

# Profile and Plan Essentials

## Special Education Students

Total Number of Students Receiving Special Education 408  
School District Total Student Enrollment 1412  
Percent of Students Receiving Special Education 28.9

## Steering Committee

Name	Position/Role	Building	Email
Renee Kozusko	Director of Special Education	Steel Valley SD	rkozusko@steelvalleypd.org
Edward Wehrer	Superintendent	Steel Valley SD	eweherer@steelvalleypd.org
Bryan Macuga	Other	Steel Valley SD	bmacuga@steelvalleypd.org
Olando Dulin	Other	Steel Valley SD	odulin@steelvalleypd.org
Clay Stone	Other	Steel Valley SD	cstone@steelvalleypd.org
Kevin Walsh	Building Principal	Barrett El Sch	kwalsh@steelvalleypd.org
Lisa Lawson	Special Education Teacher	Steel Valley SHS	llawson@steelvalleypd.org
Lori Oleksak	Special Education Teacher	Park El Sch	oleksak@steelvalleypd.org
Sara Fite	Parent	Steel Valley SD	sfite@steelvalleypd.org

## School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

### Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

### Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

### Secondary Transition (Indicator 13)

Indicator not flagged at this time.

## Graduation (Indicator 1)

Indicator not flagged at this time.

## Drop Out (Indicator 2)

Improvement and Planning Activity
Review district's graduation and drop out information with special education teachers, principals, and school counselors.
Develop a process for the district to assess school climate and culture then utilize the data to develop plans to ensure that appropriate supports are available to students considering dropping out of school.

## Assessment (Indicator 3)

Improvement and Planning Activity
Review of PASA Eligibility Criteria: Decision Making Companion Tool with special education teachers and include in shared Special Education Google drive for special education teachers to reference when needed.
Develop district guidelines to assist with appropriate determination of student eligibility for inclusion in PASA to be reviewed and implemented during the 2023-24 school year.
Ongoing review of PASA eligibility determinations conducted by special education director and supervisor to monitor and assist special education teachers in making accurate eligibility determinations.

## Education Environments (Indicator 5)

Improvement and Planning Activity
Review the Guidelines for Calculating Educational Environment per PaTTAN with special education teachers and include resource in district's shared Special Education Google Drive for special education teachers to reference as needed.
Develop district guidelines to assist with appropriate calculation of LRE to be reviewed and implemented during the 2023-24 school year.
Ongoing review of LRE calculations conducted by special education director and supervisor to monitor and assist special education teachers in making accurate LRE calculations.
Review of Supplementary Aids and Services Consideration Toolkit with special and regular education teachers to ensure that each IEP team considers the regular education curriculum and classroom with the implementation of additional supports and services prior to determining that students require services outside of the regular education classroom and curriculum.

## Parent Involvement (Indicator 8)

Indicator not flagged at this time.

## Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

## Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

## Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

## Mediation (Indicator 16)

Indicator not flagged at this time.

## School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
Graduation Rate	The LEA will develop a team and review quarterly data of students that are juniors, seniors, and aging out. The team will review students' progress towards graduation and identify any needs or barriers towards graduation.
Parent training	Based on the parent survey, the LEA will develop a plan to provide parent training.
LRE	District administration will explore opportunities to support students with mental health and/or behavioral needs in an effort to provide more opportunities to be included in the general education classroom. Training and reminders will be provided to teaching staff to increase capacity to include students with disabilities in the regular education environment with appropriate supports and services

## Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

**Significant Disproportionality - Discipline**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

## Significant Disproportionality - Identification

### Significant Disproportionality

District Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
<p>The Steel Valley School District has been flagged for four consecutive years in the area of significant disproportionality in the area of identification of students within the educational disability category of emotional disturbance. The specific area of disproportionality is the identification of Black students with an educational disability of emotional disturbance.</p>	<p>The Steel Valley School District is making efforts toward the improvement of significant disproportionality in this area. Continued improvements are necessary and will be carried out with the following actions: 1. Review the policies, practices, and procedures with respect to identification of students within the educational disability category of emotional disturbance and revise any as necessary to ensure compliance with IDEA regulations; 2. Provide any revisions to written policies and procedures for public review; 3. Discuss the district's policies, practices, and procedures, including any changes, with district staff and others involved in the process of identification of students within the educational disability category of emotional disturbance, and 4. Reserve the maximum amount of 15% of IDEA funds to provide Comprehensive Coordinated Early Intervening Services. Through the reserved maximum amount of IDEA funds, along with the Steel Valley School District's inclusion in the Project SEEKS SES grant, the district intends to continue to improve upon the interventions and practices that are existing related to social emotional learning and Schoolwide Positive Behavior Interventions and Supports. The district is currently engaged in solidifying a plan and receiving approval for efforts that can be supported by Project SEEKS SES. The focus of the district's Project SEEKS SES plan and on the expenditure of CCEIS funds will be on prevention and intervention prior to referral of students for special education eligibility determination. The district intends to continue efforts related to SEL by expanding the implementation of SEL curriculum as well as continuing the development of tiered behavioral supports throughout the district. The implementation of universal screening followed by review of data will allow the provision of targeted interventions to address specific areas of students' behavioral needs. Training and</p>

	<p>consultation efforts provided to district staff as well as parents related to prevention and intervention will continue to be expanded through partnership with the Allegheny Intermediate Unit, The Pittsburgh Study through UPMC, and other providers. Collaborative teams will meet regularly to review the implementation of supports as well as the data collected to identify behavioral change with an expectation that increased efforts toward positive behavioral support within the general education environment will result in lessening the identification of Black students with an educational disability of emotional disturbance.</p>
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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.)

The Steel Valley School District does not currently have any 1306 facilities located within its boundaries. In the event that the Steel Valley School District does become a host school district where the students' institution is physically located, the District is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The host district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a Free Appropriate Public Education (FAPE) for eligible students with Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA) and for qualified handicapped students with Service Agreements in accordance with § 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15.

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

The Steel Valley School District strives to include all team members involved in every student's education and would apply the same communication expectations that are applied to resident students. For students eligible to receive special education services or 504 service agreements, the host district would be responsible for ensuring that all team members are invited to each IEP or 504 meeting to ensure that all individuals are involved in the decision making process regarding the educational supports and services required for a student. The host district would regularly communicate with the facility to ensure that progress reports, attendance, academic and behavioral data, etc. are regularly provided to support the student's successful transition back to school.

## Incarcerated Students Oversight

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

No

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

## Least Restrictive Environment

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

According to the 2020-21 data, the Steel Valley School District provided education to students in the following environments: SE Inside Regular Class 80% or More = 42.2% (state average 62.1%), SE Inside Regular Class Less than 40% = 11.3% (state average 9.8%), SE in other settings = 7.6% (state average = 4.7%). The data available for the Steel Valley School District indicates a need for the district to continue to improve upon the supports available to students with IEPs within the regular class. The Steel Valley School District strives to educate students with IEPs alongside student without disabilities to the maximum extent appropriate for each student. Each student's IEP team, including parents, determines the appropriate specially designed instruction and educational supports that will allow a student make educational progress. The district is committed to a focus on considering the regular education environment with the provision of supplementary aids and services as a viable option for an increased number of students. Over the next three years, the district will strive to increase the number of students receiving special education services within the regular education environment 80% or more from 42.2% and move closer to the state average of 62.1%. The district will also strive to decrease the number of students receiving special education services within the regular education environment less than 40% from 11.3% and move closer to the state average of 9.8%. Finally, the district will also strive to decrease the number of students receiving special education services outside of the school district from 7.6% and move closer to the state average of 4.7%.

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

The district utilizes a variety of universal practices to address the academic and social/emotional needs of all students that require accommodations to their learning environments. A significant barrier identified by the district as a hinderance to student success is a high level of attendance and truancy issues. When students do not attend school, they are unable to access the instruction, individualized interventions, and other supports that are available within the school environment. To attempt to improve attendance, the district's registrar, as well as Individuals within each school building, monitor student attendance and connect with families to assist in the identification and removal of barriers to attendance that might be present for students and families. An additional school counselor was added at the beginning of the 2022-23 school year to support middle/high school students related to attendance, behaviors, social/emotional needs, and a variety of other needs that might arise. This counselor provides direct support to individual students and groups of students to help them address a variety of needs and barriers to their academic or social/emotional success. The addition of this counselor also helped to increase the district's efforts to implement social emotional learning curriculum at the middle school. Continued implementation is planned for the 2023-24 school year along with expansion of implementation to the high school. There continues to be a focus on the implementation of Schoolwide Positive Behavior Interventions and Supports (SWPBIS) at the elementary, middle, and high school levels. Teams at each level continue to receive training and coaching through the AIU3 as they further develop and work to refine their implementation of SWPBIS. Teams at each level continue to work toward improved efforts in the implementation of universal screeners to better identify student needs and develop methods of providing supports to address the needs. Finally, the elementary staff continue to be involved in the Reading Racial Equity Relationships (3Rs) program through The Pittsburgh Study through the UPMC. The 2022-23 school year marks the third year of involvement by Barrett Elementary teachers and the first year of involvement by Park Elementary teachers. The program is aimed at providing professional development to teachers focused on racially responsive literacy instruction integrating the three key concepts in order to promote improved classroom practices related to reading instruction, racial equity, and relationships.

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 Steel Valley School District encourages regular and special education staff to attend professional development opportunities offered through PaTTAN, PDE, and the Allegheny Intermediate Unit 3 in order to enhance their knowledge and strategies to support the meaningful inclusion of students with disabilities in the general education classroom and curriculum. The District collaborates with the AIU3, PaTTAN, and PDE, as well as other providers such as The Pittsburgh Study, to bring professional development opportunities into the school district on scheduled in-service days. Additional efforts are made for individualized or small group coaching and/or trainings to occur during other times to provide information and meet specific needs or requests of staff as they work toward providing supports to students. Beginning in the 2022-23 school year, monthly special education meetings were scheduled at each building to provide training and information as well as discuss interventions and strategies to meet the needs of students. The Director of Pupil Services continues to attend monthly meetings provided by the AIU3 as well as collaborate weekly with other directors in the area to keep abreast of current evidence-based practices and discuss supports, programs, and service options for students with disabilities. The Director and special education teachers at each building maintain communication and work closely with regular education teachers to ensure student success and ensure meaningful participation in general education.

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

The Steel Valley School District utilizes a variety of supplementary aids and services to ensure meaningful participation of students. Appropriate supplementary aids and services are discussed by each student's IEP team as they review the student's needs and determine how those needs can best be met. Examples of supplementary aids and services that are currently being utilized by students to ensure their meaningful participation in extracurricular activities include: assistive technology devices and applications, paraprofessional supports, adaptive equipment, sensory supports, individualized behavior supports and plans, visual supports, transportation, additional health services, and audiological services. As these examples provide only a small sample of the supplementary aids and services that could be available, consideration of additional supports would be made by IEP teams as student needs arise.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

The Steel Valley School District ensures that, to the maximum extent appropriate, all students with disabilities, including those placed in private institutions, are educated with non-disabled peers and that they have the opportunity to participate in district lead extracurricular activities. Through collaboration with IEP teams, the LEA ensures that students with disabilities are removed from the general education environment only when education in that setting with additional supplementary aids and services cannot adequately meet a student's needs and allow the student to receive educational benefit. The District adheres to 34 CFR § 300.107 as well as 34 CFR § 300.117 indicating that each public agency must ensure that each student with a disability participates with nondisabled students in the extracurricular services and activities to the maximum extent appropriate to the needs of that student. This includes meals, recess periods, and a variety of nonacademic and extracurricular services. The Steel Valley School District takes steps, including the determination and provision of supplementary aids and services made by the IEP Team, to provide nonacademic and extracurricular services and activities that will allow students with disabilities an equal opportunity to participation in those services and activities. IEP teams, including parents, follow the Supplementary Aids and Services



Framework to discuss the supports and services needed by a student to allow their participation in extracurricular activities. Once supports are determined to be needed to ensure opportunity to participate, appropriate information is included in the student's IEP to document those needs and arrangements are made to provide the supports.

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 Steel Valley School District offers a continuum of services in an effort to meet the needs of students. The District regularly evaluates the current programming offered within the school district to ensure that the needs of students are able to be met. As student needs change across the District, additions and adjustments are needed to existing programming options to reflect the needs of the students. The District is currently evaluating the number of students requiring supplemental and/or full time autistic support services to determine if additional in-district program options specific to address the high levels of need must be created. The District is also currently evaluating the number of students requiring full-time emotional support services to determine if additional program options are required.

### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
The Bradley Center	Other		Lisa R. Fox, Chief Executive Officer	Emotional Support	1
The Children's Institute	Approved Private School (APS)		Billie Jo Huffman, Chief School Administrator	Autistic Support	4
The Children's Institute	Approved Private School (APS)		Billie Jo Huffman, Chief School Administrator	Multiple Disabilities Support	1
The Children's Institute	Approved Private School (APS)		Billie Jo Huffman, Chief School Administrator	Life Skills Support	1
DePaul School for Hearing and Speech	Approved Private School (APS)		Ruth Auld, Ed.D., Executive Director	Deaf and Hard of Hearing Support	1
Easter Seals Western and Central Pennsylvania	Approved Private School (APS)		Jim Bennett, President and Chief Executive Officer	Autistic Support	1
The Watson Institute Friendship Academy	Approved Private School (APS)		Alexandria Wilkes, LSW, HSV, Program Director	Emotional Support	2
Holy Family Specialized Learning	Other		Ron Zangaro, Director of Education	Emotional Support	4

Mon Valley School	Other	AIU3	Dr. Richard Dowell, Allegheny Intermediate Unit	Autistic Support	2
New Story Schools - Monroeville	Licensed Private Academic		Kelly Cassella, M.A. Special Education Director, Head of School	Autistic Support	2
New Story Schools - Monroeville	Licensed Private Academic		Kelly Cassella, M.A. Special Education Director, Head of School	Emotional Support	1
Pace School	Approved Private School (APS)		Karen Shepherd, Chief Executive Officer	Emotional Support	2
Pace School	Approved Private School (APS)		Karen Shepherd, Chief Executive Officer	Autistic Support	2
PLEA	Other		Gretchen Kelly, Executive Director	Autistic Support	4
Pressley Day School Pittsburgh/Career Development Center	Approved Private School (APS)		Susanne Cole, President & Chief Executive Officer	Emotional Support	1
Sunrise School	Other		Allegheny Intermediate Unit	Autistic Support	1
Sunrise School	Other		Allegheny Intermediate Unit	Life Skills Support	2
Wesley Schools	Approved Private School (APS)		Amy Townsend, Director	Emotional Support	2
Western Pennsylvania School for Blind Children	Approved Private School (APS)		Heidi Ondek, Ed.D., Executive Director and Superintendent	Blind and Visually Impaired Support	1
Western Pennsylvania School for the Deaf	Approved Private School (APS)		Steven E. Farmer, Ed.D., Chief Executive Officer	Deaf and Hard of Hearing Support	1

## Positive Behavior Support

Date of Approval  
2015-05-28

Uploaded Files  
Behavior Support Policy.pdf

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

The Steel Valley School District is committed to providing services to students with social, emotional, or behavioral needs in the least restrictive environment. The district will only consider placing students in higher levels of support within or outside of the school district's buildings when the nature or severity of the student's disability is such that education in the regular education classroom with the provision of appropriate supplementary aids and services cannot be achieved satisfactorily. Evaluation, identification, and program development for a student with social, emotional, or behavioral needs shall be conducted and implemented in accordance with state and federal laws and regulations. When students exhibit behaviors that impede their learning and the learning of others in the school environment, the school district will complete an evaluation or reevaluation that includes a Functional Behavioral Assessment to determine the function of the behaviors. The results of the Functional Behavioral Assessment then serves as the foundation for the development of a Positive Behavior Support Plan by the IEP team. The Positive Behavior Support Plan shall be based on positive rather than negative behavior techniques and include a variety of research-based techniques to develop and maintain skills that will enhance the student's opportunity for learning and self-fulfillment. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including deescalation techniques, have been implemented.

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

The Steel Valley School District has a renewed focus on utilizing positive behavioral techniques rather than punitive or restrictive measures to intervene and support students that experience social, emotional, or behavioral needs in the educational setting. The district selects staff members within each building, including administrators, paraprofessionals, and teaching staff, to receive ongoing training that addresses positive behavior supports, deescalation techniques, and supporting mental health needs in students. Each school building is involved in receiving training in Positive Behavioral Interventions and Supports through the Allegheny Intermediate Unit. Training and supports are also provided by the district's involvement in The Pittsburgh Study through UPMC as well as the partnership with Steel Valley Wellness. The district also ensures that a team of individuals maintain training in behavioral deescalation techniques and managing behavioral crises. The district currently has one professional employee that is a trainer through Crisis Prevention Institute that provides yearly in-house training to staff in the use of Nonviolent Crisis Prevention and Intervention techniques.

3. Describe the district positive school wide support programs.

The Steel Valley School District implements a school-wide positive behavior support program at each school building. Each building's PBIS team determines the program to be implemented and engages in ongoing training through the Allegheny Intermediate Unit. Although different

programs are implemented at each building, all systems focus on encouraging students' demonstration of positive and pro-social behavior and improvement of academic performance through the development of a positive school climate and culture. All students are taught the established school-wide expectations then earn rewards for their efforts in showing the positive characteristics. In all buildings, PBIS expectations are visible throughout the school in areas such as hallways, cafeteria, restrooms, etc. to provide reminders to students of the importance of displaying pro-social behaviors in all areas of the school environment.

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

The Steel Valley School District works closely with behavioral health agencies that provide behavioral and mental health supports to students and families. The district previously worked with Mon Yough Community Services and TCV Community Resources but has experienced difficulty obtaining school-based mental health services for the current school year. Efforts will continue toward the development of a partnership to provide school-based mental health services throughout the district. The school district has partnered with Steel Valley Wellness for the provision of behavioral supports and counseling services to students. The district also utilizes the partnership with The Pittsburgh Study through UPMC to provide group counseling supports to students. Students can be referred to the SAP team for assessment and possible referral through TCV Community Resources. The school district also utilizes the school counselors within each school building to support the immediate behavioral health needs of students. Finally, the district has independent contracts with individuals within the community that can assist in the provision of behavioral resources and supports for students and families.

5. Describe the district restraint procedure.

The Steel Valley School District requires that all restraints are reported to the special education office on the day that the restraint occurs. The parent must also be contacted on the day that the restraint occurs, and the school nurse needs to see the student to assess their physical status. For any student with an IEP, the parent/guardian must be notified of their right to hold an IEP meeting within 10 school days following the restraint to discuss the behavioral incident and resulting restraint. The parent/guardian has the option to waive this meeting by signing the restraint meeting waiver form. The staff members that participated in the restraint need to complete the restraint documentation form and forward it to the special education office so that the restraint can be entered into the Restraint Information System Collection (RISC). If there was intervention provided by the police during the behavioral incident, an IEP meeting is required.

## Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

The Steel Valley School District attempts to exhaust all supports available within the school district prior to considering placement of a student outside of the district. Each student's IEP team is responsible for ensuring that district programs and supports have been utilized prior to determining that the student requires services beyond those that are available within the district. The Steel Valley School District currently has one student that is placed on Instruction Conducted in the Home. For that student, the IEP team determined that the medical situation of the student was such that there were no programs and supports within the school district or in school programs outside of the district that would adequately meet the needs of the student. The IEP team will continue to monitor the situation and ensure that the student is provided an appropriate educational program. The district does not currently have any students that are at substantial risk of waiting more than 30 days for an appropriate educational placement. If such a situation would develop, the Steel Valley School District would utilize the interagency approach to attempt to locate an educational placement as well as additional supports and services for students with educational disabilities that are hard to place.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BFLSES	Secondary	Full-time (1.0)	04/25/2023 11:11 AM

<b>Building Name</b>		
Steel Valley SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Steel Valley SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>		
Steel Valley SHS		

<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Steel Valley SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Steel Valley SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 18

<b>Age Range Justification</b>	<b>FTE %</b>
	0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RSLSS	Secondary	Full-time (1.0)	04/25/2023 11:06 AM

<b>Building Name</b>		
Steel Valley SHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	19 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Steel Valley SHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Intervention groups do not include students outside of maximum age range in the classroom at the same time.		0.25



<b>Building Name</b>		
Steel Valley SHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.07

<b>Building Name</b>		
Steel Valley SHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>Building Name</b>		
Steel Valley SHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Steel Valley SHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
JLLSS	Secondary	Full-time (1.0)	04/25/2023 10:57 AM

<b>Building Name</b>		
Steel Valley SHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Steel Valley SHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>Building Name</b>		
Steel Valley SHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Steel Valley SHS		
<b>Support Type</b>		
Multiple Disabilities Support		

<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
ARLS	Secondary	Full-time (1.0)	04/25/2023 10:52 AM

<b>Building Name</b>		
Steel Valley SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Steel Valley SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>		
Steel Valley SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Steel Valley SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>
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Steel Valley SHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LLLS	Secondary	Full-time (1.0)	04/25/2023 10:48 AM

<b>Building Name</b>		
Steel Valley SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Steel Valley SHS		
<b>Support Type</b>		

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

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
EDLS	Secondary	Full-time (1.0)	04/25/2023 10:44 AM

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<b>Building Name</b>		
Steel Valley SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Intervention groups do not include students outside of maximum age range in the classroom at the same time.		0.3

<b>Building Name</b>		
Steel Valley SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Steel Valley SHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04



FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSSpeech	Multiple	Full-time (1.0)	04/25/2023 10:39 AM

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<b>Building Name</b>		
Steel Valley MS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MW78	Secondary	Full-time (1.0)	04/24/2023 06:51 PM

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<b>Building Name</b>		
Steel Valley MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

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

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AL56	Elementary	Full-time (1.0)	04/24/2023 06:52 PM

<b>Building Name</b>		
Steel Valley MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Steel Valley MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.6

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LG78	Secondary	Full-time (1.0)	04/24/2023 06:52 PM

<b>Building Name</b>		
Steel Valley MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Steel Valley MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
Intervention groups do not include students outside of maximum age range in the classroom at the same time.		0.55

<b>Building Name</b>		
Steel Valley MS		
<b>Support Type</b>		
Physical Support		
<b>Support Sub-Type</b>		
Physical Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
JB56	Multiple	Full-time (1.0)	04/24/2023 06:53 PM

<b>Building Name</b>	
Steel Valley MS	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	
Learning Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	6
<b>Identify Classroom</b>	<b>Classroom Location</b>
School District	Multiple
<b>Age Range Justification</b>	<b>FTE %</b>
	0.12

<b>Building Name</b>	
Steel Valley MS	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	
Learning Support	
<b>Level of Support</b>	<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)	7
<b>Identify Classroom</b>	<b>Classroom Location</b>
	<b>Age Range</b>

School District	Multiple	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
Intervention groups do not include students outside of maximum age range in the classroom at the same time.		0.35

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

<b>Building Name</b>		
Steel Valley MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
TBES	Multiple	Full-time (1.0)	04/24/2023 06:39 PM

<b>Building Name</b>		
Steel Valley MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Steel Valley MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Steel Valley MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		

Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Steel Valley MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Steel Valley MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08



FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSLSS	Multiple	Full-time (1.0)	04/24/2023 06:34 PM

<b>Building Name</b>		
Steel Valley MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Steel Valley MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>
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Steel Valley MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Steel Valley MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.07

<b>Building Name</b>		
Steel Valley MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Steel Valley MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
ENAS	Multiple	Full-time (1.0)	04/24/2023 06:27 PM

<b>Building Name</b>		
Steel Valley MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Steel Valley MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	10 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
Intervention groups do not include students outside of maximum age range in the classroom at the same time.		0.38

<b>Building Name</b>		
Steel Valley MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		

Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Steel Valley MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Steel Valley MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KGSpeech	Elementary	Full-time (1.0)	04/24/2023 06:17 PM

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<b>Building Name</b>		
Park El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		26
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
Intervention groups do not include students outside of maximum age range in the classroom at the same time.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JW34	Elementary	Full-time (1.0)	04/24/2023 06:15 PM

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<b>Building Name</b>	
Park El Sch	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	
Learning Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	4

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Park El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Intervention groups do not include students outside of maximum age range in the classroom at the same time.		0.65

<b>Building Name</b>		
Park El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Park El Sch		
<b>Support Type</b>		

Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
OEK12	Elementary	Full-time (1.0)	04/24/2023 06:11 PM

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<b>Building Name</b>		
Park El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
Intervention groups do not include students outside of maximum age range in the classroom at the same time.		0.28

<b>Building Name</b>		
Park El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		



Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
Intervention groups do not include students outside of maximum age range in the classroom at the same time.		0.45

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

<b>Building Name</b>		
Park El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BWLSS	Elementary	Full-time (1.0)	04/24/2023 06:08 PM

<b>Building Name</b>		
Park El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Park El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>
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Park El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LOAS	Elementary	Full-time (1.0)	04/24/2023 06:05 PM

<b>Building Name</b>		
Park El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
Intervention groups do not include students outside of maximum age range in the classroom at the same time.		0.88

<b>Building Name</b>		
Park El Sch		
<b>Support Type</b>		

Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
Intervention groups do not include students outside of maximum age range in the classroom at the same time.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MFSpeech	Elementary	Full-time (1.0)	04/24/2023 06:56 PM

<b>Building Name</b>		
Barrett El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Intervention groups do not include students outside of maximum age range in the classroom at the same time.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS234	Elementary	Full-time (1.0)	04/28/2023 12:13 PM

<b>Building Name</b>		
Barrett El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Barrett El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Intervention groups do not include students outside of maximum age range in the classroom at the same time.		0.75

<b>Building Name</b>		
Barrett El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
TA234	Elementary	Full-time (1.0)	04/24/2023 05:57 PM

<b>Building Name</b>	
Barrett El Sch	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	
Learning Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	4
<b>Identify Classroom</b>	<b>Classroom Location</b>
School District	Elementary
<b>Age Range Justification</b>	<b>FTE %</b>
	0.08

<b>Building Name</b>	
Barrett El Sch	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	
Learning Support	
<b>Level of Support</b>	<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)	10
<b>Identify Classroom</b>	<b>Classroom Location</b>
	<b>Age Range</b>

School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Intervention groups do not include students outside of maximum age range in the classroom at the same time.		0.5

<b>Building Name</b>		
Barrett El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Barrett El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SWLSS	Elementary	Full-time (1.0)	04/24/2023 05:53 PM

<b>Building Name</b>		
Barrett El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Barrett El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RDK1	Elementary	Full-time (1.0)	04/24/2023 05:49 PM



<b>Building Name</b>		
Barrett El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
Intervention groups do not include students outside of maximum age range in the classroom at the same time.		0.5

<b>Building Name</b>		
Barrett El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
BE34	Elementary	Full-time (1.0)	04/24/2023 05:45 PM

<b>Building Name</b>
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Barrett El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Barrett El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Barrett El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Barrett El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TMK12	Elementary	Full-time (1.0)	04/24/2023 05:41 PM

<b>Building Name</b>		
Barrett El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>

	0.15
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## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Barrett El Sch		105
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
18 feet, 6 inches x 17 feet, 8 inches	326sqft	11
<b>Implementation Date</b>		
2023-04-25		
<b>Uploaded Files</b>		
Barrett Elementary floor layout.jpg		

### 1Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Barrett El Sch		110
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 4 inches x 22 feet, 1 inches	581sqft	20
<b>Implementation Date</b>		
2023-04-25		
<b>Uploaded Files</b>		
Barrett Elementary floor layout.jpg		

2Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Barrett El Sch		202
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 37 feet, 0 inches	888sqft	31
<b>Implementation Date</b>		
2023-04-25		
<b>Uploaded Files</b>		
Barrett Elementary floor layout.jpg		

3Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Barrett El Sch		208
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 8 inches x 31 feet, 6 inches	808sqft	28
<b>Implementation Date</b>		
2023-04-25		
<b>Uploaded Files</b>		
Barrett Elementary floor layout.jpg		

#### 4Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Barrett El Sch		305
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 37 feet, 0 inches	925sqft	33
<b>Implementation Date</b>		
2023-04-25		
<b>Uploaded Files</b>		
Barrett Elementary floor layout.jpg		

5 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Barrett El Sch		308
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 1 inches x 31 feet, 6 inches	758sqft	27
<b>Implementation Date</b>		
2023-04-25		
<b>Uploaded Files</b>		
Barrett Elementary floor layout.jpg		

6 Assurance Check

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

<b>Building Name</b>	<b>Room #</b>
Barrett El Sch	113



<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 4 inches x 28 feet, 0 inches	569sqft	20
<b>Implementation Date</b>		
2023-04-25		
<b>Uploaded Files</b>		
Barrett Elementary floor layout.jpg		

7Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Park El Sch		2
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 10 inches x 23 feet, 6 inches	748sqft	26
<b>Implementation Date</b>		
2023-04-25		
<b>Uploaded Files</b>		
Park Elementary floor plan.pdf		

8Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Park El Sch		11
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 10 inches x 26 feet, 6 inches	843sqft	30
<b>Implementation Date</b>		
2023-04-25		
<b>Uploaded Files</b>		
Park Elementary floor plan.pdf		

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	

<b>Building Name</b>	<b>Room #</b>
Park El Sch	B-4
<b>School Building</b>	<b>Building Description</b>
Elementary	A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
19 feet, 4 inches x 25 feet, 3 inches	488sqft	17
<b>Implementation Date</b>		
2023-04-25		
<b>Uploaded Files</b>		
Park Elementary floor plan.pdf		

10Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Park El Sch		18
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 6 inches x 32 feet, 6 inches	731sqft	26
<b>Implementation Date</b>		
2023-04-25		
<b>Uploaded Files</b>		
Park Elementary floor plan.pdf		

11Assurance Check

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

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

<b>Building Name</b>		<b>Room #</b>
Park El Sch		14
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
13 feet, 8 inches x 25 feet, 11 inches	354sqft	12
<b>Implementation Date</b>		
2023-04-25		
<b>Uploaded Files</b>		
Park Elementary floor plan.pdf		

12Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Steel Valley MS		14
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 10 inches x 23 feet, 4 inches	532sqft	19

<b>Implementation Date</b>
2023-04-25
<b>Uploaded Files</b>
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13 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Steel Valley MS		20
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 7 inches x 30 feet, 1 inches	739sqft	26
<b>Implementation Date</b>		
2023-04-25		
<b>Uploaded Files</b>		
SV Middle & High School floor plan.pdf		

14 Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
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<b>Building Name</b>		<b>Room #</b>
Steel Valley MS		23
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 7 inches x 30 feet, 1 inches	739sqft	26
<b>Implementation Date</b>		
2023-04-25		
<b>Uploaded Files</b>		
SV Middle & High School floor plan.pdf		

15Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Steel Valley MS		34
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 6 inches x 22 feet, 8 inches	600sqft	21
<b>Implementation Date</b>		
2023-04-25		

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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	

<b>Building Name</b>		<b>Room #</b>
Steel Valley MS		114
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 8 inches x 30 feet, 4 inches	899sqft	32
<b>Implementation Date</b>		
2023-04-25		
<b>Uploaded Files</b>		
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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	

<b>Building Name</b>		<b>Room #</b>
Steel Valley MS		115
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 4 inches x 29 feet, 4 inches	860sqft	30
<b>Implementation Date</b>		
2023-04-25		
<b>Uploaded Files</b>		
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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	

<b>Building Name</b>		<b>Room #</b>
Steel Valley MS		118
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 4 inches x 29 feet, 4 inches	860sqft	30
<b>Implementation Date</b>		
2023-04-25		
<b>Uploaded Files</b>		



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19 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Steel Valley MS		121
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 4 inches x 29 feet, 4 inches	860sqft	30
<b>Implementation Date</b>		
2023-04-25		
<b>Uploaded Files</b>		
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20 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Steel Valley SHS		209/210
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 3 inches x 29 feet, 3 inches	855sqft	30
<b>Implementation Date</b>		
2023-04-26		
<b>Uploaded Files</b>		
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[21Assurance Check](#)

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

<b>Building Name</b>		<b>Room #</b>
Steel Valley SHS		211
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 29 feet, 6 inches	855sqft	30
<b>Implementation Date</b>		
2023-04-26		
<b>Uploaded Files</b>		

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22Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Steel Valley SHS		217
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 3 inches x 29 feet, 3 inches	855sqft	30
<b>Implementation Date</b>		
2023-04-26		
<b>Uploaded Files</b>		
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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	

<b>Building Name</b>		<b>Room #</b>
Steel Valley SHS		225
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 3 inches x 29 feet, 3 inches	855sqft	30
<b>Implementation Date</b>		
2023-04-26		
<b>Uploaded Files</b>		
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24Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Steel Valley SHS		235
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 6 inches x 29 feet, 4 inches	865sqft	30
<b>Implementation Date</b>		
2023-04-26		
<b>Uploaded Files</b>		

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25 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Steel Valley SHS		237
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 6 inches x 38 feet, 1 inches	1123sqft	40
<b>Implementation Date</b>		
2023-04-26		
<b>Uploaded Files</b>		
SV Middle & High School floor plan.pdf		

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	



## Special Education Support Services

### 27Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1	District Wide	District
Other	1	District Wide	District
Transition Coordinator	1	Secondary	District
Paraprofessionals	24	District Wide	District
School Psychologist	3	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Guidance Counselor	2	Elementary	District
Guidance Counselor	3	Secondary	District
Other	1	District Wide	Contractor
Other	1	District Wide	Contractor

## Special Education Personnel Development

### Autism

Description of Training			
Meeting the needs of Students with Autism			
Lead Person/Position		Year of Training	
Renee Kozusko, Director of Pupil Services		2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

### Positive Behavior Support

Description of Training			
Supporting the Behaviors of Students on the Bus			
Lead Person/Position		Year of Training	
Renee Kozusko, Director of Pupil Services		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Other



<b>Description of Training</b>			
The Functional Behavior Assessment and Positive Behavior Support Plan Process			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Renee Kozusko, Director of Pupil Services		2023 2024 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District Intermediate Unit	Special Education Teachers

<b>Description of Training</b>			
Understanding the Basics of Behavior			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Renee Kozusko, Director of Pupil Services		2023 2024 2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District Intermediate Unit	Paraprofessionals

<b>Description of Training</b>	
Trauma Informed Care	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Renee Kozusko, Director of Pupil Services	2023 2024 2025

		2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	2	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Deescalation and Supporting the Behaviors of Students			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Renee Kozusko, Director of Pupil Services		2024 2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

### Paraprofessional

<b>Description of Training</b>	
The Role of the Paraprofessional in the Classroom	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Renee Kozusko, Director of Pupil Services	2023

		2024 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Paraprofessionals

<b>Description of Training</b>			
CPR and First Aid			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Renee Kozusko, Director of Pupil Services		2023 2024 2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	3	Other	Paraprofessionals

### Transition

<b>Description of Training</b>			
Transition Planning			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Renee Kozusko, Director of Pupil Services		2024 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	2	District	Special Education Teachers

### Science of Literacy

<b>Description of Training</b>			
PaTTAN Science of Reading			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Renee Kozusko, Director of Pupil Services		2024 2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	Intermediate Unit PaTTAN	Building Administrators General Education Teachers Special Education Teachers

### Parent Training

<b>Description of Training</b>			
Educational Disabilities and the Special Education Process			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Renee Kozusko, Director of Pupil Services		2023 2024 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

<b>Description of Training</b>
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Understanding the Basics of Behavior			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Renee Kozusko, Director of Pupil Services		2023 2024 2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

<b>Description of Training</b>			
Post Secondary Transition			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Renee Kozusko, Director of Pupil Services		2024 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

<b>Description of Training</b>			
Transition from Preschool Early Intervention to Kindergarten			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Renee Kozusko, Director of Pupil Services		2023 2024 2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers

			Parents Paraprofessionals Special Education Teachers Other
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### IEP Development

<b>Description of Training</b>			
IEP Development - Writing Legally Compliant IEPs			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Renee Kozusko, Director of Pupil Services		2024 2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District	Special Education Teachers

<b>Description of Training</b>			
Developing Observable and Measurable IEP Goals for Progress Monitoring			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Renee Kozusko, Director of Pupil Services		2024 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District	Special Education Teachers

<b>Description of Training</b>			
IEP Development - Review of the Sections of an IEP			

<b>Lead Person/Position</b>		<b>Year of Training</b>	
Renee Kozusko, Director of Pupil Services		2023 2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District	Special Education Teachers

### Supporting Students in the Regular Education Environment

<b>Description of Training</b>			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
		2023 2024 2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
		District	Building Administrators General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Inclusive Practices			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Renee Kozusko, Director of Pupil Services		2023 2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

2	1	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers
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## Signatures & Affirmations

Approval Date

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

Superintendent/Chief Executive Officer

Date

