriate placement for the student. The District ensures parent participation is secured as part of the interagency approach. The IEP team and representatives from appropriate agencies attempt to bring services, such as wraparound services, to the student prior to placing the student in a program outside of the District. A complete reevaluation that may include a Functional Behavior Assessment is conducted prior to a change in the student's educational placement. The District's experience indicates there are out-of-district placements available for students. However, the intake process for some out-of-district mental health placements may prevent a timely enrollment in a program needed by the student. Although the District is successful in securing placements for the majority of high need students, for those few occasions when an appropriate placement is not immediately available, the District will consider the following placing students on a waiting list for recommended placement; collaborating with interagency services to provide more intensive support such as wraparound services; employing additional support personnel on a short term basis in the school setting; collaborating with interagency services to assist families in securing services available in the home; placing a student in an alternate placement with additional supports and services; and contacting the District's local interagency liaisons through the Allegheny Intermediate Unit, PaTTAN and/or the Bureau of Special Education. The District continues to expand services by contracting with a regional entity that provides mental health services through the provision of licensed school social workers. The social workers work closely with district staff and parents to implement interventions and social-emotional support services in the student's educational placement within the District. The social workers also assist with the placement of students in out-of-district programs as well as the transition of the student back to the District.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JV1	Elementary	Full-time (1.0)	05/18/2022 06:42 AM

Building Name		
Washington El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		53
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Caseload includes students in grades K-5. Students with an age difference of 2 years and greater are never in the same instructional group or in the classroom at the same time.		0.82

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KP1	Elementary	Full-time (1.0)	05/18/2022 06:39 AM

Building Name
Washington El Sch
Support Type
Emotional Support
Support Sub-Type
Emotional Support

Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.04

Building Name		
Washington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Caseload includes students in grades K-5. Students with an age difference of 2 years and greater are never in the same instructional group or in the classroom at the same time.		0.42

Building Name		
Washington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %

	0.1
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Building Name		
Washington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 90
Age Range Justification		FTE %
Caseload includes students in grades K-5. Students with an age difference of 2 years and greater are never in the same instructional group or in the classroom at the same time.		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KM3	Elementary	Full-time (1.0)	05/18/2022 06:33 AM

Building Name		
Washington El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11

Age Range Justification	FTE %
	0.12

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

Building Name		
Washington El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.08

Building Name		
Mt Lebanon SHS		
Support Type		
Life Skills Support		
Support Sub-Type		

Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JG1	Secondary	Full-time (1.0)	05/18/2022 06:29 AM

Building Name		
Mt Lebanon SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	5 to 5
Age Range Justification		FTE %
		0.12

Building Name		
Washington El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	8 to 8
Age Range Justification		FTE %
		0.07

Building Name		
Washington El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	6 to 7
Age Range Justification		FTE %
		0.25

Building Name		
Washington El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	6 to 7
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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AV1	Secondary	Full-time (1.0)	05/18/2022 06:25 AM
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Building Name		
Mt Lebanon SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.13

Building Name		
Mt Lebanon SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KT1	Secondary	Full-time (1.0)	05/18/2022 06:23 AM

Building Name		
Mt Lebanon SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.26

Building Name		
Mt Lebanon SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SS1	Secondary	Full-time (1.0)	05/18/2022 06:21 AM

Building Name		
Mt Lebanon SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.26

Building Name		
Mt Lebanon SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RS1	Secondary	Full-time (1.0)	05/18/2022 06:18 AM

Building Name

Mt Lebanon SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.32

Building Name		
Mt Lebanon SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS1	Secondary	Full-time (1.0)	05/18/2022 06:16 AM

Building Name		
Mt Lebanon SHS		
Support Type		

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 18
Age Range Justification		FTE %
		0.12

Building Name		
Mt Lebanon SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.24

Building Name		
Mt Lebanon SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %

	0.35
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
VN1	Secondary	Full-time (1.0)	05/17/2022 06:04 AM

Building Name		
Mt Lebanon SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 18
Age Range Justification		FTE %
		0.08

Building Name		
Mt Lebanon SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.38

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SN2	Secondary	Full-time (1.0)	05/17/2022 06:01 AM

Building Name		
Mt Lebanon SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.15

Building Name

Mt Lebanon SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DM1	Secondary	Full-time (1.0)	05/17/2022 05:57 AM

Building Name		
Mt Lebanon SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.34

Building Name		
Mt Lebanon SHS		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.15

Building Name		
Mt Lebanon SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.02

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

	0.1
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KM2	Secondary	Full-time (1.0)	05/17/2022 05:53 AM

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

Building Name		
Mt Lebanon SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TK1	Secondary	Full-time (1.0)	05/17/2022 05:50 AM

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

Building Name		
Mt Lebanon SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.24

Building Name

Mt Lebanon SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RD1	Secondary	Full-time (1.0)	05/17/2022 05:46 AM

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

Building Name		
Mt Lebanon SHS		
Support Type		

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JD1	Secondary	Full-time (1.0)	05/17/2022 05:42 AM

Building Name		
Mt Lebanon SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.04

Building Name		
Mt Lebanon SHS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.28

Building Name		
Mt Lebanon SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SN1	Secondary	Full-time (1.0)	05/17/2022 05:37 AM

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

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.1

Building Name		
Mellon MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KM1	Secondary	Full-time (1.0)	05/17/2022 05:37 AM

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

Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.2

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MH1	Secondary	Full-time (1.0)	05/17/2022 05:31 AM

Building Name	
Mellon MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	6

Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.12

Building Name		
Mellon MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DD1	Secondary	Full-time (1.0)	05/17/2022 05:26 AM

Building Name		
Mellon MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range

School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.06

Building Name		
Mellon MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AB2	Secondary	Full-time (1.0)	05/17/2022 05:23 AM

Building Name		
Mellon MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %

	0.12
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Building Name		
Mellon MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DB1	Secondary	Full-time (1.0)	05/17/2022 05:21 AM

Building Name		
Mellon MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.22

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MB1	Secondary	Full-time (1.0)	05/17/2022 05:19 AM

Building Name		
Mellon MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.33

Building Name

Mellon MS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IS1	Elementary	Full-time (1.0)	05/17/2022 05:39 AM

Building Name		
Markham El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
Caseload includes students in grades K-5. Students with an age difference of 2 years and greater are never in the same instructional group or in the classroom at the same time.		0.28

Building Name		
Markham El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.25

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

Building Name		
Markham El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load

Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WM1	Elementary	Full-time (1.0)	05/16/2022 03:41 AM

Building Name		
Lincoln El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Caseload includes students in grades K-5. Students with an age difference of 2 years and greater are never in the same instructional group or in the classroom at the same time.		0.46

Building Name		
Markham El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		

Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	
School District	Elementary	
Age Range Justification		FTE %
Caseload includes students in grades K-5. Students with an age difference of 2 years and greater are never in the same instructional group or in the classroom at the same time.		0.43

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TS1	Secondary	Full-time (1.0)	05/16/2022 03:29 AM

Building Name		
Jefferson MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.12

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

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.18

Building Name		
Jefferson MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SM1	Multiple	Full-time (1.0)	05/16/2022 03:27 AM

Building Name		
Jefferson MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		

Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.28

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

Building Name		
Mt Lebanon SHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AL1	Secondary	Part-time (0.5)	05/16/2022 03:20 AM

Building Name		
Jefferson MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.08

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BH1	Secondary	Part-time (0.5)	05/16/2022 03:18 AM

Building Name		
Jefferson MS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.02

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TG1	Secondary	Full-time (1.0)	05/16/2022 03:16 AM

Building Name		
Jefferson MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.1

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

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

Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.16

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SG1	Secondary	Full-time (1.0)	05/16/2022 03:05 AM

Building Name		
Jefferson MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11

Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.22

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KD1	Secondary	Full-time (1.0)	05/17/2022 05:40 AM

Building Name		
Jefferson MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15

Age Range Justification	FTE %
	0.16

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KB1	Elementary	Full-time (1.0)	05/18/2022 06:50 AM

Building Name		
Jefferson El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11

Age Range Justification	FTE %
Caseload includes students in grades K-5. Students with an age difference of greater than 2 years are never in the same instructional group or in the classroom at the same time.	0.42

Building Name		
Jefferson El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.08

Building Name		
Jefferson El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.12

Building Name		
Jefferson El Sch		
Support Type		
Emotional Support		

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

Building Name		
Jefferson El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AW1	Elementary	Full-time (1.0)	05/16/2022 02:56 AM

Building Name		
Howe El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		

Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.38

Building Name		
Howe El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.17

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SH1	Elementary	Full-time (1.0)	05/18/2022 06:50 AM

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

Building Name		
Howe El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
Caseload includes students in grades K-5. Students with an age difference of greater than 2 years are never in the same instructional group or in the classroom at the same time.		0.32

Building Name		
Howe El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
Caseload includes students in grades K-5. Students with an age difference of greater than 2 years are never in the same instructional group or in the classroom at the same time.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CK1	Multiple	Full-time (1.0)	05/18/2022 06:50 AM

Building Name		
Hoover El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %

	0.08
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Building Name		
Mellon MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.18

Building Name		
Mt Lebanon SHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Caseload includes students in grades 9-12. Students with an age difference of greater than 3 years are never in the same instructional group or in the classroom at the same time.		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SP1	Elementary	Part-time (0.5)	05/18/2022 06:50 AM

Building Name		
Hoover El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support	Case Load	
Itinerant (20% or Less)	2	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification	FTE %	
	0.03	

Building Name		
Jefferson El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification	FTE %	
Caseload includes students in grades K-5. Students with an age difference of greater than 2 years are never in the same instructional group or in the classroom at the same time.		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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AM1	Elementary	Full-time (1.0)	05/16/2022 02:38 AM
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Building Name		
Hoover El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 7
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AB1	Elementary	Full-time (1.0)	05/18/2022 06:50 AM

Building Name		
Hoover El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range

School District	Elementary	6 to 11
Age Range Justification		FTE %
Caseload includes students in grades K-5. Students with an age difference of greater than 2 years are never in the same instructional group or in the classroom at the same time.		0.37

Building Name		
Howe El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		38
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 12
Age Range Justification		FTE %
Caseload includes students in grades K-5. Students with an age difference of greater than 2 years are never in the same instructional group or in the classroom at the same time.		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES1	Multiple	Full-time (1.0)	05/18/2022 06:50 AM

Building Name		
Foster El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		

Level of Support		Case Load
Itinerant (20% or Less)		27
Identify Classroom	Classroom Location	
School District	Elementary	
Age Range Justification		FTE %
Caseload includes students in grades K-5. Students with an age difference of greater than 2 years are never in the same instructional group or in the classroom at the same time.		0.42

Building Name	
Mellon MS	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	Case Load
Itinerant (20% or Less)	23
Identify Classroom	Classroom Location
School District	Secondary
	11 to 14
Age Range Justification	FTE %
	0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KC1	Elementary	Full-time (1.0)	05/18/2022 06:50 AM

Building Name
Hoover El Sch
Support Type
Emotional Support
Support Sub-Type

Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.05

Building Name		
Hoover El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Caseload includes students in grades K-5. Students with an age difference of greater than 2 years are never in the same instructional group or in the classroom at the same time. Student groups are based on instructional and developmental needs.		0.32

Building Name		
Hoover El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7

Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 12
Age Range Justification		FTE %
Caseload includes students in grades K-5. Students with an age difference of greater than 2 years are never in the same instructional group or in the classroom at the same time. Student groups are based on instructional and developmental needs. .		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AP1	Elementary	Part-time (0.5)	05/17/2022 05:40 AM

Building Name	
Foster El Sch	
Support Type	
Blind And Visually Impaired Support	
Support Sub-Type	
Blind And Visually Impaired Support	
Level of Support	Case Load
Itinerant (20% or Less)	1
Identify Classroom	Classroom Location Age Range
Intermediate Unit	Elementary 11 to 11
Age Range Justification	FTE %
	0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CH1	Elementary	Full-time (1.0)	05/18/2022 06:50 AM

Building Name

Foster El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.02

Building Name		
Foster El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Caseload includes students in grades K-5. Students with an age difference of greater than 2 years are never in the same instructional group or in the classroom at the same time. Student groups are based on instructional and developmental needs.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TD1	Multiple	Part-time (0.5)	05/18/2022 06:26 AM

Building Name		
Foster El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.04

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

Building Name		
Mt Lebanon SHS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load

Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.04

Building Name		
Washington El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BE1	Elementary	Part-time (0.5)	05/18/2022 06:50 AM

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

School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.08

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

Building Name		
Foster El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Caseload includes students in grades K-5. Students with an age difference of greater than 2 years are never in the same instructional group or in the classroom at the same time.		0.1

Building Name

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

Special Education Facilities

Building Name		Room #
Foster El Sch		113
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 8 feet, 0 inches	256sqft	9
Implementation Date		
2022-05-19		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Foster El Sch		206
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 19 feet, 0 inches	532sqft	19
Implementation Date		
2022-05-19		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Foster El Sch		114
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
8 feet, 0 inches x 14 feet, 0 inches	112sqft	4
Implementation Date		
2022-05-19		
Uploaded Files		

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	

Building Name		Room #
Hoover El Sch		1113
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 32 feet, 0 inches	576sqft	20
Implementation Date		
2022-05-19		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Hoover El Sch		101
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 21 feet, 0 inches	840sqft	30
Implementation Date		
2022-05-19		
Uploaded Files		

5 Assurance Check

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

Building Name		Room #
Hoover El Sch		105
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 10 feet, 0 inches	180sqft	6
Implementation Date		
2022-05-19		
Uploaded Files		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is 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 #
Howe El Sch	209

School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 21 feet, 0 inches	546sqft	19
Implementation Date		
2022-05-19		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Howe El Sch		019
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 20 feet, 0 inches	640sqft	22
Implementation Date		
2022-05-19		
Uploaded Files		

8Assurance Check

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

Building Name		Room #
Howe El Sch		208
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 0 inches x 10 feet, 0 inches	100sqft	3
Implementation Date		
2022-05-19		
Uploaded Files		

9Assurance Check

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

Building Name		Room #
Jefferson El Sch		112
School Building		Building Description
Elementary		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 14 feet, 0 inches	294sqft	10
Implementation Date		
2022-05-19		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Lincoln El Sch		113
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 18 feet, 0 inches	468sqft	16
Implementation Date		
2022-05-19		
Uploaded Files		

11Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Lincoln El Sch		216
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 20 feet, 0 inches	600sqft	21
Implementation Date		
2022-05-19		
Uploaded Files		

12Assurance Check

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

Building Name		Room #
Lincoln El Sch		206
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 7 feet, 0 inches	182sqft	6

Implementation Date
2022-05-19
Uploaded Files

13 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 #
Markham El Sch		207
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 18 feet, 0 inches	540sqft	19
Implementation Date		
2022-05-19		
Uploaded Files		

14 Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
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Building Name		Room #
Markham El Sch		009
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 18 feet, 0 inches	576sqft	20
Implementation Date		
2022-05-19		
Uploaded Files		

15Assurance Check

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

Building Name		Room #
Markham El Sch		212
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 11 feet, 0 inches	286sqft	10
Implementation Date		
2022-05-19		

Uploaded Files

16 Assurance Check

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

Building Name		Room #
Washington El Sch		001
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 20 feet, 0 inches	560sqft	20
Implementation Date		
2022-05-19		
Uploaded Files		

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 #
Washington El Sch		210
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 18 feet, 0 inches	324sqft	11
Implementation Date		
2022-05-19		
Uploaded Files		

18Assurance Check

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

Building Name		Room #
Washington El Sch		103
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 22 feet, 0 inches	440sqft	15
Implementation Date		
2022-05-19		
Uploaded Files		

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19 Assurance Check

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

Building Name		Room #
Washington El Sch		008
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 0 inches x 21 feet, 0 inches	210sqft	7
Implementation Date		
2022-05-19		
Uploaded Files		

20 Assurance Check

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

Building Name		Room #
Jefferson MS		003
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 20 feet, 0 inches	560sqft	20
Implementation Date		
2022-05-19		
Uploaded Files		

21Assurance Check

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

Building Name		Room #
Jefferson MS		116
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
11 feet, 0 inches x 12 feet, 0 inches	132sqft	4
Implementation Date		
2022-05-19		
Uploaded Files		

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22Assurance Check

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

Building Name		Room #
Jefferson MS		219
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 18 feet, 0 inches	270sqft	9
Implementation Date		
2022-05-19		
Uploaded Files		

23Assurance Check

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

Building Name		Room #
Jefferson MS		210
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 20 feet, 0 inches	400sqft	14
Implementation Date		
2022-05-19		
Uploaded Files		

24Assurance Check

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

Building Name		Room #
Jefferson MS		18
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
11 feet, 0 inches x 22 feet, 0 inches	242sqft	8
Implementation Date		
2022-05-19		
Uploaded Files		

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25 Assurance Check

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

Building Name		Room #
Mellon MS		219
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 14 feet, 0 inches	252sqft	9
Implementation Date		
2022-05-19		
Uploaded Files		

26 Assurance Check

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

Building Name		Room #
Mellon MS		309
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 18 feet, 0 inches	270sqft	9
Implementation Date		
2022-05-19		
Uploaded Files		

27Assurance Check

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

Building Name		Room #
Mellon MS		200
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 18 feet, 0 inches	270sqft	9
Implementation Date		
2022-05-19		
Uploaded Files		

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28 Assurance Check

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

Building Name		Room #
Mellon MS		325
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 19 feet, 0 inches	380sqft	13
Implementation Date		
2022-05-19		
Uploaded Files		

29 Assurance Check

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

Building Name		Room #
Mellon MS		212
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 19 feet, 0 inches	361sqft	12
Implementation Date		
2022-05-19		
Uploaded Files		

30Assurance Check

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

Building Name		Room #
Mellon MS		301
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 19 feet, 0 inches	380sqft	13
Implementation Date		
2022-05-19		
Uploaded Files		

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31 Assurance Check

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

Building Name		Room #
Mellon MS		308
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 8 feet, 0 inches	120sqft	4
Implementation Date		
2022-05-19		
Uploaded Files		

32 Assurance Check

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

Building Name		Room #
Mt Lebanon SHS		B500
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 19 feet, 0 inches	456sqft	16
Implementation Date		
2022-05-19		
Uploaded Files		

33 Assurance Check

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

Building Name		Room #
Mt Lebanon SHS		B608
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 19 feet, 0 inches	456sqft	16
Implementation Date		
2022-05-19		
Uploaded Files		

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34 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 #
Mt Lebanon SHS		B514
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 15 feet, 0 inches	225sqft	8
Implementation Date		
2022-05-19		
Uploaded Files		

35 Assurance Check

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

Building Name		Room #
Mt Lebanon SHS		C319
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 19 feet, 0 inches	456sqft	16
Implementation Date		
2022-05-19		
Uploaded Files		

36Assurance Check

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

Building Name		Room #
Mt Lebanon SHS		C405
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 20 feet, 0 inches	280sqft	10
Implementation Date		
2022-05-19		
Uploaded Files		

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37 Assurance Check

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

Building Name		Room #
Mt Lebanon SHS		B504
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 10 feet, 0 inches	150sqft	5
Implementation Date		
2022-05-19		
Uploaded Files		

38 Assurance Check

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

Building Name		Room #
Mt Lebanon SHS		D101
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
45 feet, 0 inches x 20 feet, 0 inches	900sqft	32
Implementation Date		
2022-05-19		
Uploaded Files		

39 Assurance Check

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

Building Name		Room #
Mt Lebanon SHS		B320
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 19 feet, 0 inches	456sqft	16
Implementation Date		
2022-05-19		
Uploaded Files		

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40 Assurance Check

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

Building Name		Room #
Mt Lebanon SHS		B411
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 19 feet, 0 inches	285sqft	10
Implementation Date		
2022-05-19		
Uploaded Files		

41 Assurance Check

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

Building Name		Room #
Mt Lebanon SHS		C401
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 20 feet, 0 inches	300sqft	10
Implementation Date		
2022-05-19		
Uploaded Files		

42Assurance Check

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

Building Name		Room #
Mt Lebanon SHS		B508
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 15 feet, 0 inches	225sqft	8
Implementation Date		
2022-05-19		
Uploaded Files		

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43 Assurance Check

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

Building Name		Room #
Mt Lebanon SHS		B518
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 19 feet, 0 inches	456sqft	16
Implementation Date		
2022-05-19		
Uploaded Files		

44 Assurance Check

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

Building Name		Room #
Mt Lebanon SHS		D413
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 23 feet, 0 inches	552sqft	19
Implementation Date		
2022-05-19		
Uploaded Files		

45Assurance Check

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

Special Education Support Services

46Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Other	1	Elementary	District
Transition Coordinator	1	District Wide	District
School Psychologist	4	District Wide	District
Paraprofessionals	26	Secondary	District
Paraprofessionals	61	Elementary	District
Social Worker	1.6	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	District
Guidance Counselor	11	Secondary	District
School Psychologist	1	District Wide	Contractor
Guidance Counselor	5.6	Elementary	District
Other	1	Elementary	Contractor

Special Education Personnel Development

Autism

Description of Training			
PaTTAN Autism Initiative ABA Supports Consultative Monthly Visitation			
Lead Person/Position		Year of Training	
Heather Doyle/Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
35	35	District	Paraprofessionals Special Education Teachers

Description of Training			
Basic Intensive Skill Training in Applied Behavior Analysis for Teams Serving Students with Autism			
Lead Person/Position		Year of Training	
Heather Doyle/Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
12	2 days	District PaTTAN	Paraprofessionals Special Education Teachers Other

Positive Behavior Support

Description of Training	
Comprehensive Crisis Management Training - Comprehensive Crisis Management is an eight-hour program designed to give staff the knowledge, skills, and information needed to interact with someone who is in a crisis state. This program will help staff with both verbal and physical crisis intervention. The lecture and discussion component focuses on assessment, prevention, and intervention techniques and crisis management skills.	
Lead Person/Position	Year of Training
Tina Beer/Inclusion Specialist & Mike Houck/Inclusion Specialist-Transition Coordinator	2022-2023

Hours Per Training	Number of Sessions	Provider	Audience
8	6	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Mental Health Literacy for Teachers			
Lead Person/Position		Year of Training	
Heather Doyle/Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	District Other	General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
An Introduction to Schoology			
Lead Person/Position		Year of Training	
Mike Hladio/District Instructional Technology Consultant		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals

Description of Training	
CPR/First Aid Training	
Lead Person/Position	Year of Training
Heather Doyle/Director of Special Education	2022-2023

Hours Per Training	Number of Sessions	Provider	Audience
6	1		

Description of Training			
Confidentiality & FERPA			
Lead Person/Position		Year of Training	
Heather Doyle/Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Paraprofessionals

Description of Training			
Behavior Management, Prevention, Intervention, and De-escalation			
Lead Person/Position			Year of Training
Tina Beer/Elementary Inclusion Specialist & Mike Houck/Secondary Inclusion Specialist-Transition Coordinator			2022-2023
Hours Per Training		Number of Sessions	
8		2	
		Provider	Audience

Transition

Description of Training			
Support Services for Post-Secondary Education and Employment			
Lead Person/Position		Year of Training	
Mike Houck/Secondary Inclusion Specialist - Transition Coordinator		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Special Education Teachers

Science of Literacy

Description of Training			
PaTTAN Literacy Symposium: When We Know Better, We Do Better			
Lead Person/Position		Year of Training	
Heather Doyle/Director of Special Education		2022	
Hours Per Training	Number of Sessions	Provider	Audience
18	3 days	PaTTAN	Building Administrators Special Education Teachers Other

Description of Training			
Structured Literacy Intervention: Teaching Students with Reading Difficulties, Grades K-6			
Lead Person/Position		Year of Training	
Heather Doyle/Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
10	10	PaTTAN	General Education Teachers Paraprofessionals Special Education Teachers Other

Parent Training

Description of Training			
Post-Secondary Transition Services for Students			
Lead Person/Position		Year of Training	
Mike Houck/Secondary Inclusion Specialist - Transition Coordinator		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
4	4	District Other	Parents

IEP Development

Description of Training			
The Essentials of IEP Writing			
Lead Person/Position		Year of Training	
Heather Doyle/Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
12	4	PaTTAN	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

