

Profile and Plan Essentials

LEA Name	AUN
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Greensburg Salem SD

107653203

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Address 1		
1 Academy Hill Place		
Address 2		
City	State	Zip
Greensburg	PA	15601
Director of Special Education Name		
Todd McMillen		
Director of Special Education Email		
todd.mcmillen@gslions.net		
Director of Special Education Phone Number		Director of Special Education Ext
724-832-2900		62032
Chief Administrator Name		
Dr Kenneth A Bissell		
Chief Administrator Email		
ken.bissell@gslions.net		

Special Education Students

Total Number of Students Receiving Special Education 505

School District Total Student Enrollment 2525

Percent of Students Receiving Special Education 20.8

Steering Committee

Name	Position/Role	Building	Email
Dr. Kenneth Bissell	Superintendent	Greensburg Salem SD	ken.bissell@gslion.net
Todd McMillen	Director of Special Education	Greensburg Salem SD	todd.mcmillen@gslions.net
Lauren Brown	Parent	Amos K Hutchinson El Sch	lauren.brown@gslions.net
Lenni Nedley	Director of Curriculum	Greensburg Salem SD	lenni.nedley@gslions.net
Sheri Dallas	Special Education Teacher	Greensburg-Salem HS	sheri.dallas@gslions.net
Thomas Brannigan	Special Education Teacher	Nicely El Sch	thomas.brannigan@gslions.net
Jaime Derbish	Special Education Teacher	Greensburg-Salem MS	jaime.derbish@gslions.net
Jennifer Kapusta	Building Principal	Amos K Hutchinson El Sch	jennifer.kapusta@gslions.net
Tyler George	General Education Teacher	Greensburg-Salem MS	tyler.george@gslion.net
Kacey Byrne-Houser	Board Member	Greensburg Salem SD	kacey.byrnehouser@gslions.net

Identification Method

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

Discrepancy Model

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

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

No

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

As a host district for students residing in a 1306 facility, the district, Greensburg Salem, would provide the student with a free and appropriate education program consistent with 22 Pa. Code, Chapter 14. The district implements Child Find for all children within the boundaries of the district. Annual notices are provided through the student handbook, local newspapers, and the district website. The district responds to Educational Decision Maker requests for an evaluation and also considers reports and identification from outside entities. The district also identifies students that may qualify for services through data team meetings, and performance in the classroom including interventions. The host will maintain contact with the school district of residence of the student for the purpose of keeping the school district of residence informed of its plans for educating the student and seeking input from the district with respect to the student's needs, supports, and IEP development and implementation. As a host district, the district is also responsible to provide certified special education teachers and ensure related services are provided to the non-resident student (24 P.S. §13-1306(c)). As a host district, Greensburg Salem would coordinate with the district of residence regarding the educational services to be provided and keep the district of residence informed regarding the student's educational programming.

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

The Greensburg Salem School District works directly with the 1306 facility to plan for a successful transition back to the school district. An initial meeting is scheduled to discuss the transition with the Director of Student Services. The Guidance Counselor also communicates with the staff of students in the hospital setting to plan for successful transitions. Once a date is established for the child to return to the home school district, the building Guidance Counselor works with the building level team to schedule a transition meeting and develop a transition and educational plan to support the family and child.

Incarcerated Students Oversight

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

No

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

The Greensburg Salem School District provides educational records and collaborates with the host district and Intermediate Unit for any incarcerated students who are residents of the district. Westmoreland County Prison is located in Hempfield Area School District, a neighboring district. If the district is notified by a parent or the probation office prior to notification from the host district of the incarceration of a student, the Coordinator of Student Services works directly with the Intermediate unit and Hempfield Area School District to ensure they are aware of the incarceration. The district would assist in transitioning an incarcerated youth's return to the home district. The district utilizes the Special Education Supervisor from Intermediate Unit #7 to assist with students who may be incarcerated outside of the county.

Least Restrictive Environment

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

The Penn Data Least Restrictive Environment Data shows student distribution across the educational settings. The most recent data (2023-2024) shows that the number of students included in the regular education environment 80% or more is higher than the state average, having more students included at the itinerant level than students at the supplemental level of support (lower than the state average). However, the number of students in other educational settings is 3.4% higher than the state average.

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 Individualized Education Program Team determines how the child's needs can best be met with the consideration of supplementary aids and services. The evaluation report/reevaluation report, parent input, universal screeners, and progress monitoring data are considered in the development of the IEP, accommodations, and learning environment. Supplemental aids and services are determined by the student's individual needs to make adequate progress in the least restrictive environment for that individual child.

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

The district has revised the curriculum with a focus on priority standards. In addition to the curriculum, the district utilizes PaTTAN and the Westmoreland Intermediate Unit TaC to assist in training and coaching supports. The IU TaC is supporting and designing training to assist with effective instructional strategies and inclusive strategies for our students who are in more restrictive environments within the district. The TaC also provides training and coaching relating to transition, behavior, and assistive technology. The district maintained a Behavior Specialist to support staff, students, and families with behavioral and emotional challenges to ensure meaningful participation of students with disabilities.

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

The district provides supports to students who require specific supplemental aids and services to meaningfully participate in extracurricular activities as outlined in the IEP. The supports and services are not limited but are specific to the individual student's needs. Some examples of supports utilized are as follows: Interpreter services, paraprofessional support, adaptive equipment, special transportation, assistive technology, behavior supports, hearing and vision supports, and nursing services.

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?

Placing students outside of the district is the last consideration for the child's least restrictive environment after supplementary aids, services, and supports have been exhausted. When a student requires a higher level of support than can be met in the regular education setting, multiple placement options are reviewed with the team. Educational centers and APS's often do not have students with non-disabled peers in their educational setting. Regardless, all students have the opportunity to participate in extracurricular activities in the neighborhood school with their non-disabled peers. The district will provide supplemental aids and services for students who participate to ensure meaningful participation.

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

The district has added programs and staffing to support our Life Skills, Autistic and Emotional Support needs. Over the past several years, we have added two Autistic Support classrooms in our elementary school, and two Life Skills Support classrooms in our secondary and emotional support at our high school. In addition, we have maintained a Behavioral Specialist to provide additional support to our students, families, and staff in relation to behavior, and social/emotional supports. We have also added an additional school based mental health provider and Therapy in schools to better meet the mental health and emotional needs of our student population. The district continually monitors the changing population to determine staffing and programming needs to meet students’ least restrictive environment needs. Each year a consideration is made to revise or increase programming and supports based on the shift of student between elementary and middle school and, middle school to high school. Also, the influx of students with autistic support and other needs from early intervention is considered in our planning process.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Clairview	Other	IU school	Westmoreland Intermediate unit	Emotional Support	1

Clelian Heights	Licensed Private Academic		Clelian Heights	Life Skills Support	7
Merakey School for Autism - Mt. Pleasant	Licensed Private Academic		Merakey	Autistic Support	3
Clelian Heights	Licensed Private Academic		Clelian Heights	Multiple Disabilities Support	1
Merakey School Greensburg	Licensed Private Academic		Merakey	Emotional Support	1
Children's Institute	Approved Private School (APS)		Children's Institute	Autistic Support	1
Presley Ridge Day School	Licensed Private Academic		Presley Ridge	Emotional Support	5
Clairview	Other	IU school	Westmoreland Intermediate Unit	Life Skills Support	3
Clelian Heights	Licensed Private Academic		Clelian Heights	Learning Support	1
Clelian Heights	Licensed Private Academic		Clelian	Autistic Support	3
Adelphoi Hartford Heights	Licensed Private Academic		Adelphoi Village	Emotional Support	1

Positive Behavior Support

Date of Approval

2021-03-10

Uploaded Files

Behavior support Policy 113.2.docx

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

The district utilizes information from the universal screener to develop lessons and interventions for the social-emotional needs of all students. The district currently has three emotional support classrooms that support students with emotional needs. Individual social-emotional needs are addressed through the IEP. These needs are addressed in individual and small group settings. The school counselors and the Behavior Specialist, run various groups that address social and emotional needs. The district also contracts with Adelphoi Village Therapy in Schools, and school-based counseling supports are available through Family Behavioral Resources (FBR) and Norwin Counseling and Wellness. The district also utilizes St. Vincent Prevention Projects to run specific groups for students with similar needs.

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.**

Each building in the district has a Crisis Intervention Team consisting of staff members trained in CRM (UPMC) to deal with more significant behaviors. The district has two internal certified trainers for CRM in relation to the de-escalation and safe intervention for students who demonstrate escalated behavior. Each building has a crisis team of trained individuals to respond to students in crisis and are in danger of harming themselves or others. The district has contracted with Family Behavioral Resources (FBR) for a full-time Behavior Specialist. The behavior specialist works directly with the IEP team through the FBA process, coaching and modeling to support students' positive behavior support and success. The district uses resources provided by the Westmoreland Intermediate Unit to support positive behavior and has access to behavioral specialists and consultants. The district is currently working with the TaC team to improve instruction and behavior supports in our elementary Life Skills and Autistic Support classrooms. The Greensburg Salem Middle School has a team of 10 staff members who have been trained in Check and Connect to support middle school students with emotional needs in their pathway to graduation. Staff members have also participated in training opportunities in PaTTAN's Universal

Design for Learning grant opportunity and the Bureau of Education and Research (BER) , “Strengthen Your RTI/MTSS Program” in the spring of 2022.

3. Describe the district positive school wide support programs.

All buildings have building-wide, positive behavior support plans for all students in place to meet the age group and developmental needs of the students in the individual buildings. Greensburg Salem Middle and Metzgar Elementary have received training through PaTTAN for Schoolwide Positive Intervention and Support (SWPBIS). A description of each building's Positive Behavior Support plan is listed below.

Nicely Elementary LIONS Leadership Integrity Respect for Others and self Never give up Service and scholarship Students will be recognized for "PAWS"itive behavior. When students demonstrate any of these traits, they are rewarded and recognized for the "PAWS"itive behavior. Students are given paw stickers for displaying these positive behaviors and the teacher will complete "You're a Golden Lion" card. The card is sent home and to the office. Students' names will be entered in a drawing and their pictures will be displayed in the school lobby. Each Month a Golden Lion of the month is selected, and their picture is displayed in the lobby for the remainder of the year.

Metzgar Elementary

PRIDE P- I am PREPARED

R- I am RESPECTFUL I have INTEGRITY

I-have INTEGRITY

D- I have DISCIPLINE

E- I give my best EFFORT

Students are recognized by teachers, staff, bus drivers, cafeteria workers, and administrators for "PAWS"itive behavior. At the beginning of the school year, 5th grade students work together in teams and with teachers to create lessons based upon the established School-Wide behavioral matrix. A PRIDE-KICK OFF day is scheduled at which time, students rotate through stations developed by 5th grade students. Each station provides explicit instruction on each of the school-wide behavior expectations and how the SWPBSP functions in the school. Following this explicit instruction, students who are seen displaying Metzgar PRIDE are rewarded with PRIDE Tickets. Students can receive these tickets from teachers, cafeteria staff, lunchroom monitors, bus drivers and all other faculty at Metzgar. Students are then able to enter these tickets into weekly PRIDE prize drawings. Each month, a different PRIDE character trait is

recognized as part of our daily announcements. These character traits are reviewed along with behavioral expectations and specific examples are provided. In addition, students participate in follow-up activities on the PRIDE character traits, over the course of the school year, during Encore classes. In addition to the school-wide program, Metzgar Elementary utilizes a universal behavior screening tool along with classroom data to identify behavioral concerns and appropriate interventions implemented (lunch groups, social skill groups, mentoring, leadership opportunities) based upon the MTSS model. Staff at the school have received training through at Pattan both for behavior and specific to implementation of a successful PBIS Program. All school staff receive professional development throughout the school year focused on behavior, and social-emotional learning development.

Hutchinson Elementary PRIDE Positive Attitude Respect Integrity Determination Effort PRIDE behavior is emphasized throughout the school, and banners decorate the school's common areas to remind students what PRIDE behavior looks like in school settings. Additionally, the school has paired with the district's transportation provider to highlight what PRIDE behavior looks and sounds like on the bus. Each month, a different PRIDE character trait is highlighted.

At the beginning of the month, the whole school participates in a "PRIDE Character Day." During these special days, an extended Morning Meeting is held, during which held a video, text, and activity are used to teach the students what the character trait looks and sounds like in "action." When appropriate, classrooms from the intermediate grades are paired with classrooms from the primary grades for this extended meeting and to complete the accompanying activity. Throughout the month, homeroom teachers continue to emphasize and provide instruction on the PRIDE characteristics.

On a daily basis, students are reminded of the PRIDE Character Trait during morning announcements, which are written and delivered by representatives from our fifth-grade classes. Classrooms can earn a PRIDE letter for demonstrating PRIDE behavior in their special area classes, the cafeteria, the hallways/restrooms, and on the playground. Once a classroom spells "PRIDE," their homeroom teacher can reward them as he/she sees fit.

Individual students are recognized for demonstrating PRIDE behavior in their daily interactions. Each week, each teacher identifies one "PRIDE Golden Lion of the Week." These students have their photo taken, which is displayed with a brief write-up as to what the student did to demonstrate PRIDE behavior. The students' photos and write-ups are publicly displayed in the hallway. In addition, these students are invited to a special Morning Meeting with the school's principals, where they get to share what they did and receive a "Hutchinson PRIDE" bracelet. The photo and write-up is sent home with the child the following week. Hutchinson's principals and

counselors attended Bureau of Education and Research's institute, "Strengthen Your RtI/MTSS Program," for two days in the spring of 2022.

Greensburg Salem Middle School The Positive Behavior Intervention Plan assists students in understanding the impact of their behavior to their learning and others' learning. The vision of the GSMS Positive Behavior and Intervention Support Program is to reduce punitive consequences by proactively and consistently teaching students respectful and appropriate behavioral expectations, increasing positive adult-student interactions, and recognizing students who act respectfully in all areas of the school and on the bus. The RESPECT program teaches students to respect themselves, others, and property through an assembly at the beginning of the year, posters displayed in each classroom and the hallways, and mini-lessons. Recognition will be in the form of RESPECT dollars for 7th and 8th grade and Ron Clark Academy (RCQ) house points for the 6th grade distributed by teachers, administrators, and staff members to students who exhibit appropriate behavior. Students can then redeem these dollars and house points for various rewards established by the PBIS team. Examples of rewards include additional free time in the gymnasium, movies, time to play PS4 during lunch in a special room, and other small prizes "purchased" with RESPECT dollars. Data on behaviors is collected and analyzed to help identify areas of concern so that a strategy to reduce behaviors can be implemented. All of the above is facilitated by a team of teachers who participated in PaTTAN training specific to implementing a successful PBIS program.

Greensburg Salem High School C.L.A.S.S. Character, Leadership, Advisory, Scholarship, Service. C.L.A.S.S. is founded on the research and district belief that students who make personal connections are more likely to succeed both academically and socially. C.L.A.S.S. offers Greensburg Salem students a unique opportunity for continued growth within a group of peers. C.L.A.S.S. peer groups are guided by an advisor. The advisor and peer group foster positive relationships, promote leadership skills, selfless service, academic support, and self-improvement, social skill development, and mentoring. The advisory groups meet each day and are composed of multi-grade, heterogeneously mixed student groups. Activities are based on group interests, student feedback, current events, and school functions.

The C.L.A.S.S. groups promote positive relations between different social groups and offer advocacy and support for difficult social and academic situations. The high school also provides programs to support positive behavior such as enrichment, instructional makeup, and Next-Step and after-school program. GSHS utilizes a staff mentor leadership program for at-risk Freshmen students. The program pairs students, identified by their teachers, with a team of 4 teachers, administrators, or guidance counselors. The program provides opportunities for students to build goal setting skills in their area of need (behavior, attendance, grades). Students are led through the process of identifying barriers to their success in one or more of these areas and write clear and measurable goals for their individual improvement. Leadership mentors meet with identified students monthly, monitoring their growth, and building relationships that

provide a positive adult connection within the building. Students write a check to both themselves and to a person important to them based on their goal. The program focuses on success and positive reinforcement of the traits necessary for success in high school, and post-graduation pathways.

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

Greensburg Salem Middle School, Greensburg Salem High School, Hutchinson Elementary, Nicely Elementary, and Metzgar Elementary currently maintain a Student Assistant Program (SAP/eSAP) team. The SAP teams work in conjunction with the SAP liaison to offer treatment recommendations to all students and families demonstrating a need. Referrals to SAP can be made by teachers, administrators, students, and families. Many families have chosen to engage their child in outpatient school-based mental health services through Family Behavioral Resources or Norwin Health and Wellness. The district has also contracted with Adelphoi Village's Therapy in Schools program to provide additional supports and options. Families and students are able to secure services weekly at school with a qualified licensed mental health therapist. In addition to the school-based mental health services, psychiatric evaluations and medication checks are available to families. Family Behavioral Resources provide a wide range of therapeutic services, including the option for telepsychiatry appointments to provide access to a psychiatrist for families with transportation problems.

5. Describe the district restraint procedure.

Each building in the district has a crisis intervention team consisting of staff members trained in CMM/ CRM to assist with significant behaviors that present a danger to self or others. De-escalation is always the first consideration for a child demonstrating escalation and dangerous behavior. Physical restraint is used as a last resort to ensure the physical safety of the child and others. Only when the child presents a clear danger to themselves or others should restraints be implemented. When a student has been physically restrained (as defined by PA Department of Education Guidelines), the restraint must be reported to the Student Services Office at Greensburg Salem School District on the day that the restraint occurs. All restraints are reported to the state through the RISC system. The district follows restraint guidelines as outlined in Chapter 14 as outlined below.

Chapter 14 defines “restraint” as:

- The application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student or eligible young child’s body.
- The term does not include briefly holding, without force, a student or eligible young child to calm or comfort him, guiding a student or eligible young child to calm or comfort him, guiding a student or eligible young child to an appropriate activity, or holding a student’s or eligible young child’s hand to safely escort him/her from one area to another.
- The term does not include hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student or eligible young child’s

parents and specified in the IEP. Devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses and functional positioning devices are examples of mechanical restraints excluded from the definition of a restraint.

- Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself/herself, to others students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

REQUIRED IEP MEETING: The use of restraints to control the aggressive behavior of an individual student or eligible young child shall cause the school entity/charter school to notify the parent of the use of restraint and shall cause a meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notification, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student or eligible young child needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior.

INCLUSION OF RESTRAINTS IN IEP: Chapter 14 identified that the use of restraints may only be included in an IEP when the following conditions apply:

- The restraint is utilized with specific component elements of positive behavior support.
- The restraint is used in conjunction with the teacher of socially acceptable alternative skills to replace problem behavior.
- Staff is authorized to use the procedure and have received the staff training required.
- There is a plan in place for eliminating the use of restraints through the application of positive behavior support
- The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an education program, or employed as a punishment.

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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.

Currently, the Greensburg Salem School District does not have any students who have been difficult to place in an appropriate educational program. The district has been able to utilize appropriate programs and services to provide FAPE. Placement decisions are conducted in compliance with the guidelines outlined in chapter 14 and IDEA. The Individualized Education Plan (IEP) team determines where the needs of the child can be met. The first consideration of the IEP team is the general education setting with supplemental aids and services. To maximize the extent appropriate, all factors are considered, including academic, behavioral, emotional, mental health, and social needs. In the event the Greensburg Salem School District would experience difficulty finding an appropriate placement, the school district would collaborate with the Westmorland Intermediate Unit, neighboring Local Education Agencies (LEA), Pennsylvania Training and Technical Network (PaTTAN), and approved private schools to ensure the provisions of FAPE. Additionally, the district would request an interagency meeting bringing various agencies together to explore appropriate options to provide FAPE to the individual student. If a placement of the child is unlikely, the district will file a report with the Department of Education within five days of the initial identification of the student. The district provides homebound instruction for short-term medical needs not exceeding three months without a review. Rarely, the IEP team will determine Instruction in the Home as the least restrictive environment. If a student's medical condition is to the extent a student needs instruction in the home, the IEP team will make the decision, and the student will be placed in Instruction in the Home through a Notification of Educational Placement (NOREP). A student receiving Instruction in the Home will be provided instruction by a highly qualified special education teacher. The teacher will provide instruction and ongoing progress monitoring while providing instruction in the home. Homebound and Instruction in the Home of students with exceptionalities will be reported to the state as required. The Greensburg Salem School District offers a wide range of support services, including learning support, autistic support, life skills support, and emotional support through interagency agreements with the Westmoreland Intermediate Unit. In addition, several special education centers and approved private schools are utilized to meet the needs of our students.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NLS2	Elementary	Full-time (1.0)	02/07/2025 02:30 PM

Building Name		
Nicely El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.12

Building Name		
Nicely El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %

	0.25
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSLSS2	Secondary	Full-time (1.0)	02/03/2025 03:15 PM

Building Name		
Greensburg-Salem HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.25

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

School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.08

Building Name		
Greensburg-Salem HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.12

Building Name		
Greensburg-Salem HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.12

Building Name		
Greensburg-Salem HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSLS62	Secondary	Full-time (1.0)	02/07/2025 12:23 PM

Building Name		
Greensburg-Salem 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 14
Age Range Justification		FTE %

	0.16
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Building Name		
Greensburg-Salem MS		
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	11 to 14
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP MS	Multiple	Part-time (0.5)	02/18/2025 08:51 AM

Building Name		
Greensburg-Salem MS		
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

Intermediate Unit	Secondary	11 to 14
Age Range Justification		FTE %
		0.49

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLPHSN	Multiple	Full-time (1.0)	02/18/2025 10:43 AM

Building Name		
Nicely El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
speech and language services are provide individually or with age alike peers		0.54

Building Name		
Greensburg-Salem HS		
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	Secondary	14 to 21
Age Range Justification		FTE %
speech and language services are provided individually or with age alike peers		0.09

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HLS2	Elementary	Full-time (1.0)	02/07/2025 01:15 PM

Building Name		
Amos K Hutchinson 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	7 to 10
Age Range Justification		FTE %
		0.22

Building Name		
Amos K Hutchinson El Sch		
Support Type		
Autistic Support		
Support Sub-Type		

Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.08

Building Name		
Amos K Hutchinson El Sch		
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	Elementary	7 to 10
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSLS81	Secondary	Full-time (1.0)	02/07/2025 12:26 PM

Building Name		
Greensburg-Salem MS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.2

Building Name		
Greensburg-Salem MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLPH	Elementary	Full-time (1.0)	02/18/2025 09:24 AM

Building Name

Amos K Hutchinson 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 12
Age Range Justification		FTE %
Students on the speech and language roster are serviced individually or within small group with age alike peers		0.89

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSES	Secondary	Full-time (1.0)	02/03/2025 01:31 PM

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

Building Name		
Greensburg-Salem HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.04

Building Name		
Greensburg-Salem HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Greensburg-Salem HS		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSL5 910 3	Secondary	Full-time (1.0)	02/03/2025 01:35 PM

Building Name		
Greensburg-Salem HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.24

Building Name

Greensburg-Salem HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.08

Building Name		
Greensburg-Salem HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSL5 1112 6	Secondary	Full-time (1.0)	02/03/2025 01:37 PM

Building Name		
Greensburg-Salem HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.28

Building Name		
Greensburg-Salem HS		
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 18
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MLS2	Elementary	Full-time (1.0)	02/07/2025 01:47 PM

Building Name		
Metzgar 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	8 to 11
Age Range Justification		FTE %
		0.2

Building Name		
Metzgar El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.35

Building Name

Metzgar El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSLSS2	Secondary	Full-time (1.0)	02/07/2025 02:31 PM

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

Building Name		
Greensburg-Salem MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.25

Building Name		
Greensburg-Salem MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.07

Building Name		
Greensburg Salem SD		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSES	Secondary	Full-time (1.0)	02/07/2025 12:35 PM

Building Name		
Greensburg-Salem MS		
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	Secondary	12 to 16
Age Range Justification		FTE %
		0.14

Building Name

Greensburg-Salem MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
H LSS	Elementary	Full-time (1.0)	02/07/2025 01:24 PM

Building Name		
Amos K Hutchinson El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.5

Building Name		
Amos K Hutchinson El Sch		
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%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.1

Building Name		
Amos K Hutchinson El Sch		
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	Elementary	8 to 11
Age Range Justification		FTE %
		0.07

Building Name		
Amos K Hutchinson El Sch		
Support Type		

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NLSI	Elementary	Full-time (1.0)	02/18/2025 09:38 AM

Building Name		
Nicely 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	9 to 12
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSL5 1112 5	Secondary	Full-time (1.0)	02/03/2025 01:40 PM

Building Name		
Greensburg-Salem HS		
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	15 to 18
Age Range Justification		FTE %
		0.22

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSLS72	Secondary	Full-time (1.0)	02/07/2025 12:38 PM

Building Name		
Greensburg-Salem 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	12 to 14
Age Range Justification		FTE %
		0.24

Building Name		
Greensburg-Salem MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14

Age Range Justification	FTE %
	0.1

Building Name		
Greensburg-Salem MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSLS61	Secondary	Full-time (1.0)	02/07/2025 12:45 PM

Building Name		
Greensburg-Salem 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	11 to 14
Age Range Justification		FTE %
		0.26

Building Name		
Greensburg-Salem MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
H ES	Elementary	Full-time (1.0)	02/07/2025 01:29 PM

Building Name		
Amos K Hutchinson El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Students are educated in the classroom with age alike peers. Students who fall outside of the age range have an age waiver		0.1

Building Name		
Amos K Hutchinson El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
Students are educated in the classroom with age alike peers. Students who fall outside of the age range have an age waiver		0.15

Building Name		
Amos K Hutchinson 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	6 to 10
Age Range Justification		FTE %

Students are educated in the classroom with age alike peers. Students who fall outside of the age range have an age waiver	0.08
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSL5 910 2	Secondary	Full-time (1.0)	02/03/2025 01:44 PM

Building Name		
Greensburg-Salem HS		
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		
Greensburg-Salem HS		
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 17
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HLS3	Elementary	Full-time (1.0)	02/07/2025 01:32 PM

Building Name		
Amos K Hutchinson El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.32

Building Name		
Amos K Hutchinson El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load

Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.08

Building Name		
Amos K Hutchinson El Sch		
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	Elementary	8 to 11
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSLS82	Secondary	Full-time (1.0)	02/07/2025 12:47 PM

Building Name		
Greensburg-Salem 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

Building Name		
Greensburg-Salem MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.1

Building Name		
Greensburg-Salem MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15

Age Range Justification	FTE %
	0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLPM	Elementary	Full-time (1.0)	02/18/2025 09:43 AM

Building Name		
Metzgar El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		41
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
student are serviced individually or in small groups with age alike peers		0.63

Building Name	
Amos K Hutchinson El Sch	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	Case Load
Itinerant (20% or Less)	17

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NLSP	Elementary	Full-time (1.0)	02/18/2025 09:41 AM

Building Name		
Nicely El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.12

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

Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSLS71	Secondary	Full-time (1.0)	02/07/2025 12:48 PM

Building Name	
Greensburg-Salem MS	
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	Secondary
Age Range Justification	FTE %
	0.2

Building Name
Greensburg-Salem MS
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MLS1	Elementary	Full-time (1.0)	02/07/2025 02:00 PM

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

Building Name
Metzgar El Sch

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	Elementary	5 to 8
Age Range Justification		FTE %
		0.08

Building Name		
Metzgar El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.17

Building Name		
Metzgar El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.1

Building Name		
Metzgar El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Students are serviced with their age level peers. Teacher roster accounts for multiple grade levels		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSL4	Elementary	Full-time (1.0)	02/07/2025 01:36 PM

Building Name
Amos K Hutchinson El Sch
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	Elementary	7 to 10
Age Range Justification		FTE %
		0.36

Building Name		
Amos K Hutchinson El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.08

Building Name		
Amos K Hutchinson El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10

Age Range Justification	FTE %
	0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DHOH	Multiple	Part-time (0.5)	02/18/2025 08:50 AM

Building Name	
Greensburg-Salem HS	
Support Type	
Deaf And Hearing Impaired Support	
Support Sub-Type	
Deaf And Hearing Impaired Support	
Level of Support	Case Load
Itinerant (20% or Less)	1
Identify Classroom	Classroom Location
Intermediate Unit	Secondary
Age Range	14 to 18
Age Range Justification	FTE %
	0.02

Building Name	
Greensburg-Salem 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	Secondary	13 to 14
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSLSS	Secondary	Full-time (1.0)	02/03/2025 03:03 PM

Building Name		
Greensburg-Salem HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
Student receive instruction based on thier need. Not all student on the roster, across the age range receive instruction in the age range have an age waiver. The student who are age 20 participate in transition and work programs		0.35

Building Name
Greensburg-Salem HS
Support Type

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.12

Building Name		
Greensburg-Salem HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSLs 1112 4	Secondary	Full-time (1.0)	02/03/2025 01:51 PM

Building Name

Greensburg-Salem HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.3

Building Name		
Greensburg-Salem HS		
Support Type		
Physical Support		
Support Sub-Type		
Physical Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.02

Building Name		
Greensburg-Salem HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.05

Building Name		
Greensburg-Salem HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HLS1	Elementary	Full-time (1.0)	02/07/2025 01:39 PM

Building Name		
Amos K Hutchinson El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.12

Building Name		
Amos K Hutchinson El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
H AS	Elementary	Full-time (1.0)	02/07/2025 01:40 PM

Building Name
Amos K Hutchinson El Sch

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
age waiver outside of three years		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSLs 910 1	Secondary	Full-time (1.0)	02/03/2025 02:53 PM

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

Building Name		
Greensburg-Salem HS		
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 17
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
M LSS	Elementary	Full-time (1.0)	02/07/2025 02:08 PM

Building Name		
Metzgar 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%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %

	0.35
--	------

Building Name		
Metzgar El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NLSS	Elementary	Full-time (1.0)	02/07/2025 02:19 PM

Building Name		
Nicely El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range

School District	Elementary	7 to 11
Age Range Justification		FTE %
age waiver		0.5

Building Name		
Nicely El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Age Waiver		0.1

Building Name		
Nicely El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.08

Building Name		
Nicely El Sch		
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	Elementary	6 to 9
Age Range Justification		FTE %
		0.02

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSLSS	Secondary	Full-time (1.0)	02/07/2025 12:50 PM

Building Name		
Greensburg-Salem 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%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.1

Building Name		
Greensburg-Salem MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.2

DRAFT

Special Education Facilities

Building Name		Room #
Greensburg-Salem HS		329
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 22 feet, 0 inches	506sqft	18
Implementation Date		
2022-08-06		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Amos K Hutchinson El Sch		105B
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 16 feet, 0 inches	384sqft	13

Implementation Date
2022-04-06
Uploaded Files

2 Assurance Check

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

Building Name		Room #
Metzgar El Sch		27
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 40 feet, 0 inches	1080sqft	38
Implementation Date		
2024-08-21		
Uploaded Files		

3 Assurance Check

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

Building Name		Room #
Amos K Hutchinson El Sch		213
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 31 feet, 0 inches	744sqft	26
Implementation Date		
2022-04-06		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Greensburg-Salem HS		386B
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
8 feet, 6 inches x 15 feet, 0 inches	127sqft	4
Implementation Date		
2022-04-06		
Uploaded Files		

5Assurance Check

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

Building Name	Room #
Nicely El Sch	34
School Building	Building Description
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 35 feet, 0 inches	1330sqft	47
Implementation Date		
2022-04-06		
Uploaded Files		

6Assurance Check

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

Building Name	Room #
Metzgar El Sch	120
School Building	Building Description
	A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement
15 feet, 0 inches x 12 feet, 4 inches	185sqft
Max # of students in classroom	6
Implementation Date	
2022-04-06	
Uploaded Files	

7 Assurance Check

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

Building Name		Room #
Greensburg-Salem HS		328
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 17 feet, 0 inches	374sqft	13
Implementation Date		
2022-04-06		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Greensburg-Salem MS		263
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 0 inches x 15 feet, 0 inches	195sqft	6
Implementation Date		
2022-04-06		
Uploaded Files		

9Assurance Check

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

Building Name		Room #
Greensburg-Salem MS		227A
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 20 feet, 0 inches	520sqft	18
Implementation Date		
2022-04-06		
Uploaded Files		

10 Assurance Check

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

Building Name		Room #
Amos K Hutchinson El Sch		203
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 31 feet, 0 inches	744sqft	26
Implementation Date		

2022-04-06
Uploaded Files

11 Assurance Check

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

Building Name		Room #
Greensburg-Salem MS		191
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 20 feet, 0 inches	560sqft	20
Implementation Date		
2022-04-06		
Uploaded Files		

12 Assurance Check

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

Building Name		Room #
Metzgar El Sch		12
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 35 feet, 0 inches	1330sqft	47
Implementation Date		
2022-04-06		
Uploaded Files		

13Assurance Check

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

Building Name		Room #
Greensburg-Salem HS		329
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 22 feet, 0 inches	506sqft	18
Implementation Date		
2022-04-06		
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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Greensburg-Salem HS		264
School Building		Building Description
		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, 0 inches	800sqft	28
Implementation Date		
2022-04-06		
Uploaded Files		

15 Assurance Check

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

Building Name		Room #
Amos K Hutchinson El Sch		205A
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 15 feet, 0 inches	360sqft	12
Implementation Date		
2022-04-06		
Uploaded Files		

16 Assurance Check

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

Building Name		Room #
Amos K Hutchinson El Sch		107A
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 15 feet, 0 inches	360sqft	12
Implementation Date		
2022-04-06		
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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Greensburg-Salem HS		236
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 8 inches x 32 feet, 0 inches	789sqft	28
Implementation Date		
2024-07-23		
Uploaded Files		

18Assurance Check

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

Building Name		Room #
Nicely El Sch		6
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 35 feet, 0 inches	1330sqft	47
Implementation Date		
2022-04-06		
Uploaded Files		

19 Assurance Check

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

Building Name		Room #
Greensburg-Salem MS		281
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
50 feet, 0 inches x 21 feet, 0 inches	1050sqft	37
Implementation Date		

2022-04-06
Uploaded Files

20 Assurance Check

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

Building Name		Room #
Greensburg-Salem MS		225
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 28 feet, 0 inches	672sqft	24
Implementation Date		
2022-04-06		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Greensburg-Salem HS		270
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 25 feet, 0 inches	900sqft	32
Implementation Date		
2022-04-06		
Uploaded Files		

22Assurance Check

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

Building Name		Room #
Metzgar El Sch		6
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 35 feet, 0 inches	1330sqft	47
Implementation Date		
2022-04-06		
Uploaded Files		

23Assurance Check

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

Building Name	Room #
Greensburg-Salem MS	239
School Building	Building Description
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 28 feet, 0 inches	672sqft	24
Implementation Date		
2022-04-06		
Uploaded Files		

24 Assurance Check

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

Building Name		Room #
Amos K Hutchinson El Sch		213
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 6 inches x 30 feet, 6 inches	747sqft	26
Implementation Date		
2022-04-06		
Uploaded Files		

25 Assurance Check

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

Building Name		Room #
Amos K Hutchinson El Sch		107B
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 16 feet, 0 inches	384sqft	13
Implementation Date		
2022-04-06		
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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Nicely El Sch		18
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 0 inches x 19 feet, 0 inches	247sqft	8
Implementation Date		
2022-04-06		
Uploaded Files		

27 Assurance Check

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

Building Name		Room #
Greensburg-Salem HS		251
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 25 feet, 0 inches	400sqft	14
Implementation Date		
2022-04-06		
Uploaded Files		

28 Assurance Check

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

Building Name		Room #
Greensburg-Salem MS		135
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
49 feet, 0 inches x 42 feet, 0 inches	2058sqft	73
Implementation Date		

2022-04-06
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29 Assurance Check

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

Building Name		Room #
Metzgar El Sch		13
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 35 feet, 0 inches	1330sqft	47
Implementation Date		
2022-04-06		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Greensburg-Salem MS		227B
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 20 feet, 0 inches	520sqft	18
Implementation Date		
2022-04-06		
Uploaded Files		

31Assurance Check

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

Building Name		Room #
Amos K Hutchinson El Sch		15
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 35 feet, 0 inches	1330sqft	47
Implementation Date		
2022-04-06		
Uploaded Files		

32Assurance Check

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

Building Name	Room #
Amos K Hutchinson El Sch	223
School Building	Building Description
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 14 feet, 3 inches	199sqft	7
Implementation Date		
2022-06-28		
Uploaded Files		

33Assurance Check

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

Special Education Support Services

34Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1	District Wide	District
School Psychologist	1	District Wide	District
Paraprofessionals	3	Secondary	District
Paraprofessionals	7	Elementary	District
Paraprofessionals	5	Secondary	Contractor
Paraprofessionals	24	Elementary	Contractor
Occupational Therapist	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
School Psychologist	1	District Wide	District
Behavior Specialist	1	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Autism Characteristics-Strategies and Behavior			
Lead Person/Position		Year of Training	
Jaime Derbish/ Lori Reichart- Special Education Teachers		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	2	District Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
CRM de-escalation			
Lead Person/Position		Year of Training	
Todd McMillen- Director of Student Services-District Trainers		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
8	1	District	Building Administrators General Education Teachers

			Paraprofessionals Special Education Teachers
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Paraprofessional

Description of Training			
ACCESS Logs and Billing			
Lead Person/Position		Year of Training	
ACCESS Coordinator WIU7		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Paraprofessionals

Description of Training			
Understanding autism, behavior and de-escalation			
Lead Person/Position		Year of Training	
Special education teachers		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	District	Paraprofessionals

Transition

Description of Training			
Best Practice in Secondary Transition			
Lead Person/Position		Year of Training	
Sheri Dallas/ Special Education Teacher and Transition Coordinator		2026 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	Intermediate Unit	Special Education Teachers

Description of Training			
Transition compliance			
Lead Person/Position		Year of Training	
Intermediate Unit TaC- Special Education Teacher/ Transition Coordinator		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training

Science of Reading			
Lead Person/Position		Year of Training	
Dr. Lenni Nedley- Curriculum Director		2026	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	Other	Building Administrators General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Raising Readers			
Lead Person/Position		Year of Training	
Elementary Principals		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	12	District	Parents

Description of Training
Parents Are Welcome In Schools (PAWS)

Lead Person/Position		Year of Training	
Elementary Principals		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	12	District	Parents

IEP Development

Description of Training			
Universal Design for Learning			
Lead Person/Position		Year of Training	
Todd McMillen- Director of Student Services		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	General Education Teachers Special Education Teachers

Description of Training	
ESY Determination/ Process and Procedures	
Lead Person/Position	Year of Training
Todd McMillen- Director of Student Services	D

Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Special Education Teachers

Description of Training			
Determining LRE- Disability vs. Need and Support			
Lead Person/Position		Year of Training	
Todd McMillen- Director of Student Services		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Paraprofessionals Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

DRAFT