

## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>
South Side Area SD		127047404
<b>Address 1</b>		
4949 State Route 151		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip</b>
Hookstown	PA	15050
<b>Director of Special Education Name</b>		
Jennifer Shroads		
<b>Director of Special Education Email</b>		
jshroads@sssd.k12.pa.us		
<b>Director of Special Education Phone Number</b>		<b>Director of Special Education Ext</b>
724-573-9581		2612
<b>Chief Administrator Name</b>		
Mr Alan R Fritz Jr.		
<b>Chief Administrator Email</b>		
afritz@sssd.k12.pa.us		

## Special Education Students

**Total Number of Students Receiving Special Education** 169

**School District Total Student Enrollment** 880

**Percent of Students Receiving Special Education** 19.2

## Steering Committee

Name	Position/Role	Building	Email
Alan Fritz	Superintendent	South Side Area SD	afritz@sssd.k12.pa.us
Andrea Welch	Other	South Side Area SD	awelch@sssd.k12.pa.us
Anthony Paull	Director of Curriculum	South Side Area SD	apaull@sssd.k12.pa.us
Sam Adams	Building Principal	South Side MS	sadams@sssd.k12.pa.us
Katie Greenawald	Special Education Teacher	South Side El Sch	kgreenawald@sssd.k12.pa.us
Lora Batchelor	Building Principal	South Side HS	lbatchelor@sssd.k12.pa.us
April English	Special Education Teacher	South Side MS	aenglish@sssd.k12.pa.us
Carla Scheer	Parent	South Side Area SD	carlajoscheer@yahoo.com
Krista Yesioneck	General Education Teacher	South Side El Sch	kyesioneck@sssd.k12.pa.us

## School District Areas of Improvement and Planning - Indicators

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

**Indicator not flagged at this time.**

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

**Indicator not flagged at this time.**

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

**Indicator not flagged at this time.**

### Timely Initial Evaluations (Indicator 11)

**Indicator not flagged at this time.**

### Secondary Transition (Indicator 13)

**Indicator not flagged at this time.**

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity
The South Side Area School District did not meet the participation rate for students with IEPs in state assessments. The district is working through Targeted Support and Improvement with the Department of Education. As the district navigates through the focus will be to improve the participation rate and through the use of targeted interventions improve student performance.

Education Environments (Indicator 5)

Indicator not flagged at this time.

## Parent Involvement (Indicator 8)

**Indicator not flagged at this time.**

## Early Childhood Transition (Indicator 12)

**Indicator not flagged at this time.**

## Post-School Outcomes (Indicator 14)

**Indicator not flagged at this time.**

## Resolution Sessions (Indicator 15)

**Indicator not flagged at this time.**

## Mediation (Indicator 16)

**Indicator not flagged at this time.**



## School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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## 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.)

At this time, the South Side Area School District is a not host to a Section 1306 facility. If a facility or institution requiring these procedures were within the district boundaries, specific actions would be taken to provide a free appropriate public education (FAPE) to ensure the education of enrolled eligible students. If the district became the host site for a facility, the district, in becoming aware of a student in need of an evaluation and special education services through a referral or the Child Find process, would conduct the evaluation and develop, if found eligible, an Individual Education Program to meet the educational needs of the student in the least restrictive environment. The South Side Area School District understands the responsibilities, if a Section 1306 facility opened within the district, to provide a free appropriate public education, maintain open communication with the school of residence, report progress to all necessary parties, the need to report progress to the school of residence and appointing a surrogate.

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

The district's role throughout a student's tenure in the 1306 facility is to remain a partner in educating supporting any areas of need. Throughout the partnership, the district remains a constant, involved member of the student's Individual Education Program team. To facilitate a smooth transition, after receiving notice from the residential facility, the district would schedule a team meeting. The South Side Area School District, the home school district, and the residential facility, along with all members of the Individual Education Program team, would reconvene to draft a successful transition plan with the student's areas of need being the primary driving factor. The district and host district would work together to prepare for discharge (at a minimum of two weeks prior to discharge). The transition plan will include open communication with all team members to ensure that the student (and family) are supported during this time.

## 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).**

At the present time, no correctional institutions are currently located in the South Side Area School District. If a correctional institution did exist, the district would comply with the requirements of IDEA and Chapter 14 regarding the identification, evaluation, placement, and provision of special education services to any eligible student enrolled within the institution. Eligible students are entitled to receive special education services while they are charged with an offense, while they are awaiting trial, and/or after they have been convicted of a criminal offense. In the event that an incarcerated student or correctional institution did exist within the South Side Area School District, the district would comply with Child Find obligations under IDEA. Additionally, the South Side Area School District would follow appropriate evaluation procedures to determine eligibility for special education services, and develop and implement an Individual Education Program that would outline the manner in which the program would be provided for eligible students in accordance with all state and federal laws and regulations, and provide a Free Appropriate Public Education (FAPE) in accordance to the guidelines outlined in the student's Individual Education Program. The South Side Area School District would maintain constant communication with the home district and parent/guardian, if applicable, to coordinate all services.

## Least Restrictive Environment

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

The South Side Area School District, along with members of the Individual Education Program team, will always consider the regular education classroom first, along with appropriate supplementary aids and services, before other restrictive service models are considered. According to the Special Education Data Report (2021-2022), the district was servicing 175 students of 951 total students for special education services. During the 2021-2022 school year, approximately 18.4% of students were found eligible for services with 81.1% being educated inside the regular education classroom 80% or more of the school day. The district's percentage was, at that time, 19.3% higher than the state average for students educated at the itinerant level. As of December 1, 2023, the district is servicing 169 students of 880 total enrolled students for special education services. Currently, the district is providing special education support and services to 19.2% of the total student population. The district currently has twelve students educated outside of the school district. In the past years, the District has focused professional development on supporting students in the regular education classroom. The professional development has focused on understanding brain basics, sensory integration into the regular education classroom, and increasing the teacher's behavior management skills. In addition, the district has provided teachers with the necessary resources to have a variety of sensory input items and fidgets in the classroom for student use. The number of staff certified in crisis prevention intervention and deescalation strategies has increased to provide the necessary skills to our staff.

### 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 South Side Area School District uses universal practices to meet the academic, behavioral, and social/emotional needs of all students. Current practices include School-Wide Positive Behavior Support, academic interventions, after-school tutoring, and a mental health affiliate. The South Side Area School District is currently redesigning and realigning its Multi-Tiered Support Model to help provide reading, math, and social/emotional/behavioral support to students. Current academic interventions are in place for students in kindergarten through twelfth grade. In relation to reading interventions, the district employs Title 1 reading staff and a newly hired reading intervention specialist. The district is also currently having multiple (5) teachers start Wilson Reading Training starting during the 2022-2023 school year. Additional interventions include homework center (group), individual tutoring sessions, and individualized instruction depending on need. Students receiving special education services are included in the regular education classroom in all grades. Teachers have been and will continue to be, provided training on research-based models of differentiation and how to support their students in the regular classroom setting. Furthermore, the district has partnered with Western PA Psych Care (WPPC) to offer a program called Positive Steps to all students within the district boundaries. Students have access to mental health services during the school day (and during the summer months).

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

At this time, the South Side Area School District provides opportunities for meaningful participation in the general education curriculum for students with disabilities. The current programming opportunities range from itinerant to full-time within our building. These opportunities provide the opportunity for students to access the general education curriculum while being offered appropriate specially designed instruction to ensure success. The district offers learning support programs in all buildings. Life Skills programs are integrated at the middle school and high school levels. Students enrolled in the Life Skills programs are also integrated to the greatest extent possible into the regular education classrooms for any courses deemed appropriate by the Individual Education Program team. Social Skills instruction is highlighted in all of the buildings as well to help promote and develop a student's skills accordingly. The district employs a full-time speech/language pathologist who educates students in pull-out environments as well as within classrooms. The

speech/language pathologist also provides classroom lessons in the regular education classroom in the kindergarten classrooms focused on enhancing listening skills. The district also employs a full-time school psychologist to assist with any classroom needs, the evaluation process, and professional development. The training resources utilized by the district include: Beaver Valley Intermediate Unit #27: Training and Consultant Staff, Beaver Valley Intermediate Unit #27: Speech and Language updates/training, Beaver Valley Intermediate Unit #27: School-Wide Positive Behavior Supports, Beaver Valley Intermediate Unit #27: Special Education Contact Meetings, Beaver Valley Intermediate Unit #27: Gifted Consortium Meetings, The Prevention Network, Pennsylvania Department of Education: Paraprofessional Trainings, PaTTAN: Training Opportunities, Crisis Prevention Intervention, Vector Solutions: Vector Training, K-12 Solutions

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

The South Side Area School District uses supplementary aids and services to ensure the meaningful participation of students with disabilities in extracurricular activities. Students with disabilities are encouraged to become involved in the district's extracurricular activities. Examples of supplemental aids and services provided in our programs include, but are not limited to the following: \*COLLABORATIVE: Scheduled planning/teaming opportunities, professional learning communities within each building and district-wide, instructional scheduling that supports collaboration, professional development opportunities centered around specific student/staff needs, opportunities for co-teaching and collaboration, and parent integration. \*INSTRUCTIONAL: Modified curriculum and assessments aligned to student ability and area of need, alternative methods of learning/assessment, reverse inclusion opportunities for peer mentoring, alternate materials for instruction, assistive technology, different methods of presentation, and assignment adaptations. \*PHYSICAL: Classroom furniture style, seating arrangements for proximity seating, individualized desk and chair, adaptive equipment/technology, adjustments to sensory input, environmental aids, and structural aids. \*SOCIAL-BEHAVIORAL: Social skills instruction, counseling supports, peer-mentoring supports, restorative practices, individualized behavioral plans and positive behavior supports, cooperative learning strategies, lunch bunches. \*PROGRAMMING OPTIONS: The South Side Area School District has partnered with the Unified Sports program with Special Olympics Pennsylvania to create in-house opportunities for extracurricular activities. The district offers a Unified Sports Bocce team for our high school students. The partnership provides an avenue to promote inclusion by partnering students with disabilities with non-disabled peers in the extracurricular setting.

**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 South Side Area School District strives to provide a Free Appropriate Public Education (FAPE) to all students. The District offers a full spectrum of services that are available for students to meet their needs according to the level and type of support they require. To ensure that a student's needs are met, the district provides a Free Appropriate Public Education to a small number of students through the use of private institutions. Students educated in private institutions are provided the opportunity to participate in the district's extracurricular activities. The South Side Area School District coordinates with all stakeholders including the private institution, parents/guardians, Individual Education Program team members, transportation coordinator, and any other key member. Students attending a private institution that participate in extracurricular activities are supported as determined on an individual basis. Furthermore, the South Side Area School District has partnered with the Unified Sports program with Special Olympics Pennsylvania to create in-house opportunities for extracurricular activities. The district offers a Unified Sports Bocce team for our high school students. The partnership provides an avenue to promote inclusion by partnering students with disabilities with non-disabled peers in the extracurricular setting.

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

The district continues to examine our current practices to consider the need to build capacity and expand programs and services to provide a continuum of

services. The district is exploring different opportunities related to professional development to support our teachers. The offerings of professional development will be aligned with the Annual Needs Survey results conducted by the Beaver Valley Intermediate Unit #27. Furthermore, the district is currently in the process of examining the needs of our students and the opportunity for staff to provide support as needed. The district is exploring the need for additional staff to meet the needs of our students to be educated in the general education curriculum to the greatest extent possible. The district, in the past two years, has increased the number of paraprofessionals within the district to assist in supporting students.

#### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Horizon School	Other	Public, Separate Facility	Beaver Valley Intermediate Unit	Multiple Disabilities Support	7
CLASS Academy	Licensed Private Academic		CLASS Academy	Emotional Support	2
The Bradley Center	Approved Private School (APS)		The Bradley Center	Emotional Support	1
Centre Avenue Academy	Licensed Private Academic		Berks County Intermediate Unit	Emotional Support	1
Harborcreek Youth Services	Approved Private School (APS)	Nonpublic, Non-licensed School	Northwest Tri-County Intermediate Unit	Autistic Support	1

## Positive Behavior Support

### Date of Approval

2011-05-11

### Uploaded Files

113.2 Behavior Support Services.pdf

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

The South Side Area School District will use and implement positive behavior support plans for students who qualify for special education services and have behaviors that impede the learning of themselves or others. The district supports the emotional and social needs of students with disabilities by offering programming across the continuum of services. If a student demonstrates the need for a positive behavior support plan, a functional behavior assessment will be conducted and reviewed by the Individual Education Program team to help develop the behavior plan by the Individual Education Program team. For all students, the district offers psychological therapy through a mental health affiliate, a contracted prevention specialist, and a school-wide positive behavior support plan in each building. Students who have special needs also have access to programming in special education settings. Within the special education setting the district provides emotional support and life skills services to meet student needs. Services offered through those supports include check-in/check-out, sensory breaks, social skills lessons, and academic instruction. For students who require the highest level of support, the district partners with outside placements to provide a Free Appropriate Public Education. Since programming is embedded in all parts of our continuum students are able to transition smoothly into more or less supported settings. This enables the district to provide services in the Least Restrictive Environment to the maximum extent possible. During the 2022-2023 school year, the district implemented a district-wide, research-based assessment to gauge students' well-being and mindset to foster happier, more successful learners. The assessment, administered multiple times over the course of the school year, serves as a proactive approach to address social and emotional barriers to learning on a district-wide and individual level. Areas of focus for the social-emotional screener include, but are not limited to, a student's feelings about school, perceived learning capabilities, self-regard, preparedness for learning, attitude towards teachers, and attitude towards attendance. The assessment will offer multi-level reports to serve as an intervention tool supporting our staff and students.

**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 South Side Area School District will continue to provide positive behavior support training for all staff. The training will focus on de-escalation techniques and support student needs in the regular education classroom. A team of teachers from each building will be selected to receive a Crisis Prevention Intervention refresher or full course training. The building-level restraint teams will then be available to conduct restraints on students in their buildings if a student poses a danger to themselves or others. It is important to note that a restraint conducted by the District will only be used as a last resort and only after all other de-escalation strategies have been used with a student. The Director of Pupil Services will review the Restraint Information System Collection (RISC) with the administration and staff to ensure all documentation for reporting is recorded. In addition, the Director of Pupil Services

will report all restraints in the Restraint Information System Collection (RISC) system through Leader Services as required by the Pennsylvania Department of Education Bureau of Special Education.

**3. Describe the district positive school wide support programs.**

The South Side Elementary School successfully implements a Positive Behavior Support program called Caught Being Good. Each week of the school year the elementary school has a different theme (i.e.: follow bus rules, appropriate cafeteria behavior, etc.). Teachers and staff distribute caught being good stickers and passes to students following the weekly themes. The passes are filled out by the student and put in the Caught Being Good jar in the office. At the end of the week, one boy and one girl are picked as the Caught Being Good stars for each week. At South Side Middle School, a similar plan is in place. The middle school has the RAMS Rewards. RAMS stands for Respect, Act appropriately, Make good choices, and Stay Safe. Teachers and staff distribute passes to students demonstrating those positive characteristics. The student turns in the pass at the office and gets recognition from the office staff and a small sweet treat. The passes are collected every nine weeks grading period. At the end of each grading period, one girl and one boy are selected as the RAMS winners for that quarter. At the high school level, a Schoology page, called RAMS Recognition, is used to house positive behavior recognition acknowledgments. The RAMS Recognition is a platform for staff to recognize the extra efforts of our students. The page is visible to the students as well. Staff and students can comment on recognition posts as well to provide additional positive feedback. Monthly a student is also recognized with the Extra Effort Award at the School Board Meeting. The Extra Effort Award highlights a student who is continually going above and beyond in areas outside of academic or athletic achievement.

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

The South Side Area School District partners with Western Pennsylvania Psychiatric Care (WPPC) company to provide school-based behavior health services. The program, Positive Steps, is funded through health insurance. The district also partners with The Prevention Network to have a Prevention Specialist on campus weekly to provide support to students.

**5. Describe the district restraint procedure.**

The South Side Area School District provides professional development opportunities to staff on de-escalation strategies to support students. De-escalation and restraint training is provided on an annual, ongoing basis through the Beaver Valley Intermediate Unit #27, the Crisis Prevention Institute, and other agencies. All staff continues to be trained regarding de-escalation techniques, while a team of teachers and staff members from each building will be selected to receive the full restraint training. The building level restraint teams will then be available to conduct restraints on students in their buildings if a student poses a danger to themselves or others. It is important to note that a restraint conducted by the District will only be used as a last resort and only after all other de-escalation strategies have been used with a student. The Director of Pupil Services will review the Restraint Information System Collection (RISC) with the administration and staff to ensure all documentation for reporting is recorded. In addition, the Director of Pupil Services will report all restraints in the Restraint Information System Collection (RISC) system through Leader Services as required by the Pennsylvania Department of Education Bureau of Special Education.





### 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 district does not currently have any concerns with students who are placed on Instruction Conducted in the Home or who are at substantial risk of waiting more than thirty days for an appropriate educational placement.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SSES_CT	Elementary	Full-time (1.0)	01/29/2024 01:21 PM

<b>Building Name</b>		
South Side El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
South Side 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	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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SSHS_RM	Secondary	Full-time (1.0)	01/29/2024 01:17 PM
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<b>Building Name</b>		
South Side HS		
<b>Support Type</b>		
Blind And Visually Impaired Support		
<b>Support Sub-Type</b>		
Blind And Visually Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
South Side HS		
<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	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
South Side HS		
<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>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
South Side HS		
<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	Secondary	16 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
South Side HS		
<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 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
South Side HS		
<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	16 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
South Side HS		
<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	17 to 17
<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>
SSHS_MS	Secondary	Full-time (1.0)	01/29/2024 01:01 PM

<b>Building Name</b>
South Side HS

<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	19 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
South Side HS		
<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)		11
<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>
		0.22

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SSHS_LB	Secondary	Full-time (1.0)	01/30/2024 07:15 AM

<b>Building Name</b>		
South Side HS		
<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	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SSES_BZ	Elementary	Full-time (1.0)	01/29/2024 12:36 PM

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

<b>Building Name</b>		
South Side 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)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
South Side 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 10
<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>
SSES_PV	Elementary	Full-time (1.0)	01/29/2024 12:39 PM

<b>Building Name</b>		
South Side El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13



Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.26

Building Name		
South Side El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.1

Building Name		
South Side El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.08

Building Name		
South Side El Sch		
Support Type		
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)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SSHS_CW	Secondary	Full-time (1.0)	01/29/2024 12:42 PM

<b>Building Name</b>		
South Side HS		
<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)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
South Side HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
South Side HS		
<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	18 to 18
<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>
SSMS_RM	Secondary	Full-time (1.0)	01/29/2024 01:03 PM

<b>Building Name</b>	
South Side MS	
<b>Support Type</b>	
Deaf And Hearing Impaired Support	
<b>Support Sub-Type</b>	
Deaf And Hearing Impaired Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	1

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.02

Building Name		
South Side MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SSASD_JK	Multiple	Full-time (1.0)	01/30/2024 07:19 AM

Building Name		
South Side El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9

<b>Age Range Justification</b>	<b>FTE %</b>
Speech supports - sessions are held individually or in groups of same age peers.	0.23

<b>Building Name</b>		
South Side 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)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.03

<b>Building Name</b>		
South Side HS		
<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)		2
<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>
		0.03

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SSES_KW	Elementary	Full-time (1.0)	01/29/2024 12:56 PM

<b>Building Name</b>		
South Side El Sch		
<b>Support Type</b>		
Blind And Visually Impaired Support		
<b>Support Sub-Type</b>		
Blind And Visually Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.07

<b>Building Name</b>		
South Side 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)		12
<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>
		0.24

<b>Building Name</b>		
South Side 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)		1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.02

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SSMS_AE	Secondary	Full-time (1.0)	01/29/2024 01:00 PM

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

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

<b>Building Name</b>		
South Side 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	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
South Side 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	Secondary	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
South Side 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 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
South Side 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	14 to 14
<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>
SSES_KG	Elementary	Full-time (1.0)	01/30/2024 07:16 AM

<b>Building Name</b>	
South Side 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

Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.02

Building Name		
South Side El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Students are not educated in the classroom at the same time.		0.1

Building Name		
South Side El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.25

Building Name		
South Side El Sch		
Support Type		
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 9
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not educated in the classroom at the same time.		0.25

<b>Building Name</b>		
South Side 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 5
<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>
SSMS_PM	Secondary	Full-time (1.0)	01/29/2024 01:08 PM

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<b>Building Name</b>		
South Side 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)		18
<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>
		0.36

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
South Side El Sch		505
<b>School Building</b>		<b>Building Description</b>
		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>
36 feet, 6 inches x 24 feet, 3 inches	885sqft	31
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		
505.pdf		

### 1Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
South Side HS		422
<b>School Building</b>		<b>Building Description</b>
		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>
36 feet, 9 inches x 24 feet, 1 inches	885sqft	31
<b>Implementation Date</b>		
2022-06-22		
<b>Uploaded Files</b>		

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

Building Name		Room #
South Side MS		108
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 9 inches x 32 feet, 2 inches	731sqft	26
Implementation Date		
2022-06-08		
Uploaded Files		
108.pdf		

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

<b>Building Name</b>		<b>Room #</b>
South Side El Sch		103
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 6 inches x 29 feet, 11 inches	732sqft	26
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		
103.pdf		

#### 4Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
South Side El Sch		205
<b>School Building</b>		<b>Building Description</b>
		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, 4 inches x 29 feet, 8 inches	662sqft	23
<b>Implementation Date</b>		
2022-06-08		

<b>Uploaded Files</b>
205.pdf

#### 5Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
South Side MS		402
<b>School Building</b>		<b>Building Description</b>
		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 42 feet, 0 inches	1337sqft	47
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		
402.pdf		

#### 6Assurance Check

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



The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
South Side El Sch		107
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 8 inches x 31 feet, 8 inches	686sqft	24
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		
107.pdf		

#### 7Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
South Side El Sch		304
<b>School Building</b>		<b>Building Description</b>
		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, 5 inches x 44 feet, 2 inches	901sqft	32

<b>Implementation Date</b>
2022-06-08
<b>Uploaded Files</b>
304.pdf

#### 8Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
South Side HS		511
<b>School Building</b>		<b>Building Description</b>
		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>
38 feet, 6 inches x 30 feet, 0 inches	1155sqft	41
<b>Implementation Date</b>		
2022-06-29		
<b>Uploaded Files</b>		

#### 9Assurance Check

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

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
South Side HS		524
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 8 inches x 23 feet, 6 inches	673sqft	24
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		
524.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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
South Side MS		207
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 1 inches x 33 feet, 2 inches	732sqft	26
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		
207.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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
South Side HS		426
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 4 inches x 36 feet, 9 inches	894sqft	31
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		
426.pdf		

#### 12Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
South Side El Sch		402
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 11 inches x 23 feet, 0 inches	803sqft	28
<b>Implementation Date</b>		
2024-01-29		
<b>Uploaded Files</b>		
Screenshot 2024-02-02 at 11.13.39?AM.jpeg		

### 13Assurance Check

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



## Special Education Support Services

### 14Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1.00	District Wide	District
School Psychologist	1.00	District Wide	District
Guidance Counselor	1.00	Elementary	District
Guidance Counselor	2.00	Secondary	District
Paraprofessionals	16.00	Elementary	District
Paraprofessionals	7.00	Secondary	District

## Special Education Personnel Development

### Autism

Description of Training			
Teachers, administration, and/or any other identified Individual Education Program team member will attend professional development pertaining on Autism/ADHD/Executive Functioning skills presented by a consultant from the Beaver Valley Intermediate Unit #27. The strategies that will be presented will then be implemented into the regular education classroom or other area associated with the school setting throughout the school year. The Beaver Valley Intermediate Unit #27 consultant will be utilized throughout the school year to provide teacher consultation and student observations.			
Lead Person/Position		Year of Training	
Director of Pupil Services		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1 Hours	1 Session Per Year	District Intermediate Unit PaTTAN Other	Building Administrators Paraprofessionals Special Education Teachers Other

### Positive Behavior Support

Description of Training			
Teachers, administration, and/or any other identified Individual Education Program team member will attend professional development pertaining to de-escalation strategies and positive classroom management strategies presented by a consultant from the Beaver Valley Intermediate Unit #27 or another partnering agency. The strategies that will be presented will then be implemented into the regular education classroom or other area associated with the school setting throughout the school year.			
Lead Person/Position		Year of Training	
Director of Pupil Services		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1 Hour	1 Session Per Year	District Intermediate Unit	Building Administrators General Education Teachers



		PaTTAN Other	Paraprofessionals Special Education Teachers Other
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Description of Training			
Teachers, administration, and/or any other identified Individual Education Program team member will attend professional development pertaining to Crisis Prevention Intervention (CPI) training presented by a consultant from the Beaver Valley Intermediate Unit #27 and the Crisis Prevention Institute. The strategies that will be presented will then be implemented into the regular education classroom or other area associated with the school setting throughout the school year as a last effort to ensure student safety.			
Lead Person/Position		Year of Training	
Director of Pupil Services		2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
4 Hours	1 Sessions Per Year	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

### Paraprofessional

Description of Training	
Paraprofessionals will attend professional development pertaining to Crisis Prevention Intervention (CPI) training presented by a consultant from the Beaver Valley Intermediate Unit #27 and the Crisis Prevention Institute. The strategies that will be presented will then be implemented into the regular education classroom or other area associated with the school setting throughout the school year as a last effort to ensure student safety.	
Lead Person/Position	Year of Training
Director of Pupil Services	2025 2026 2027

Hours Per Training	Number of Sessions	Provider	Audience
4 Hours	1 Sessions Per Year	District Intermediate Unit PaTTAN Other	Paraprofessionals

Description of Training			
Paraprofessionals will attend professional development pertaining to First Aid/CPR Training.			
Lead Person/Position		Year of Training	
Director of Pupil Services, School Nurse		2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
4 Hours	1 Session Per Year	District Other	Paraprofessionals

Description of Training			
Paraprofessionals will attend professional development through the use of online professional development opportunities through PaTTAN on various courses.			
Lead Person/Position		Year of Training	
Director of Pupil Services		2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1 Hours	4 Sessions Per Year	District PaTTAN	Paraprofessionals

## Transition

Description of Training			
Participants will have the opportunity to learn about effective practices to assist youth/young adults with disabilities to be empowered in an environment of change and any updates and resources they can utilize to enhance our Transition program. These trainings will also include the implementation of the Academic Standards for Career Education and Work as issued by the Pennsylvania Department of Education.			
Lead Person/Position		Year of Training	
Director of Pupil Services, Transition Coordinator		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1 Hour	1 Sessions Per Year	District Intermediate Unit	Building Administrators Paraprofessionals Special Education Teachers

## Science of Literacy

Description of Training			
Teachers, administration, and/or any other identified Individual Education Program team member will attend professional development pertaining to literacy.			
Lead Person/Position		Year of Training	
Director of Pupil Services, Director of Curriculum and Assessment		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1 Session	1 Session Per Year	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

## Parent Training

Description of Training			
Parents will have the opportunity to attend the Parent Information Network Event. Topic from Parent Information Network Event will focus on a key topics related to transition services.			
Lead Person/Position		Year of Training	
Director of Pupil Services, High School Principal, School Counselor		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2 Hours	1 Session Per Year	District Intermediate Unit PaTTAN Other	Parents

Description of Training			
Parents will have the opportunity to attend the Parent Information Network Event. Topic from Parent Information Network Event will focus on a key topics related to creating positive learning environments.			
Lead Person/Position		Year of Training	
Director of Pupil Services		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2 Hours	1 Session Per Year	District Intermediate Unit PaTTAN Other	Parents

Description of Training			
Parents will have the opportunity to attend the Parent Information Network Event. Topic from Parent Information Network Event will focus on a key topics related to behavior management.			

Lead Person/Position		Year of Training	
Director of Pupil Services		2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2 Hours	1 Session Per Year	District Intermediate Unit PaTTAN Other	Parents

### IEP Development

Description of Training			
Teachers will attend professional development pertaining to progress monitoring on IEP Goals			
Lead Person/Position		Year of Training	
Director of Pupil Services		2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1 Hours	1 Session Per Year	District Intermediate Unit	Special Education Teachers

Description of Training	
Teachers will attend professional development pertaining to writing compliant present levels of performance.	
Lead Person/Position	Year of Training
Director of Pupil Services	2025 2026 2027

Hours Per Training	Number of Sessions	Provider	Audience
2 Hours	1 Session Per Year	District Intermediate Unit	Special Education Teachers

## Signatures & Affirmations

Approval Date

3/15/2024

### Uploaded Files

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

### Superintendent/Chief Executive Officer

Alan R Fritz Jr.

Date

3/15/2024