

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 707
School District Total Student Enrollment 4059
Percent of Students Receiving Special Education 17.4

Steering Committee

Name	Position/Role	Building	Email
Michael Haslett	Director of Special Education	Moon Area SD	mhaslett@moonarea.net
Barry Balaski	Superintendent	Moon Area SD	bbalaski@moonarea.net
Dr. Lauren Morgan	Director of Curriculum	Moon Area SD	lmorgan@moonarea.net
Ashley Beeson	Building Principal	Bon Meade El Sch	abeeson@moonarea.net
Dr. Marissa Deleel	Other	Moon Area SD	mdeleel@moonarea.net
Tiffany Lingenfelter	Other	Moon Area SD	tlingenfelter@moonarea.net
Patti Perry	Special Education Teacher	Moon SHS	pperry@moonarea.net
Kristin Baumgardner	Special Education Teacher	Moon Area Upper MS	kbaumgardner@moonarea.net
Neal Jacoby	Special Education Teacher	McCormick El Sch	njacoby@moonarea.net
Michelle Coy	Parent	Moon Area SD	michellecoy04@hotmail.com
Lonnie Iannessa	General Education Teacher	Moon SHS	liannessa@moonarea.net
Diane Corsi	Other	Moon SHS	dcorsi@moonarea.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.)

The District would fulfill its obligation to provide appropriate services to all students. The District would follow procedures set forth by the PA Department of Education to identify and provide FAPE to all students. Should the student be determined to have a disability, all necessary procedures under the IDEA, Chapter 14 and 504 Regulations would be followed. The District experiences no barriers in meeting its obligations under Section 1306 of Public School Code.

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

When a student from the Moon Area School District is placed in a 1306 facility, the required special education paperwork is forwarded to the facility as soon as notification is made. The District attempts to participate in the IEP meetings to help facilitate an appropriate education for the student. The District LEA representative communicates with the host facility and the student's neighborhood school staff to ensure that services are services and/or supports are in place to support the student's transition back to school.

Incarcerated Students Oversight

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

No

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

Least Restrictive Environment

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

When analyzing the District's Least Restrictive Environment percentages on the 2019-2020 Special Education Data Report for Indicator 5, Educational Environments, the District was at 70.5% compared to the state average of 61.5% for special education students educated inside the "Regular Class 80% or More." This is 9% above the state average. The District is slightly below the State average when keeping students in the regular class less than 40% of the time. The District is at 7.2% in this category, while the state average is 9.6%. Data for special education students educated in "Other Settings" the District is at 6.2% which is 1.4% above the State average of 4.8%. District-based IEP teams exhaust lesser restrictive options prior to students going to these placements and look for ways to be creative to support these students in home district placement options. The LEA representative works with the IEP teams for students placed in private academic and approved private schools to reintegrate the students back to the public-school setting on an ongoing basis.

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 Moon Area School District utilizes the multi-tiered system of support (MTSS) to support students at the elementary level. MTSS is a research-based system designed to maximize student achievement across all facets of education, including academic, behavioral, and social/emotional development. Within the MTSS model, instruction is delivered across three tiers by highly qualified educators. Data measures are used to identify individual student strengths and needs. In order to determine if a student is meeting grade-level expectations, students are screened three times a year (fall, winter and spring) to measure progress in both reading and math. Based on these screenings, classroom performance, and teacher observation, our team of educators will work together with families to make informed instructional decisions to maximize student success. Classroom teachers present core curriculum to all students through Tier I. If data and input determine a need for additional supports, Tier II strategies will be implemented within the classroom through flexible grouping and/or individualized supports. Data will continue to be collected over time to identify student progress or need(s) in specific areas. Furthermore, if data and input indicate the need for even more intensive intervention, then Tier III supports will be coordinated and implemented. Tier III intervention may be provided by the classroom teacher, special education teacher, interventionist, or school counselor depending upon student need. Reading interventions include instructional strategies founded upon Orton-Gillingham and LETRS (Language Essentials for Teachers of Reading and Spelling). This includes teaching approaches such as explicitly teaching the connections between letters and sounds. Based upon the needs of the students, teachers use resources such as the Wilson Reading Program, Scholastic Talk to Text, and Lexia Core 5. Math interventions include the use of IXL which offers personalized learning plans for each student. Teachers can recommend math tasks to individual students to target trouble spots and can break students into leveled groups based on a student's abilities. Additionally, universal mathematics interventions include systematic and explicit instruction, visual representation of functions and relationships, such as manipulatives, pictures, and graphs, and ongoing, formative assessment. Some of the evidence-based models being utilized include professional development offered by the District that included tiered grouping, targeted intervention programming and over 18 hours of structured literacy training and 24 hours of mathematics focused training within the 2022-2023 school year alone. Student Assistance Program (SAP) teams are employed in each of the District's seven school buildings and are comprised of the SAP Coordinator, principals, counselors, nurses, regular education teachers, special education teachers and a SAP liaison. Our Student Assistance Liaison is employed by Holy Family who conducts screenings and provides a direct link to county resources. The SAP team receives referrals from teachers, principals, counselors, parents, or students. When a referral is received, the team works collaboratively to determine intervention options and to connect the student and family to resources. Those resources may include academic supports, behavioral assistance, mental health services, or drug and alcohol treatment.

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 Moon Area School District promotes inclusionary practices and effective teaching strategies to successfully accommodate students with disabilities within the general education setting. The district currently implements a co-teaching model in grades 1-12 in which special education and general education teachers work collaboratively to provide instruction for content area classes in the general educational setting. This model integrates students with disabilities into the general education setting to the maximum extent appropriate based on students' individual needs. All professional and paraprofessional staff have received professional development training regarding the Supplementary Aids and Services (SaS) Toolkit and IEP teams consider the full range of supplementary aids and services for students with disabilities when developing programs for that population. Examples employed in the Collaborative category of the SaS Toolkit include: scheduled time for co-planning and team meetings, professional development for administrators, teachers and paraeducators related to collaboration, and coaching and guided support for IEP team members in the use of AT devices and technology for identified students. Instructionally, students with disabilities are provided with modified curricular goals, test modifications, alternative materials including AT devices, and various instructional adaptations. In terms of the physical setting, supplementary aids and services are provided to students with disabilities by providing priority seating arrangements, environmental aids such as FM systems, and adjustments to sensory input such as light and sound. Social-behavioral supports are provided via small group and 1:1 counseling, social skills groups, and implementation of positive behavior support plans. Removal from the regular education environment only occurs during the day and in settings where the IEP teams have determined that the use of supplementary aids and services are not providing the students with educational benefit.

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

The District ensures a wide range of supplementary aids and services are offered to students with disabilities to ensure meaningful participation in extracurricular activities. The IEP Team, including parents, students and case manager special education teachers help to identify, plan, and communicate the needed support for the students' participation and engagement in the extracurricular activities. Consideration by the IEP Team is given in a variety of areas and supplementary aids and services are designed to support the students' specific needs in the selected extracurricular activities. For example, the team may consider the following: environmental needs (preferential seating or planned physical space for accessibility); level and/or type of staff support (paraeducator support, nursing services, vision/hearing teacher services); specialized equipment (use of assistive technology, specialized transportation, adapted sports equipment); pace and presentation style of activity (offering breaks, offering customized schedule for participation, offering visuals to supplement); accessibility to materials (use of assistive technology for accessing, Braille materials); and social interactions (providing social stories, peer-assisted support, prior explicit teaching of skills).

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?

Students in the Moon Area School District who are placed outside of the district have access to the same extracurricular activities that are offered to the students educated in District school buildings. The Director of Pupil Services is the main point of contact for all students in outside placements and reviews requests for participation in extracurricular activities on a timely basis. When a student requests to participate in an extracurricular activity, the IEP team will meet and determine what supports might be needed, including transportation, in order for the student to participate appropriately and meaningfully.

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 Moon Area School District offers a full continuum of special education services including Learning Support, Emotional Support, Speech and Language

Support, and Life Skills Support. The District recognizes the need to explore expanding our programs and services to meet the needs of students presenting with trauma histories and social and emotional needs. This may include providing additional mental health therapy supports and Emotional Support programming at the secondary levels. Professional development training will continue to focus on meeting the needs of students with Autism, Other Health Impairments, and/or Emotional Disturbance in lesser restrictive settings

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
The Bradley School	Licensed Private Academic		The Bradley School	Emotional Support	7
The Day School at the Children's Institute	Approved Private School (APS)		The Children's Institute	Multiple Disabilities Support	2
CLASS Academy	Licensed Private Academic		The Prevention Network	Learning Support	7
St. Stephen's School	Licensed Private Academic		Glade Run Lutheran Academy	Life Skills Support	2
Hew Horizon School	Other	Center-based placement	Beaver Valley Intermediate Unit	Life Skills Support	7
ACLD Tillotson School	Approved Private School (APS)		ACLD Tillotson School	Learning Support	2
The Watson Education Center	Approved Private School (APS)		The Watson Institute	Life Skills Support	11
Watson Institute Social Center for Academic Achievement	Licensed Private Academic		The Watson Institute	Autistic Support	2
Wesley High School	Approved Private School (APS)		Wesley Family Services	Emotional Support	1
Wesley K-8 School	Licensed Private Academic		Wesley Family Services	Emotional Support	1

Positive Behavior Support

Date of Approval

2022-05-09

Uploaded Files

Behavior Support Policy.pdf

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

In order to address the increase in young students enrolling in the district with trauma histories and significant emotional/behavioral issues, the District has established an Elementary Emotional Support classroom to serve students in grades K-4 to receive both academic and emotional/behavioral needs. This program will be designed for students that have moderate to severe behavioral, social, and emotional, impairments. This program includes a partnership with Wesley Family Services (WFS) to provide a psychiatrist and mental health therapist to assist with providing the much-needed therapeutic component to the students' school day. The psychiatrist meets with school staff and parents on a monthly basis in order to discuss academic progress, medication, and behavior. Based on student need, the least restrictive environment will be implemented by offering full-time, supplemental, and itinerant placement options at a district-based elementary school. The primary goal is to return students to their regular education programming through the development of academic, behavioral, social and emotional supports. Implementation of this program is thought to be an additional option on the LRE continuum before referring these at-risk students to out of district placements. The Emotional Support program features a curriculum that is aligned to state standards, positive behavior support services, inclusionary opportunities, related services when applicable, and support services through instructional paraeducators, school psychologist, and district service coordinator. Students may be instructed in the following content areas but are not limited to English language arts, mathematics, science, and social studies. The maximum full-time caseload under Chapter 14 Regulations and Standards is 12 students. Beginning with the 2019-2020 school year, the District expanded its partnership with Wesley Family Services to provide mental health and psychiatric supports to students at the Moon Area Middle School. This was deemed necessary in order to provide continuity of supports to those students moving to the Middle School from the Elementary Emotional Support program and other Middle School students with mental health needs who are newly identified at this level. Consistent with the elementary approach, the Middle School program includes regular contact with a therapist, specific plan of service for identified students, monthly treatment team meetings with the psychiatrist, education and support for families and crisis intervention for students who may be exhibiting a danger to themselves or others. The District recently expanded its partnership with WFS to add a mental health therapist to the High School to address the needs of students who require psychological counseling as a related service in the IEP.

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.

The District provides on-going training in the use of positive behavior supports, de-escalation and safe physical management techniques to key personnel including special education teachers, school counselors, nurses, regular education teachers and administrators. Safety Care is the competency-based behavioral training program model used by the District to train staff in these techniques. Safety-Care is designed to facilitate safe and therapeutic interactions between students and teachers working in educational settings. Safety-Care provides strategies for preventing and safely managing students

with behavioral challenges with respect and compassion. The program is based upon an applied behavioral analytic paradigm in every component, with every technique. Guided by the principle of incompatibility, Safety-Care first focuses on training reinforcement-based strategies, teaching participants to proactively and positively engage students in behaviors that are incompatible with anger and aggression.

3. Describe the district positive school wide support programs.

The Moon Area School District initiated school-wide positive behavior support program at our elementary school buildings. PBIS is multi-tiered framework that establishes a social culture through behavioral supports. PBIS is a process for creating safer and more effective schools. It is a systems approach to enhance the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach, and all students can learn. The elementary schools have adopted a unified set of school wide expectations known as SCHOOL WIDE TIGER PRIDE. Simply put, these define expectations for behavior in school. These expectations are posted throughout the building so students will be learning them during his or her first day at school. The unified school wide expectations are found in every classroom and non-classroom setting in the school, are as follows: Be safe: Walk to your location, use proper voice level, & keep body parts to self. Be kind: Use manners, do something to help others, & use positive comments. Own your actions: Think before you act and be honest in your words. As part of the PBIS process, teachers and other staff members use evidence-based practices to increase student learning and decrease classroom disruptions. To keep students focused on the rules in a positive manner, staff do the following when teaching academics and behavior: Constantly teach and refer to our school-wide expectations. Provide students with more praise than correction. Talk to students with respect using positive voice tone. Actively engage everyone in the class during instruction. Use pre-correcting, prompting, and redirecting as we teach. Look for the positive first and provide positive, immediate, frequent, and explicit feedback.

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

In addition to the Emotional Support services detailed above, the District contracts with The Bradley Center to provide School-Based Outpatient mental health therapy services for students in need. All of the District's school buildings have approved as outpatient facilities by the Allegheny County DHS. This partnership is a key to making outpatient mental health treatment available for students during the school day and who might not otherwise be able to access this service. The District also offers seven K-12 Life Skills Support classrooms to address the needs of students with disabilities. These classrooms receive consultation support and technical assistance by consultants from the PaTTAN Autism Initiative and are also supported by 2 PaTTAN consultants and Internal Coaches and Board Certified Behavior Analysts through a partnership agreement with Pittsburgh Behavioral Services (PBS). PBS also provides technical support and assistance to other District IEP teams for students displaying significant behavioral issues. The Moon Area School District also employs 2 full-time certified school psychologists and 1 school psychologist intern whose primary responsibilities include assisting multidisciplinary evaluation teams in making special education eligibility decisions. The school psychologists also provide support to students experiencing acute behavioral health needs on an as needed basis.

5. Describe the district restraint procedure.

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have been proven to be or are less effective. The building principal or special education teacher will notify the parent/guardian as soon as practicable of restraints to control the aggressive behavior of the student and will convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice,

agrees in writing to waive the meeting. At this meeting, the IEP team will consider whether the student needs an FBA, re-evaluation, a new or revised PBSP, or a change in placement to address the inappropriate behavior. The use of restraints are not included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in the IEP with parental consent only if: 1.) the restraint is used with specific components of the PBSP; 2.) the restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors; 3.) staff are authorized to use the restraint and have received appropriate training; 4.) the PBSP includes efforts to eliminate the use of restraints.

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.

There are currently no Moon Area School District students who are placed on Instruction Conducted in the Home or who are waiting for an appropriate educational placement. However, should the District be faced with this problem in the future, the Pupil Services Director in conjunction with the building principal/LEA representative would contact the Allegheny Intermediate Unit personnel responsible for interagency coordination to assist the District in identifying agencies and resources. Once these agencies and resources are located, the District would convene a meeting with all appropriate parties in attendance to remove placement barriers so that FAPE can be assured for the student. Should the District exhaust all known placement options for a hard to place student with disabilities, we would contact the Allegheny Intermediate Unit's interagency contact to assist us in identifying other placement options, support agencies and resources. The District encourages and supports collaboration between our IEP teams and outside agencies providing services to our students with disabilities. Allegheny County DHS and CYF representatives, supports coordinators, and other stakeholders attend meetings as appropriate to assist the IEP teams in providing programming and supports for our students with disabilities and at-risk populations.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MIVI01	Multiple	Part-time (0.5)	02/26/2023 10:28 AM

Building Name		
Bon Meade 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	Multiple	7 to 7
Age Range Justification		FTE %
		0.02

Building Name		
Moon 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)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Multiple	16 to 18
Age Range Justification		FTE %
		0.06

Building Name		
Moon Area Lower 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)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Multiple	11 to 12
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KWHI02	Multiple	Part-time (0.5)	02/26/2023 10:37 AM

Building Name		
Bon Meade 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)		5
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Multiple	5 to 9
Age Range Justification		FTE %
Deaf and Hard of Hearing teacher sees students individually or in age appropriate groups		0.1

Building Name		
McCormick 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
Intermediate Unit	Multiple	9 to 9
Age Range Justification		FTE %
		0.02

Building Name		
Moon 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)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Multiple	18 to 18
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DCHI01	Multiple	Part-time (0.5)	02/26/2023 10:41 AM

Building Name		
Moon Area Lower MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		

Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	11 to 13
Age Range Justification		FTE %
		0.04

Building Name		
Moon Area Upper MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	12 to 13
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JMSLP05	Elementary	Full-time (1.0)	02/26/2023 10:37 AM

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

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
SLP sees students in age appropriate groups		0.32

Building Name		
J H Brooks El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
SLP sees students in age appropriate groups		0.43

Building Name		
Moon Area Lower MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.11

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JBSLP04	Multiple	Full-time (1.0)	02/26/2023 10:34 AM

Building Name		
Moon SHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
SLP sees students in age appropriate groups		0.49

Building Name		
J.A. Allard El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
SLP sees students in age appropriate groups		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JMSLP03	Elementary	Full-time (1.0)	02/26/2023 10:36 AM

Building Name		
J H Brooks El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
SLP sees students in age appropriate groups		0.4

Building Name		
McCormick El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
SLP sees students in age appropriate groups		0.31

Building Name		
Moon Area Lower MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		9

Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 14
Age Range Justification		FTE %
SLP sees students in age appropriate groups		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
THSLP02	Multiple	Full-time (1.0)	02/26/2023 10:32 AM

Building Name		
Richard J. Hyde 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	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
SLP sees students in age appropriate groups		0.42

Building Name		
Moon Area Lower MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13

Age Range Justification	FTE %
	0.22

Building Name		
Moon Area Upper MS		
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	12 to 14
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LWSLP01	Elementary	Full-time (1.0)	02/26/2023 09:51 AM

Building Name		
Bon Meade El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		58
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
SLP sees students in age appropriate groups		0.89

Building Name		
Moon Area Lower MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.09

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LL12HS	Secondary	Full-time (1.0)	02/18/2023 02:09 PM

Building Name		
Moon 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%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
Age range variations are addressed by the IEP team on a case-by-case basis.		0.45

Building Name		
Moon 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	16 to 16
Age Range Justification		FTE %
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SC11HS	Secondary	Full-time (1.0)	02/18/2023 01:58 PM

Building Name		
Moon 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%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.5

Building Name		
Moon 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	20 to 20
Age Range Justification		FTE %
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SW10HS	Secondary	Full-time (1.0)	02/18/2023 01:54 PM

Building Name		
Moon 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	16 to 18
Age Range Justification		FTE %
		0.26

Building Name		
Moon SHS		
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	16 to 18
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SW09HS	Secondary	Full-time (1.0)	02/18/2023 01:49 PM

Building Name		
Moon 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	14 to 18
Age Range Justification		FTE %
		0.28

Building Name		
Moon 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	14 to 18
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KS08HS	Secondary	Full-time (1.0)	02/18/2023 01:46 PM

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

Building Name		
Moon 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 17
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CS07HS	Secondary	Full-time (1.0)	02/18/2023 01:44 PM

Building Name		
Moon 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 18
Age Range Justification		FTE %
		0.26

Building Name		
Moon 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	14 to 16

Age Range Justification	FTE %
	0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DP06HS	Secondary	Full-time (1.0)	02/18/2023 02:10 PM

Building Name		
Moon 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	14 to 19
Age Range Justification		FTE %
Students exceeding age range maximums are not in the same instructional group at the same time		0.24

Building Name		
Moon SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PP05HS	Secondary	Full-time (1.0)	02/18/2023 01:39 PM

Building Name		
Moon SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Moon SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HM04HS	Secondary	Full-time (1.0)	02/18/2023 02:11 PM

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

Building Name		
Moon SHS		
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	14 to 19
Age Range Justification		FTE %
Students exceeding age range maximums are not in the same instructional group at the same time.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
VL03HS	Secondary	Full-time (1.0)	02/18/2023 01:33 PM

Building Name		
Moon SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.32

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CH02HS	Secondary	Full-time (1.0)	02/18/2023 01:31 PM

Building Name		
Moon 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	14 to 17
Age Range Justification		FTE %
		0.24

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RF01HS	Secondary	Full-time (1.0)	02/18/2023 01:28 PM

Building Name		
Moon SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.14

Building Name		
Moon 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	15 to 18
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BW17MS	Secondary	Full-time (1.0)	02/18/2023 01:24 PM

Building Name		
Moon Area Lower MS		

Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 11
Age Range Justification		FTE %
		0.05

Building Name		
Moon Area Lower MS		
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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 12
Age Range Justification		FTE %
		0.3

Building Name		
Moon Area Lower MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %

	0.33
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BH16MS	Secondary	Full-time (1.0)	02/18/2023 01:19 PM

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

Building Name		
Moon Area Upper 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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.05

Building Name		
Moon Area Upper MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 14
Age Range Justification		FTE %
		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS15MS	Secondary	Full-time (1.0)	02/18/2023 01:10 PM

Building Name		
Moon Area Upper 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	14 to 14
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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KP14MS	Secondary	Full-time (1.0)	02/18/2023 01:08 PM
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Building Name		
Moon Area Upper MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RM13MS	Secondary	Full-time (1.0)	02/18/2023 01:06 PM

Building Name		
Moon Area Upper MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15

Age Range Justification	FTE %
	0.14

Building Name		
Moon Area Upper 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	13 to 13
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KB12MS	Secondary	Full-time (1.0)	02/18/2023 01:04 PM

Building Name		
Moon Area Upper 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		
Moon Area Upper 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	14 to 14
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS11MS	Secondary	Full-time (1.0)	02/18/2023 01:01 PM

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

Building Name		
Moon Area Upper 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
KM10MS	Secondary	Full-time (1.0)	02/18/2023 12:58 PM

Building Name		
Moon Area Upper 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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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LM09MS	Secondary	Full-time (1.0)	03/11/2023 04:30 PM
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Building Name		
Moon Area Upper MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MF08MS	Secondary	Full-time (1.0)	02/18/2023 12:55 PM

Building Name		
Moon Area Upper MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14

Age Range Justification	FTE %
	0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CM06MS	Secondary	Full-time (1.0)	02/18/2023 12:48 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MH06MS	Secondary	Full-time (1.0)	02/18/2023 12:46 PM

Building Name		
Moon Area Lower MS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 11
Age Range Justification		FTE %
		0.02

Building Name		
Moon Area Lower MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NH05MS	Secondary	Full-time (1.0)	02/18/2023 12:43 PM

Building Name		
Moon Area Lower 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	11 to 12
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MF04MS	Secondary	Full-time (1.0)	02/18/2023 12:41 PM

Building Name		
Moon Area Lower 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	11 to 12
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CP03MS	Secondary	Full-time (1.0)	02/18/2023 12:38 PM

Building Name
Moon Area Lower MS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 12
Age Range Justification		FTE %
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BN02MS	Secondary	Full-time (1.0)	02/18/2023 12:36 PM

Building Name		
Moon Area Lower 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	10 to 11
Age Range Justification		FTE %
		0.08

Building Name		
Moon Area Lower MS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 12
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SM01MS	Secondary	Full-time (1.0)	02/18/2023 12:33 PM

Building Name		
Moon Area Lower MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 12
Age Range Justification		FTE %
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NJ01MC	Elementary	Full-time (1.0)	02/18/2023 02:13 PM

Building Name		
McCormick El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Students exceeding age range maximums are not in the same instructional group at the same time.		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BS02HY	Elementary	Full-time (1.0)	02/18/2023 12:20 PM

Building Name		
Richard J. Hyde El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KS01HY	Elementary	Full-time (1.0)	02/18/2023 12:23 PM

Building Name		
Richard J. Hyde El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Students exceeding age range maximums are not in the same instructional group at the same time.		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MA04BR	Elementary	Full-time (1.0)	02/18/2023 12:15 PM

Building Name		
J H Brooks 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%)		3
Identify Classroom	Classroom Location	Age Range

School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.15

Building Name		
J H Brooks 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)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Age range variations are addressed by the IEP team on a case-by-case basis.		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KF03BR	Elementary	Full-time (1.0)	02/18/2023 12:12 PM

Building Name		
J H Brooks 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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %

	0.15
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Building Name		
J H Brooks 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)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Age range variations are addressed by the IEP team on a case-by-case basis.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NJ02BR	Elementary	Full-time (1.0)	02/18/2023 12:10 PM

Building Name		
J H Brooks El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DB01BR	Elementary	Full-time (1.0)	02/18/2023 12:08 PM

Building Name		
J H Brooks El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SB05BM	Elementary	Full-time (1.0)	02/18/2023 12:08 PM

Building Name		
Bon Meade 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%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Age range variations are addressed by the IEP team on a case-by-case basis.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EH04BM	Elementary	Full-time (1.0)	02/18/2023 11:55 AM

Building Name		
Bon Meade El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Age range variations are addressed by the IEP team on a case-by-case basis. Students exceeding age range maximums are not in the same instructional group at the same time.		0.14

Building Name
Bon Meade 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	6 to 6
Age Range Justification		FTE %
		0.05

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS03BM	Elementary	Full-time (1.0)	02/18/2023 11:50 AM

Building Name		
Bon Meade El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11

Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BH02BM	Elementary	Full-time (1.0)	02/18/2023 11:44 AM

Building Name	
Bon Meade 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
School District	Elementary
Age Range Justification	FTE %
	0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CB01BM	Elementary	Full-time (1.0)	02/18/2023 02:14 PM

Building Name	
Bon Meade 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 8
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CV01AL	Elementary	Full-time (1.0)	02/18/2023 11:39 AM

Building Name		
J.A. Allard El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Students exceeding age range maximums are not in the same instructional group at the same time.		0.24

Special Education Facilities

Building Name		Room #
J.A. Allard 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
31 feet, 0 inches x 32 feet, 0 inches	992sqft	35
Implementation Date		
2016-08-26		
Uploaded Files		
Allard Elementary 1st Floor Plan.pdf		

1Assurance Check

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

Building Name		Room #
Bon Meade El Sch		145
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 14 feet, 0 inches	294sqft	10
Implementation Date		
2016-08-26		
Uploaded Files		
Bon Meade Floor Plan - Special Education Plan.pdf		

2 Assurance Check

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

Building Name		Room #
Bon Meade 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
32 feet, 0 inches x 23 feet, 0 inches	736sqft	26
Implementation Date		
2016-08-26		
Uploaded Files		
Bon Meade Floor Plan - Special Education Plan.pdf		

3 Assurance Check

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

Building Name		Room #
Bon Meade El Sch		109
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 23 feet, 0 inches	736sqft	26
Implementation Date		
2016-08-26		
Uploaded Files		
Bon Meade Floor Plan - Special Education Plan.pdf		

4Assurance Check

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

Building Name		Room #
Bon Meade El Sch		116
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 25 feet, 5 inches	813sqft	29
Implementation Date		
2016-08-26		
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 #
Bon Meade El Sch		155
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 5 inches x 23 feet, 5 inches	735sqft	26
Implementation Date		
2016-08-26		
Uploaded Files		
Bon Meade Floor Plan - Special Education Plan.pdf		

6 Assurance Check

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

Building Name		Room #
J H Brooks El Sch		220
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 5 inches x 25 feet, 0 inches	785sqft	28
Implementation Date		
2016-08-26		
Uploaded Files		
J. H. Brooks 2nd Floor Plan.pdf		

7Assurance Check

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

Building Name		Room #
J H Brooks El Sch		221
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 26 feet, 0 inches	806sqft	28
Implementation Date		
2016-08-26		
Uploaded Files		

J. H. Brooks 2nd Floor Plan.pdf

8 Assurance Check

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

Building Name		Room #
J H Brooks El Sch		107
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 0 inches x 30 feet, 0 inches	1110sqft	39
Implementation Date		
2016-08-26		
Uploaded Files		
J. H. Brooks 1st Floor Plan.pdf		

9 Assurance Check

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

Building Name		Room #
J H Brooks El Sch		200
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 31 feet, 0 inches	930sqft	33
Implementation Date		
2016-08-26		
Uploaded Files		
J. H. Brooks 2nd Floor Plan.pdf		

10Assurance Check

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

Building Name		Room #
Richard J. Hyde El Sch		107
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 25 feet, 0 inches	875sqft	31
Implementation Date		
2016-08-16		
Uploaded Files		

Hyde 1st Floor Plan.pdf

11 Assurance Check

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

Building Name		Room #
Richard J. Hyde 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
35 feet, 0 inches x 25 feet, 0 inches	875sqft	31
Implementation Date		
2016-08-26		
Uploaded Files		
Hyde 1st Floor Plan.pdf		

12 Assurance Check

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

Building Name		Room #
McCormick El Sch		230
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 0 inches x 24 feet, 0 inches	888sqft	31
Implementation Date		
2016-08-26		
Uploaded Files		
McCormick Elementary Upper Level Floor Plan.pdf		

13Assurance Check

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

Building Name		Room #
Moon Area Lower MS		B107
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 45 feet, 0 inches	1215sqft	43
Implementation Date		
2016-08-26		
Uploaded Files		

14 Assurance Check

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

Building Name		Room #
Moon Area Lower MS		C101
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 26 feet, 0 inches	702sqft	25
Implementation Date		
2016-08-26		
Uploaded Files		
Middle School 1st Floor Plan.pdf		

15 Assurance Check

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

Building Name		Room #
Moon Area Lower MS		C106
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 33 feet, 0 inches	825sqft	29
Implementation Date		
2016-08-26		
Uploaded Files		
Middle School 1st Floor Plan.pdf		

16Assurance Check

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

Building Name		Room #
Moon Area Lower MS		C111
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 33 feet, 0 inches	990sqft	35
Implementation Date		
2016-08-26		
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 #
Moon Area Lower MS		C 110
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 33 feet, 0 inches	891sqft	31
Implementation Date		
2016-08-26		
Uploaded Files		
Middle School 1st Floor Plan.pdf		

18 Assurance Check

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

Building Name		Room #
Moon Area Lower MS		B110
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 30 feet, 0 inches	840sqft	30
Implementation Date		
2016-08-26		
Uploaded Files		
Middle School 1st Floor Plan.pdf		

19Assurance Check

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

Building Name		Room #
Moon Area Lower MS		D103
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 30 feet, 0 inches	780sqft	27
Implementation Date		
2016-08-26		
Uploaded Files		

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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 #
Moon Area Upper MS		E201
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 33 feet, 0 inches	1023sqft	36
Implementation Date		
2016-08-26		
Uploaded Files		
Middle School 2nd Floor Plan.pdf		

21 Assurance Check

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

Building Name		Room #
Moon Area Upper MS		C201
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 31 feet, 0 inches	775sqft	27
Implementation Date		
2016-08-26		
Uploaded Files		
Middle School 2nd Floor Plan.pdf		

22Assurance Check

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

Building Name		Room #
Moon Area Upper MS		D206
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 26 feet, 0 inches	650sqft	23
Implementation Date		
2016-08-26		
Uploaded Files		

23 Assurance Check

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

Building Name		Room #
Moon Area Upper MS		D204
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 28 feet, 0 inches	672sqft	24
Implementation Date		
2016-08-26		
Uploaded Files		
Middle School 2nd Floor Plan.pdf		

24 Assurance Check

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

Building Name		Room #
Moon Area Upper MS		G203
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 21 feet, 0 inches	420sqft	15
Implementation Date		
2016-08-26		
Uploaded Files		
Middle School 2nd Floor Plan.pdf		

25Assurance Check

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

Building Name		Room #
Moon Area Upper MS		C206
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 31 feet, 0 inches	744sqft	26
Implementation Date		
2016-08-26		
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 #
Moon Area Upper MS		A203
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 30 feet, 0 inches	780sqft	27
Implementation Date		
2016-08-26		
Uploaded Files		
Moon Area High School - 2nd Floor.pdf		

27 Assurance Check

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

Building Name		Room #
Moon Area Upper MS		C202
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 30 feet, 0 inches	780sqft	27
Implementation Date		
2016-08-26		
Uploaded Files		
Middle School 2nd Floor Plan.pdf		

28Assurance Check

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

Building Name		Room #
Moon Area Lower MS		C109
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 30 feet, 0 inches	780sqft	27
Implementation Date		
2016-08-26		
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 #
Moon Area Lower MS		B101
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
41 feet, 0 inches x 33 feet, 0 inches	1353sqft	48
Implementation Date		
2016-08-26		
Uploaded Files		
Middle School 1st Floor Plan.pdf		

30 Assurance Check

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

Building Name		Room #
Moon SHS		242
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
25 feet, 0 inches x 19 feet, 0 inches	475sqft	16
Implementation Date		
2016-08-26		
Uploaded Files		
Moon Area High School - 2nd Floor.pdf		

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 #
Moon SHS		248
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
25 feet, 0 inches x 22 feet, 0 inches	550sqft	19
Implementation Date		
2016-08-26		
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 #
Moon SHS		251
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
25 feet, 0 inches x 22 feet, 0 inches	550sqft	19
Implementation Date		
2016-08-26		
Uploaded Files		
Moon Area High School - 2nd Floor.pdf		

33 Assurance Check

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

Building Name		Room #
Moon SHS		139
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
25 feet, 0 inches x 22 feet, 0 inches	550sqft	19
Implementation Date		
2016-08-26		
Uploaded Files		
Moon Area High School - 1st Floor.pdf		

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 #
Moon SHS		249
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
22 feet, 0 inches x 22 feet, 0 inches	484sqft	17
Implementation Date		
2016-08-26		
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 #
Moon SHS		209
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
22 feet, 0 inches x 31 feet, 0 inches	682sqft	24
Implementation Date		
2016-08-26		
Uploaded Files		
Moon Area High School - 2nd Floor.pdf		

36 Assurance Check

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

Building Name		Room #
Moon SHS		232
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
25 feet, 0 inches x 22 feet, 0 inches	550sqft	19
Implementation Date		
2016-08-26		
Uploaded Files		
Moon Area High School - 2nd Floor.pdf		

37Assurance Check

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

Building Name		Room #
Moon SHS		242
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
25 feet, 0 inches x 19 feet, 0 inches	475sqft	16
Implementation Date		
2016-08-26		
Uploaded Files		

38 Assurance Check

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

Building Name		Room #
Moon SHS		251
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
25 feet, 0 inches x 22 feet, 0 inches	550sqft	19
Implementation Date		
2016-08-26		
Uploaded Files		
Moon Area High School - 2nd Floor.pdf		

39 Assurance Check

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

Building Name		Room #
Moon SHS		142
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
25 feet, 0 inches x 19 feet, 0 inches	475sqft	16
Implementation Date		
2016-08-26		
Uploaded Files		
Moon Area High School - 1st Floor.pdf		

40Assurance Check

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

Building Name		Room #
Moon SHS		261
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
13 feet, 0 inches x 41 feet, 0 inches	533sqft	19
Implementation Date		
2016-08-26		
Uploaded Files		

41 Assurance Check

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

Building Name		Room #
Moon SHS		148
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
25 feet, 0 inches x 22 feet, 0 inches	550sqft	19
Implementation Date		
2016-08-26		
Uploaded Files		
Moon Area High School - 1st Floor.pdf		

42 Assurance Check

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

Building Name		Room #
Bon Meade El Sch		157
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 14 feet, 5 inches	245sqft	8
Implementation Date		
2016-08-26		
Uploaded Files		
Bon Meade Floor Plan - Special Education Plan.pdf		

43Assurance Check

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

Building Name		Room #
Richard J. Hyde El Sch		219
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 10 feet, 0 inches	220sqft	7
Implementation Date		
2016-08-16		
Uploaded Files		

44 Assurance Check

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

Building Name		Room #
McCormick El Sch		127
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 5 inches x 16 feet, 0 inches	438sqft	15
Implementation Date		
2016-08-24		
Uploaded Files		
McCormick Elementary Upper Level Floor Plan.pdf		

45 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 #
J.A. Allard El Sch		G09
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 24 feet, 0 inches	384sqft	13
Implementation Date		
2016-08-24		
Uploaded Files		
Allard Elementary Ground Floor Plan.pdf		

46 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 #
Moon SHS		201
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
13 feet, 0 inches x 13 feet, 0 inches	169sqft	6
Implementation Date		
2016-08-26		
Uploaded Files		

47 Assurance Check

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

Building Name		Room #
Bon Meade El Sch		129
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 8 feet, 0 inches	152sqft	5
Implementation Date		
2016-08-26		
Uploaded Files		
Bon Meade Floor Plan - Special Education Plan.pdf		

48 Assurance Check

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

Building Name		Room #
Moon Area Lower MS		G104
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 14 feet, 0 inches	406sqft	14
Implementation Date		
2016-08-26		
Uploaded Files		
Middle School 1st Floor Plan.pdf		

49Assurance Check

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

Building Name		Room #
Moon Area Upper MS		A202
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 15 feet, 0 inches	300sqft	10
Implementation Date		
2016-08-26		
Uploaded Files		

50 Assurance Check

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

Building Name		Room #
Moon SHS		124
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
11 feet, 0 inches x 9 feet, 5 inches	103sqft	3
Implementation Date		
2016-08-26		
Uploaded Files		
Moon Area High School - 1st Floor.pdf		

51 Assurance Check

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

Building Name		Room #
Bon Meade El Sch		140
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, 6 inches x 28 feet, 6 inches	812sqft	29
Implementation Date		
2016-08-26		
Uploaded Files		
Bon Meade Floor Plan - Special Education Plan.pdf		

52Assurance Check

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

Building Name		Room #
J H Brooks 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
28 feet, 0 inches x 17 feet, 0 inches	476sqft	17
Implementation Date		
2016-08-26		
Uploaded Files		

J. H. Brooks 2nd Floor Plan.pdf

53 Assurance Check

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

Building Name		Room #
Moon Area Upper MS		G205
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 25 feet, 0 inches	350sqft	12
Implementation Date		
2016-08-26		
Uploaded Files		
Middle School 2nd Floor Plan.pdf		

54 Assurance Check

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

Building Name		Room #
J H Brooks El Sch		225
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 15 feet, 0 inches	375sqft	13
Implementation Date		
2016-08-26		
Uploaded Files		
J. H. Brooks 2nd Floor Plan.pdf		

55Assurance Check

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

Building Name		Room #
Bon Meade El Sch		139
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 23 feet, 0 inches	736sqft	26
Implementation Date		
2016-08-26		
Uploaded Files		

56 Assurance Check

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

Special Education Support Services

57Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1	District Wide	District
School Psychologist	2	District Wide	District
Guidance Counselor	4	Secondary	District
Guidance Counselor	3	Secondary	District
Guidance Counselor	3	Elementary	District
Paraprofessionals	54	District Wide	District
Transition Coordinator	1	Secondary	District
Other	2	District Wide	District
Other	1	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
Moon Area School District faculty and support staff will have several training opportunities throughout the duration of this plan. Training and planning for students will include teachers, support staff and parents. School teams will receive regular and ongoing technical support and assistance from the PaTTAN Autism Initiative and through Pittsburgh Behavior Services who provides internal coaching support to the District's seven Life Skills Support classrooms. Language and communication development, utilizing the principals of applied behavior analysis, managing sensory needs, fostering social skills and interaction, utilizing assistive technology, and self-advocacy skills. Trainings will be conducted through a combination of small and large group training sessions, team meetings, and individual student case consultations. The district will also engage the Allegheny Intermediate Unit, other PaTTAN staff and other outside professional partners of the district. Each school building team will be trained or re-certified in Safety Care de-escalation techniques, conducting functional behavior assessments and data collection. Staff will be provided with team level collaboration opportunities for training and analysis of student data.			
Lead Person/Position		Year of Training	
Michael Haslett/Pupil Services Director			
Hours Per Training	Number of Sessions	Provider	Audience
3	4	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training	
Staff in the District will have continued professional development in School Wide Positive Behavior Supports. Trainings will include strengthening and implementing school wide procedures and policies for behavior, and teacher grade level team meetings. Each school building will a team trained and/or re-certified in de-escalation techniques, conducting functional behavior assessments and data collection and disability specific trainings and strategies that complement each category. Staff will be provided with team level collaboration opportunities for training and analysis of student data, will be given training opportunities outside the district (individual and team) by the Allegheny Intermediate Unit and PaTTAN. The district will continue to utilize Pittsburgh Behavior Services for consultation for student specific cases and will continue to use the Student Assistance Program for referrals, consultation/intervention and case management.	
Lead Person/Position	Year of Training
AIU3 Training and Consultation Coordinators	

Hours Per Training	Number of Sessions	Provider	Audience
1-2	5	District Intermediate Unit PaTTAN	General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Moon Area School District instructional paraeducators will be provided with a minimum of 20 hours of professional development activities each school year to ensure those individuals possess the knowledge and skills necessary to meet the needs of students with disabilities for whom they serve. The format of the trainings includes large and small group sessions and online learning. The training opportunities include on-site training with guided practice, monthly department meetings, individual consultation, and presentations from PaTTAN and IU staff. Areas targeted for training include positive behavior supports, professional and ethical practice, instructional strategies, individual learning differences, social and emotional learning, and CPR/first aid.			
Lead Person/Position		Year of Training	
Michael Haslett			
Hours Per Training	Number of Sessions	Provider	Audience
3	7	District Intermediate Unit Other	Paraprofessionals

Transition

Description of Training			
District special education staff will be in serviced regarding Transition regularly throughout the school year. Resources will include the District's Transition Coordinator, PaTTAN and the Allegheny Intermediate Unit. The PaTTAN webinar series and other web-based resources will be utilized for training parents and staff, as well as continued communications with OVR and the Office of Intellectual Disabilities. Special education teachers will have access to the Allegheny Intermediate TaC consultants to provide support in writing transition plans and following through with transition assessments, aligning IEP goals with post-secondary outcomes and locating programs and services in our area. Staff is also given the opportunity to participate in activities offered by Parkway West Career and Technology Center, including open house and career fair days. Trainings will include small and large group training sessions, online resources, individual consultation and regional meetings. Evidence of the trainings will include sign-in sheets, agendas, parent feedback forms, post session evaluation forms for teachers, and team meeting agendas.			

Lead Person/Position		Year of Training	
Michael Haslett			
Hours Per Training	Number of Sessions	Provider	Audience
1-2	3	District Intermediate Unit PaTTAN	Building Administrators General Education Teachers Parents Special Education Teachers

Science of Literacy

Description of Training			
Teachers will demonstrate a firm understanding of reading instruction and assessment principles to promote students' development of foundational reading skills, including: Providing explicit, systematic instruction that is properly sequenced, sequential lessons, gradual release model, structured literacy), implementing methods of measuring student progress in reading development, implementing, designing, and executing standards-driven instruction and using background information to engage all learners in reading, including struggling students, advanced learners, and English Learners. Training includes both workshop and job embedded sessions.			
Lead Person/Position		Year of Training	
Dr. Lauren Morgan/Curriculum Director			
Hours Per Training	Number of Sessions	Provider	Audience
1-2	3	District Intermediate Unit PaTTAN	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training	
Understanding the Special Education Process for Parents: These sessions will focus on the evaluation/re-evaluation process including referrals, eligibility criteria and components of the IEP.	
Lead Person/Position	Year of Training
Michael Haslett	

Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Other	Parents

Description of Training			
Mental Health: Signs and Interventions. These sessions will provide parents with knowledge and skills related to recognizing mental health concerns their children may experiencing and accessing the appropriate supports and interventions for them.			
Lead Person/Position		Year of Training	
Michael Haslett			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Parents

Description of Training			
Understanding your child's behavior and disability specific trainings: These sessions will focus on behavior management processes at school, provide strategies for parents at home and will also include a variety of disability specific trainings and information sessions.			
Lead Person/Position		Year of Training	
Michael Haslett			
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Other	Parents

Description of Training			
Transition Services: These workshops will focus on topics such as post-secondary education and training, employment opportunities, independent living goals, collaborating with schools and other outside agencies.			
Lead Person/Position		Year of Training	
Michael Haslett/Pupil Services Director			
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District Intermediate Unit	Parents

		PaTTAN	
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IEP Development

Description of Training			
Best practices for IEP writing: These sessions will focus on using multiple sources of data to build comprehensive IEPs, using student strengths, interests and preferences for student engagement, increasing parent participation in the IEP process, accurately documenting how the students disability affects involvement and progress in the general education curriculum, determining academic and functional needs of students, and writing measurable and meaningful IEP goals.			
Lead Person/Position		Year of Training	
Michael Haslett/Pupil Services Director			
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit 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

