

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 3052
School District Total Student Enrollment 16195
Percent of Students Receiving Special Education 18.8

Steering Committee

Name	Position/Role	Building	Email
Doctor John Stanford	Superintendent	Allentown City SD	stanfordj@allentownsd.org
Brian Siket	Director of Special Education	Allentown City SD	siketb@allentownsd.org
Elizabeth Serrano	Other	Allentown City SD	serranoe@allentownsd.org
Katrina Griffin	Building Principal	Allentown City SD	grifiink@allentownsd.org
Kenneth Fritz	Building Principal	Allentown City SD	fritzk@allentownsd.org
Stephanie Greczek	Special Education Teacher	Allentown City SD	greczeks@allentownsd.org
Doctor Lourdes Sanchez	Other	Allentown City SD	sanchezl@allentownsd.org
Mark Stoltz	Other	Allentown City SD	stoltzm@allentownsd.org
Mary Assad	Parent	Allentown City SD	maryassad1@yahoo.com
Diane Mann	Other	Allentown City SD	mannd@allentownsd.org
Kendyle Mills	Other	Allentown City SD	millsk1@cliu.org
Christine Piripavel	Other	Allentown City SD	piripavelc@allentownsd.org
Karyn Goldman	Other	Allentown City SD	goldmank@allentownsd.org
Ilsa Loetzbeier	Other	Allentown City SD	loetzbeieri@allentownsd.org
Denise Snyder	Other	Allentown City SD	snyderde@allentownsd.org
Dawn Wadsworth	Other	Allentown City SD	wadsworthd@allentownsd.org
Melinda Lucas, Ed. D.	Other	Allentown City SD	lucasm@allentownsd.org
Kerry Murgitroyde	Other	Allentown City SD	murgitroydek@allentownsd.org
Karen Baurkot	Other	Allentown City SD	baurkotk@allentownsd.org
Katie Hoffman	Other	Allentown City SD	hoffmank@allentownsd.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)

Improvement and Planning Activity

Appropriate staff will receive training/professional development on the regulatory requirements related to indicator 13.
Transition Discoveries (TD) Stipend/Grant. ASD is in year 2 with TD. We administered the Transition Discoveries Stakeholder Survey and we are using data for community-based action planning. 1. Form Transition Change Agent Team (T-CAT). 2. Administer stakeholder surveys. 3. Hold community action planning event. 4. Participate in on-line learning via Schoology. 5. Hold monthly stakeholder meetings. 6. Work collaboratively with PaTTAN/IU consultants.
Appropriate staff have and will receive ongoing training on an online platform Virtual Job Shadow which focuses on soft skills, employment possibilities for students, as well as transition assessments, activities, and planning.

Graduation (Indicator 1)

Improvement and Planning Activity
Allentown is part of Systematic State Improvement Plan (SSIP) grant for William Allen High School. Below are some current action steps from our SSIP Plan: Early Warning System: Supplemental: 1. Identify the exact students who are at risk of graduating. 2. Once identify and find out why at risk of not graduating. 3. Purchase and/or identify resources needed for these students. 4. Implement/use the resources purchased/identified. 5. Use scheduled roll call meetings to monitor and adjust as necessary. Itinerant: 1. PD teachers of these students on use of Virtual Job Shadow (VJS). 2. Make sure identified students have VJS account. 3. That they know how to log on and use VJS platform. 4. Identify issues by student (attendance, behavior, and/or academics) and match interventions during Roll Call Meetings. Direct Instruction (DI): 1. Identify Special Education (SE) staff, SE students and other relevant stakeholders to meet to review DI programs 2. Identify criteria to review DI programs (what are we looking for? what do we need?) 3. Schedule times to meet 4. Identify DI program to purchase and purchase 5. Schedule time to train staff to use program 6. Monitor effectiveness SEL Programs for Tier 3: 1. Identify SE (SE) staff, SE students and other relevant stakeholders to meet to review SEL programs 2. Identify criteria to review SEL programs (what are we looking for? what do we need?) 3. Schedule times to meet 4. Identify Social Emotional Learning (SEL) program to purchase and purchase 5. Schedule time to train staff to use program 6. Monitor effectiveness Check & Connect: 1. Identify staff (Building Leaders) that need training in Check & Connect. 2. Schedule trainings on Professional Development (DL) days for rostered staff and non-rostered staff on non-PD days. 3. How does this fit in the daily schedule? Advisory period? need to work with master schedulers?
4 yr cohort graduation rate 73.7% state- 58.05% ASD 5 yr cohort graduation rate 77.6% state -59.84% ASD
Focus on incoming grade 9 students especially those with IEPs to promote more family involvement and student voice in transition planning and implementation through regular roll call meetings with case managers, assign mentors or have an advisory class period, as well as monthly events with family to provide education on transition and requirements to remain on track to graduate with their cohort.

Drop Out (Indicator 2)

Improvement and Planning Activity
LEA 26.54% PDE 13.29%
Offer students individualized program that addressed credit deficiency and work schedules for those students who need to provide for their families. For example, Virtual Campus, Credit for working/having a job, Abbreviated schedule so student can earn core subject credits and hold a job.
Work with master schedulers at the high school to ensure those students at risk for drop out are assigned a mentor and/or assigned case manager to meet on a consistent basis (daily is ideal). Utilize Early Warning System to identify the following metrics: Attendance: Between 80%-90% daily attendance rate Behavior: 4 or more school code conduct violations Course Grades Math and English - Between 60% and 70% for most recent rating period

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Improvement and Planning Activity
Provide bi-monthly family workshops. - How to Play

ADA Website Special Education Facebook/Instagram (social media)
Partner with district E/I groups Community Services for Children

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
FSA-POSITIVE BEHAVIOR SUPPORT Standard: LEA complies with the positive behavior support policy requirements.	The LEA will provide training to its professional staff regarding utilization of parent waiver to an IEP meeting within 10 school days of restraint implementation. The LEA will submit copies of training participant sign-in sheets and training agendas/handouts, as well as student file review that demonstrates restraint elimination plans to the BSE adviser as verification of the corrective action. The LEA will write a procedure and train staff for compliant follow-up when a student with a disability is reported to the police. The LEA will provide the BSE adviser with a copy of the procedure, as well as a copy of the training agenda/handouts and training sign-in sheets as verification of corrective action
FSA-INDEPENDENT EDUCATIONAL EVALUATION Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.	The LEA will develop a written procedure for responding to parent request for an IEE. The procedure must comply with the requirements of 34 CFR 300.502 including information about where an IEE may be obtained. The LEA will submit a copy of the procedure to the BSE Adviser as verification of corrective action
FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.	The LEA will develop a plan to expand its continuum of special education services to support the availability of LRE under 34 CFR Part 300 for students with the disability categories of ID, MDS, ED and Autism
FSA-EXTENDED SCHOOL YEAR SERVICES	The LEA will develop written procedures to ensure that the required information pertaining to Extended School Year (ESY) is included in students' IEPs. The LEA will train staff on new procedures. The LEA will submit a copy of the procedures and training materials and sign in sheets to the BSE Adviser. The BSE Adviser will conduct a review of files to verify that the new procedures have resulted in compliance.
FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING	Narrative in FSA blank. Due to COVID 19 mandatory school closures the LEA is unable to complete and will submit to BSE as soon as school reopens and no later than December 31, 2020. Adviser will determine then if additional action is required.
FSA-PARENT TRAINING Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.	Narrative in FSA blank. Due to COVID 19 mandatory school closures the LEA is unable to complete and will submit to BSE as soon as school reopens and no later than December 31, 2020. Adviser will determine then if additional action is required. The LEA will develop an improvement plan that provides teachers with opportunities for training and information sharing to address special knowledge, skills, and abilities needed to serve the unique needs of children with disabilities
FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.	Narrative in FSA blank. Due to COVID 19 mandatory school closures the LEA is unable to complete and will submit to BSE as soon as school reopens and no later than December 31, 2020. Adviser will determine then if additional action is required.
FSA-PERSONNEL TRAINING Standard: In-service training appropriately and adequately prepares and trains personnel to address the special	Narrative in FSA blank. Due to COVID 19 mandatory school closures the LEA is unable to complete and will submit to BSE as soon as school reopens and no later than

knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.	December 31, 2020. Adviser will determine then if additional action is required. The LEA will develop an improvement plan that provides parents with opportunities for training and information sharing to address special knowledge, skills, and abilities needed to serve the unique needs of children with disabilities
FSA-INTENSIVE INTERAGENCY APPROACH Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.	Narrative in FSA blank. Due to COVID 19 mandatory school closures the LEA is unable to complete and will submit to BSE as soon as school reopens and no later than December 31, 2020. Adviser will determine then if additional action is required.
TRANSITION REQUIREMENTS Standard: The LEA complies with requirements for transition planning for students.	The LEA has been provided with the names of individual students for whom corrective action is required.
FSA-FACILITIES USED FOR SPECIAL EDUCATION Standard: The LEA will be in compliance with the facilities requirements	The LEA will submit a written letter of assurance with compliant Special Education Plan Revision Notice (SEPRN) relevant to facilities used for special education. Classrooms were not able to be reviewed during the monitoring due to Covid 19. Adviser will review classroom by 12/31/2020 or as soon as buildings are accessible. The LEA will provide a copy of the written assurance to the BSE Adviser.
FSA-CASELOAD AND AGE RANGE REQUIREMENTS Standard: The LEA complies with the caseload and age range requirements	LEA was unable to provide Caseload and Age range documents due to Covid 19 building closures. LEA will provide documents to BSE Adviser by October 8, 2020. Adviser will determine if additional action is required. Update: LEA was provided a list of teachers who exceeded the caseload limits. LEA will correct the caseload by 1/31/2021. LEA will also train staff in calculating caseload.
FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.	Narrative in FSA blank. Due to COVID 19 mandatory school closures the LEA is unable to complete and will submit to BSE as soon as school reopens and no later than December 31, 2020.
FSA-EDUCATIONAL BENEFIT REVIEW Standard: The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.	The LEA has been provided with the names of individual students for whom corrective action is required within 30 days of the date of this report.
FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.	The LEA will submit an improvement plan to address meeting the SPP target for graduation rates. Improvement plan due: 1/12/2021
FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.	The LEA will submit an improvement plan to address meeting the SPP target for drop out rates. Improvement plan due: 1/21/2021
FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment	The LEA will submit an improvement plan to address meeting the SPP target of students with disabilities served inside the regular classroom 80% or more of the day and less than 40% of the day.

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
---------------	-----	---------------	-----	------------------

Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Lehigh County Prison	Other	Prison	District	8
Good Shepherd Home	Group Home		Other	0
Community Options Inc	Residential Setting		Other	0

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 Allentown School District assumes all host district responsibilities, as set forth under Section 1306 of the Public School Code. When a nonresident student is placed in a residential facility (including a group home, residential facility, therapeutic foster home, correctional facility) the district in which the facility is located becomes the host district and is responsible for providing special education and related services to the nonresident student (24 P.S. 13-1306). Within the boundaries of the school district, a prison, Lehigh County Correctional Institution, is located. The district maintains its Child Find obligation by making public the Child Find Notice in visiting areas and other areas throughout the facility. Students entering the facility with an existing identification of special education are provided with FAPE (spell out), and their IEPs are delivered and implemented by a certified Special Education teacher. All timelines regarding IEP development and reevaluation report compilation are followed. As the correctional facility services students of transition age, special attention is paid to providing mandates of Indicator 13 and Successful Practices in Secondary Transition, adhering to transition best practices. Pennsylvania's Basic Education Circular further directs the host district's obligation to incarcerated youth is upheld "by complying with Child Find obligations under IDEA(spell out), utilizing the appropriate evaluation procedures and diagnostic/screening instruments, implementing the timely review and/or developing Individualized Education Programs for eligible students in accordance with state and federal laws, and regulations, and providing Free and Appropriate Public Education (FAPE) in conformity with the IEP." Parents are kept involved in the student's educational component as if the student were attending the neighborhood school building. Any individual who is a student entering the correctional facility has educational documents provided to the school district. The determination is made if the student is a special education student. All students are provided with on-site instruction at his/her appropriate instructional level by a certified Special Education Teacher. Progress monitoring is periodically performed, to ensure student goals are being met or require revision. The district has procedures to appoint a surrogate parent when necessary regarding educational decisions. A certified special education teacher develops the IEP. Furthermore, the district communicates with the facility so that no bundling of services occurs. Barriers of the school district to meet its obligations under Section 1306 include periodic reminders to the facility for Child Find, appointing willing special education certified teachers to report to the facility for instruction, and providing instruction to those students who receive restrictions, such as solitary confinement. Due to COVID: A plan is established to provide the correctional facility with a monthly letter to inquire if any new students have enrolled who may require special education services. This monthly notice is designed to also provide the district with the procedures (above) that must be followed in this event.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
The procedure for Incarcerated Students Oversight is explained in the Non Resident Students Oversight. Additionally, the compliance monitoring of our district yielded a corrective action of the prison monitoring. It was shown that the school district is recently compliant in all areas including: Child Find, positive behavior support, compliant timelines, and content of Individualized Education Plans and Reevaluation Reports.

Incarcerated Students Oversight

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

§1306.2 Facilities			
Facility Name	Facility Type	Services Provided By	Student Count
Lehigh County Prison	Correctional Facility	District	13

- Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).
The procedure for Incarcerated Students Oversight is explained in the Non Resident Students Oversight. Additionally, the compliance monitoring of our district yielded a corrective action of the prison monitoring. It was shown that the school district is recently compliant in all areas including: Child Find, positive behavior support, compliant timelines, and content of Individualized Education Plans and Reevaluation Reports. The Allentown School District recognizes the precepts of Pennsylvania educational law, as it pertains to 24 P.S. Section 13-1306.2. The district is cognizant in addressing all facets of this code, including basic education rights as this relates to "School Age Students Charged with a Criminal Offense," as well as the other targeted population of "School Age Individuals Convicted of a Criminal Offense." As Allentown School District is the host district to the Lehigh County Correction Facility, the district strives to continually review its Child Find obligation to school age individuals residing within the facility, and to provide a quality and appropriate education to students who have been identified as qualifying for special education services and programs. The school district continually seeks to locate and offer services as needed, through Lehigh County Children and Youth, and Lehigh County Probation.

Least Restrictive Environment

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

The Allentown School District has child study teams at both the elementary and intermediate school levels. This team approach consists of the school psychologist, school counselors, teachers, related services, interventionist and a behavioral consultant. Additionally, the building principal, Special Education Facilitators, Executive Director of Special Education and special education supervisors are available on a consultative basis. These professionals maintain the goal of providing the student with access to general education wherever, and whenever, possible and appropriate. Students who are struggling academically or behaviorally are provided with data collection and interventions to be implemented with fidelity and consistency. As applicable, the staff to student ratio may be decreased to include more support through a paraprofessional, who is in the general education setting as an inclusion model, but also to provide support to all students who require it. Through this team model, the district is also using all staff, particularly the itinerant special education teachers (co-teachers) and paraprofessionals to augment the inclusionary practices by providing support to students with disabilities within the general education setting. Allentown School District has coordinated numerous trainings on inclusion and co-teaching; consequently, the culture is established where all students are accepted in all classes and areas of the school buildings. Every level, that is kindergarten through 12th grade, has an established co-taught or inclusion model. This includes the students who are identified as life skills support, as well as emotional support and multi disabilities support. Additionally, the special education department has provided in-services and other trainings for general education teachers, in order to enhance their capacity to provide specially designed instruction to special needs students within the general education environment. This method has allowed the special education and general education teachers to work collaboratively on lesson planning, test and assignment modification, and curriculum design to improve special education and least restrictive environment initiatives. SPP targets and Indicator 5 are continuously in review. At the current time, the district has students placed out of district, which is a considerable improvement, considering the last Special Education Plan's data to designate 75 students. The LEA has examined this situation and is proactively taking measures to reduce these numbers. The special education supervisor assigned to out of district placements participates in IEP meetings and monitors progress. Through supervision measures are taken to return students back to their home schools and reduce the amount of students placed in alternative education programs, as a supportive environment will exist in the neighborhood school setting. The school district respects and adheres to the general principals set forth by Pennsylvania state law. When making placement decisions, the district references the following: Free and Appropriate Public Education must be provided to every student with an IEP, and must be delivered in the Least Restrictive Environment; The district does not remove students from regular education classrooms merely due to the severity of their disability; the district ensures that services are provided for students with disabilities, including significant cognitive disabilities, by implementing specially designed instruction, as well as supplementary aids and services to guarantee least restrictive environment placement; the IEP teams consist of well trained professionals, having experience in professional development, to make determinations involving IEP goal implementation in regular education classrooms with supplementary aids and services prior to consideration of removal from the general education setting. More restrictive settings are considered only after IEP teams consider a full range of supplementary aids and services in regular education classrooms, including modification of curriculum content. The district determines to make program and placement decisions based on student strengths and needs, as clarified through the evaluation and reevaluation processes. Special education teachers receive training and updates on Least Restrictive Environment, so that they demonstrate efficacy in implementing these tenants. The Executive Director of Special Education maintains the responsibility to providing teachers with the most current IEP format, as well as the current format of the NOREP document, Procedural Safeguards Notice, Parent and Student Invitation documents, and all other information. The school psychologist also updates professional development and maintain updated and current evaluation protocols. An LEA representative attends every IEP meeting, including those held in locations outside the district. This is to ensure that every student is provided the supplementary aids and services necessary

to remain included with non-disabled peers to the maximum extent. There is a LEA representative present at all review meetings held in out of placement facilities. These regularly-scheduled meetings provide the district with progress monitoring data relative to student behavioral goals. It is emphasized that students will begin a transition plan to return to the home school upon goal achievement. Such a plan may include a half day trial to the school district program, which has been a successful model. In review of the Indicator 5 Special Education Data Report School Year 2019-2020, students identified as Specific Learning Disability is at 40.1% compared to the state average of 39.8. The discrepancy is 3%, which indicates that there is a disproportionate representation . The district attributes the low socio-economic population and inconsistent use of Universal Tier 1 supports as contributing factors. However, the LEA is mindful of the disproportionate representation and will take the following measures: Improve the child study model to resemble the Response To Instruction and Intervention model, whereas data is collected and reviewed to inform instruction. Data will be used diagnostically to target student skill deficits and the level of general education teacher accountability will be increased, with support from the building level principals. General education students with low performance rates will be strategically placed in co-taught or inclusion classrooms, where there is an additional level of support and an increased opportunity for small group instruction in the regular education setting Continued review of the Special Education Data Report School Year 2019-2020 indicates disproportionality of Educational Environments. According to the data, the LEA notes 55.2% special education students inside the regular class 80% or more, in comparison to the state average of 61.5%. The LEA has not meet the SPP / APR target. The LEA has an amount of 24.6% inside the regular class less than 40%, as compared to the state average of 9.6%, creating a 15.0% discrepancy, which is also a marked improvement from the figures represented in the previous Special Education Plan. The district will continue to address and improve these disproportionate figures by training teachers to correctly calculate and report the educational environment descriptors for their students. Additionally, teachers will be responsible for identifying additional elements in the school day where they can increase the amount of times special education students are included. This will be reviewed monthly with school Special Education Facilitator, as well, whereby teachers will calculate time spent in assemblies, specials, community based instruction, work based learning, and other areas into the calculations. Additionally, supplemental aids and services will be reviewed for continued appropriateness and enhanced where necessary. Teachers will receive training on the SaS Toolkit and be held accountable to implement these precepts in classroom situations. Teachers will learn to compile and organize information about the student, create profiles of general education settings, identify potential barriers to learning and curriculum access in the general education classroom, identify strategies to eliminate those barriers, and analyze SaS options to determine appropriate and viable alternatives for implementation. Special education teachers receive training on IEP writing, most notably to know every aspect of Section VII Educational Placement, Questions for the IEP Team. Teachers are knowledgeable on how to present questions regarding individual student placement decisions, such as the supplementary aids and services provided to contribute to progress toward IEP goals, benefits provided in the general education setting versus benefits provided in the special education class, potential beneficial and /or harmful affects of inclusion, and the extent of participation of individual students with non disabled peers in extracurricular and nonacademic activities. District-wide, supplementary aids and services are currently in place and will be shared more readily among team members at all levels.

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?

Elementary Special Education Programs The richness of Allentown School District's (ASD) diversity is acknowledged by its central role in educating students for America's future through academic excellence, as well as, celebrating the culturally responsive, athletic and artistic range of talent in our schools. ASD students originate from 51 countries and speak 26 languages. Currently, there are 15 elementary schools in the Allentown School District. Each elementary building is supported by a Special Education Facilitator. Currently, there are 12 facilitators in the district with 5 facilitators supporting the elementary schools in the Allentown School District. The role of the facilitator is to offer specialized supports to their assigned schools. The facilitator serves as a liaison

between the Director of Special Education and an elementary school. In addition, an Elementary Supervisor of Special Education is an administrative liaison between the special education department and the elementary schools. The facilitator is skilled in special education regulations and procedures, instructional programming/strategies, and behavior management. Monthly meetings (Roll Call), or consultations as needed, are held with special education case managers. Monthly check-ins provide the opportunity to discuss student progress in learning and adjust academic interventions as needed. In addition, behavior concerns can be addressed during Roll Call meetings. It is not unusual for a school psychologist or an administrator to attend a Roll Call meeting as well, to discuss supports and services for a special education student. Because collaborative interactions between parents, teachers, and administrators continue to be a goal of the special education department, as well as a strength, facilitators also keep the lines of communication open between all members of the IEP team. As facilitators establish rapport and trust with parents, they are able to quickly resolve problems at the building level before they evolve into legal disputes. Parent meetings occur face-to-face, via phone conference or zoom. Finally, each elementary facilitator has an area of expertise that serves as a support to not only the district's special education department, but to any school building in the Allentown School District. These areas of expertise include: BrainSTEPS program/traumatic brain injury, low incidence and autism supports with a focus on the Unique Learning System (a functional curriculum), extended school year (ESY), assistive technology, transition services, early intervention coordination of services to school-age programming, and behavioral supports through the Crisis Prevention Institute (CPI) Nonviolent Crisis Intervention Program. Behavioral supports within our elementary special education programs in the Allentown School District encompass a continuum of supports and services. In most cases, our special education students participate in the elementary building's school-wide behavior support program. Each elementary school's behavior program serves the same function: to encourage a school climate of positive student interactions along with student rewards. The use of the Zones of Regulation, a social emotional learning framework and pathway to self-regulation, has been incorporated school-wide in some elementary buildings and adopted by some self-contained, special education classrooms as well. The ability to teach special education students to think about and manage their feelings helps students be successful socially. In addition to a school-wide behavioral support program, some special education students may begin with an informal behavior plan added to the IEP. After a collection and review of behavioral data, the IEP team may begin the formal process of a Functional Behavioral Assessment (FBA). Behavior management specialists assigned to elementary buildings support the IEP team by conducting the FBA and sharing the results so that student behavior can be analyzed in an evaluation or reevaluation report. When a positive behavior support plan is recommended (based on the FBA), the behavior specialist works with the IEP team in creating appropriate behavior goals, as well as, the positive behavior support plan. In addition, behavior specialists help school teams revise existing behavior plans as needed, and offer consulting services to members of an IEP team. Of special emphasis is "transferring the behavioral intervention" to school teams so that the behavior skills of a staff member are enhanced. Currently there are 11 behavior management specialists in the Allentown School District. Elementary schools that have emotional support programs or a high student enrollment with low-incidence programs have a full-time behavior management specialist assigned to that building. The Students' Intensive Treatment and Emotional Support Program (SITES) offers a school-based partial medical hospitalization program at Roosevelt Elementary School. This program is part of the behavioral continuum of supports and services in the Allentown School District and is based on a partnership with CLIU #21. Elementary students enrolled in the SITES program require intensive psychiatric treatment, and mental health support to navigate their way through a typical school day. These treatments and services fall under the category of medical and mental health treatment. Barriers: The return to in-person learning post COVID-19 has resulted in staff shortages that has prevented new enrollees into the SITES program. Elementary special education students may also be supported by community and agency resources that reside in an elementary school. An example of this is the Communities in Schools (CIS) model by United Way. Communities in Schools programs focus on building a "community of support" evolving around integrated student supports to ensure equitable learning conditions and academic and life success for all students, particularly those living in poverty. A Community School Coordinator is a caring adult trained to do whatever it takes to keep students coming to the school setting

ready to learn. A Community School Coordinator makes connections with families, links in-school and community supports, engages as a “bridge” between home/school/community, and collaborates with outside partners to bring resources into a school building or enhance what already is occurring. In addition, this program assists with student basic needs and supports staff needs. Finally, the Community School Coordinator seeks new partnerships between the school and community. A consistent resource/support for our special education students and families is our parent liaison staff. Currently there are six School Parent Liaisons in the Allentown School District that support elementary, middle school, and high school students. Parent liaisons are an extension of the district’s Office of Family and Community Engagement (FACE). FACE aims to create an equitable, transparent, and inviting environment for families, students, and the community. Besides offering interpreting services in a parent’s or guardian’s native language at IEP meetings, school parent liaisons also provide the language link for families to connect with resources in the community. It is not unusual for our liaisons to check in weekly with a family to support the outside resource needs of a student as noted in an IEP (especially for special education students that transfer into the Allentown School District). Barriers: With the diversity of languages in the Allentown School District, the need for more bilingual parent liaisons would be impactful for families (supporting family needs) and for our special education staff (communication with families and language support at IEP meetings). The Jackson Early Childhood Center and the K-6 Newcomer programs provide additional benefits to our very youngest and to our students acquiring a new language. Also, the Virtual Campus allows for remote learning experiences based on parent choice. The return to in-person learning following COVID-19 school closings saw an increase in the amount of our special education students receiving specially designed instruction and related services by special education staff in the school setting. The Jackson Early Childhood Center (ECC) is one of 15 elementary schools located in the city of Allentown and serves exclusively kindergarten students. Jackson Early Childhood Center currently receives kindergarten students from two “feeder” schools: Sheridan and Washington Elementary Schools. Two Autistic Support programs for kindergarten students reside at Jackson ECC. In addition, itinerant learning support services are provided by a learning support teacher from a nearby elementary school to implement specially designed instruction for students who qualify for special education and related services according to Pennsylvania’s Chapter 14 and Individuals with Disabilities Education Improvement Act (IDEA) 2004. The Jackson Early Childhood Center allows young students to experience school-age programming for the first time in a non-threatening way due to the fact they are surrounded by students of similar age and grade level. There are not any “bigger” elementary students in the school setting, which could be intimidating for some students. Another advantage of the kindergarten early childhood center is that since all the teachers teach the same grade level, the amount of collaboration school-wide is vast. Teachers are able to discuss important topics such as curriculum, instructional practices, and behaviors. Finally, other strengths of an early childhood program centers on the many regular education classrooms available to provide inclusion opportunities for the children in the autistic support classrooms and the ability of the intervention instructional staff to focus on interventions (academic and behavioral) for the kindergarten learner. Barriers: The current barriers at the district’s early childhood center are: providing learning support services for some students in need of a higher degree of specially designed instruction and support (ex. supplemental support). The special education department continues to dialogue and explore options to address the continuum of supports and services at Jackson ECC. In addition, hiring special education paraprofessionals to support special education programs has been a challenge based on COVID-19 workforce returns and paraprofessional staff meeting hiring guidelines (ex. completing the Allentown School District paraprofessional competency test). Finally, ongoing challenges exist because there are many students that arrive at the kindergarten center with unidentified needs due to a lack of early intervention services or learning experiences from a preschool learning program. There would be a benefit of interventions by a trained special education teacher with expertise in individualized, instructional practices for this group of early learners. The K-6 Newcomer Academy serves a culturally and linguistically diverse population of more than 200 students from around the world. The Newcomer Academy programs are designed to support students who are new arrivals to the United States with minimal English language skills, as well as, those who may have limited formal schooling in their native country. The K-6 Elementary Newcomer school offers focused English language instruction and

supported content courses. Newcomer Academy is a transitional program for students to obtain adequate skills and tools to be successful in courses before integration to their home school. The typical program stay for students is one year. Special education supports and services at K-6 Newcomer are learning support services via the comparable placement process or through an evaluation initiated by the school team or parent. Speech and occupational therapy are typical related services offered at K-6 Newcomer but other related services can be implemented (ex. vision and hearing support) based on the Individualized Education Program (IEP) for a particular student. Barriers: Students may be in need of more special education supports and services (supplemental and full-time support) but at this time they are not offered readily in any disability classification. Allentown School District (ASD) strives to be a leader in K-12 for preparing students for college and career success. The ASD Virtual Campus offers high-quality, innovative, technology-driven coursework that equips students with the knowledge to thrive and be successful in the 21st Century. Over time, the virtual learning option has become increasingly popular among students and families who appreciate its flexibility, rigor, and focus on student success. While the Virtual Academy has been offered to middle and high school students since 2014, ASD has expanded its Virtual Campus to provide anytime/anywhere education to elementary students too. Elementary students can take part in ASD clubs and extracurricular activities as well. A social emotional wellness component (Tier 1-3) is used to promote feelings of safety and support for our students. In addition, an Allentown School District goal is to develop a safe and supportive environment with a focus on relationships as a critical component of the virtual campus in the upcoming school year. Barriers: There has been a waiting list for students to attend the district's Virtual Campus. Special education teachers provide the virtual instruction for students on their class roster within their daily instruction. Scheduling issues become a barrier when a student does not show up to their special education classroom on time, or if a special education teacher is delayed due to situational circumstances related to a teacher's roster (ex. a behavioral support is needed for a student in the school setting). Allentown School District has a multi-faceted, team-based approach for students who are transitioning from Early Intervention (EI) Services to School-Age kindergarten programming. The district typically has a potential EI transition population of 200 plus students. Special Education Department staff are available throughout the process to take calls and emails to help the families understand "transitioning" and the services that Allentown has to offer. As a part of the overall process, many of the documents and materials are standardized and available to all the evaluation school teams. Permissions are generated centrally in order to streamline the large number of students transitioning each year. Early Intervention to School-Age kindergarten programming begins with a series of co-lead meetings (typically four) with the Carbon Lehigh Intermediate Unit 21 (CLIU #21). During January and February, these meetings are held via Zoom for maximum parental participation. A bilingual Spanish interpreter is also available for each meeting as the District has a large population of primarily Spanish speaking families. The meeting begins with CLIU #21 sharing the transition process and presenting the intent form that will be sent for parental signature. The district then continues the discussion, giving the families an overview of how the process works in Allentown. The presentation includes the opportunity to ask specific questions related to their child or the process in general. Contact information for the lead EI Transition Coordinator for the Allentown School District is also provided. Once the district receives a signed request and EI records, a record review begins. Using an electronic review format to promote efficiency, a multidisciplinary school district team reviews the records. A multidisciplinary team includes at least a school psychologist, a special education facilitator, and speech clinician. After the review, each parent is called for an in-person meeting. At that meeting, parental input is gathered and the evaluation process is started with an official signed parental permission if warranted. Evaluations are done from the spring through the summer, with IEP meetings held prior to the start of the school year, so programs are in place for the first day of kindergarten. Individual schools and the school team conducting the evaluations provide a high level of flexibility to test either at the early intervention service sites or within Allentown School District home schools. With our bilingual psychologists, we are able to offer bilingual evaluations in Spanish for those students requiring evaluation measures and/or parental input in their native language. Barriers: The transition to school-age programming process for our Early Intervention students has some barriers to work through each year. First, the district deals with a large number of transitioning students (usually over 200

students). The process for the district (from the start in January till an IEP is presented to a parent before a new school year begins) involves many evaluations. This becomes a stressor on the current evaluation caseload for our district psychologists. Another highlight of our elementary school special education programs are the intervention and direct instruction programs used by our high-incidence special education teachers to “close the gap” between the potential and current academic performance of the students in the Allentown School District. As our students participate in the Lexia (reading) and Dreambox (math) technology-based programs with our typical peers, and take the STAR Benchmark and Progress Monitoring assessments in reading and math, on-going data allows the special education teacher to be an academic “diagnostician.” There are many current research-based intervention programs for teachers to choose from to support student learning, including the motivating benefits of technology. An example of this is Boom Cards used by some of our educators. Boom Cards offer tasks for the student to complete and are self-grading, making it a great way to assess students right away. Students can practice basic skills, such as letters and numbers, with a visually stimulating experience via any accessible device. Boom Cards cover a range of ages and subject areas, with varying times set aside for each, adjustable by the teacher. For reading, the SRA Reading Mastery Program, Read Naturally, Phonics Chip Kits, the Heggerty Phonemic Awareness program, and the Early Reading Intervention (ERI) program are some of the programs used by our special education case managers. For math, SRA’s Connecting Math Concepts and Touch Math are examples of intervention programs used in our school district. For low-incidence students, academic data can be obtained through Lexia, Dreambox, and STAR if appropriate. Otherwise, the Unique Learning System provides the data and functional curriculum for this population in the Allentown School District. Also, our low-incidence teachers may use the Reading Milestones program and/or utilize reading and math programs that our high-incidence population may be instructed with. For our special education students, the academic data leads the way for our teachers to select and utilize appropriate instructional programs to achieve academic gains for students. Barriers: Special education teachers may not have all of these intervention programs readily available in their elementary school. At times, we have teachers looking for a certain workbook or teacher manual based on the supplies in a school building. In addition, as new teachers are added to our district, initial and ongoing training in these programs to ensure fidelity is a need. To conclude, the strength of our elementary special education programs and classrooms center on the innovation, creativity, and real-life experiences that promote learning. Our special education teachers find that engaging and hands-on teaching helps our students learn. An example of this is the beverage cart at Hays Elementary School. An intermediate life skills classroom began a beverage delivery program for staff in January 2022. A google document is used by staff to place an order and on the day of delivery, coffee (hot or iced), hot chocolate, or flavored tea is delivered to a teacher’s classroom in the morning hours. Students bring the beverage to school staff with a smile after preparing it. So many skills of life are practiced through the beverage cart at Hays Elementary including money skills. An elementary autistic support teacher at Sheridan Elementary also began a beverage cart program, as well as, selling snacks and special treats like oatmeal and eggs. Students get to practice social skills, money, and interactions with adults. Life skills programs at Mosser Elementary run recycling program. Students collect recyclables daily around the school building. Also, a life skills program at Mosser collects the lunch count each morning from each classroom and delivers the important information to the main school office. Paraprofessional supports provide any guidance needed. An emotional support classroom at Union Terrace Elementary utilizes technology by using “Generation Genius” to actively involve students in the learning process. Mini science lessons show concepts in short segments with activities and quizzes that can be used to track comprehension of lesson material. These lessons are the springboard to such projects as rocket building, volcano building, and simple circuit creation. Rocket building is probably the highlight of the school year because the students are expected to demonstrate reading, math, team building, social skills, and cooperation during the science project. In spring of 2021, a field trip to a local Allentown park set the stage for a dozen rockets to “take to the sky” for local media. The highest went 1,800 feet! Having a video clip on the local news was a special event for these students. Related Services: Counseling Services Lourdes School counselors are vital members of the school team. They actively identify academic, career, and personal/social challenges for students, and assist them in planning future education or career choices. At the

elementary level, they also offer assistance through classroom guidance, including prevention education, emphasizing safety, conflict resolution, and bullying prevention. They provide programs, services, and activities to meet the academic, career, and personal/social needs of students from kindergarten through twelfth grades as guided by the Department of Student Services. Career counseling, exploration, and readiness are incorporated through Allentown School District's Chapter 339 Plan which is a comprehensive program servicing students throughout the continuum of their academic careers. School counselors remain available to provide individual and group counseling for academic, career, or personal/social concerns. School counselors also help students deal with issues ranging from normal developmental concerns to crises or trauma. School counselors coordinate services for students through the Student Assistance Program (SAP) and by working cooperatively with community agencies, which offer additional resources and support services to students enrolled in the Allentown School District. Barrier: Currently unable to achieve the recommended caseload of one school psychologist per 250 students to provide comprehensive school counseling services. Special education school social workers provide behavioral, emotional, and educational counseling to special education students in small groups and individually, assist students in adjusting to school and community life, and serves as liaison to other agencies. School social workers also assist with the intake of incoming students and with their return to district educational programs. School social workers communicate and collaborate with staff, parents, community, and advocates on issues regarding services for students with disabilities, assist students in identifying and solving emotional and educational problems, adjusting to school and community life, and preparing for appropriate post-secondary training, or to transition back to their regular school of attendance, evaluating their relationships with other students and with teachers and /or administrators. They also assist in the planning, development, and implementation of programs which include initiating group and individual activities to assist in the academic and social-skill acquisition and success of students. School social workers also provide counseling and support to students, parents, teachers, and agencies regarding home-school problems. Barrier: Only one special education school social worker currently meeting the needs of all special education students districtwide. Psychological Services Lourdes Allentown School District school psychologists are child advocates and partners in education committed to helping all children achieve their best academically, emotionally, and vocationally. Psychological Services are provided by state-certified school psychologists hired by the Allentown School District. The staff includes bilingual professionals who work collaboratively within the district to provide services for all children. School psychologists have specialized training in both psychology and education. School psychologists are knowledgeable in data-based decision making, consultations and collaboration, effective instruction, child development, student diversity and development, school organization, prevention, intervention, mental health, learning styles, behavior, research, and program evaluation. Services are tailored to meet the needs of students and their specific situations. School psychologists provide services to students, teachers, and/or parents through classroom consultation by providing professional resources and consultative services to school district teams. School psychologists work collaboratively with school teams to help students succeed and overcome academic, behavioral, and emotional difficulties. School psychologists also work with school administrators to improve school-wide practices and policies and participate in district initiatives to make schools safer and more effective. School psychologists assess students who are referred to them because of significant academic, behavioral, and/or social-emotional problems providing the parent or guardian gives consent. School psychologists offer support and services including, but not limited to, conducting evaluations, reevaluations, student individual and small group counseling, consultation, behavior management, suicide awareness/prevention, crisis intervention and postvention, risk assessment, and professional development. Barrier: Currently unable to achieve the recommended caseload of one school psychologist per 500 students to provide comprehensive school psychological services. Sixteen district-employed school psychologists and three agency contracted school psychologists are currently employed to serve a student population of 16,195. Speech-Language Pathology Speech-Language Pathologists play a relevant role in the diagnostic and treatment components of communication disorders. Services are provided to students from various educational programs who range in age from 5 through 21. Target populations include Regular Education, Learning Support, and self-contained placements such as Autistic Support, Emotional Support, Life Skills Support, and Multiple

Disabilities Support. Speech-Language Pathologists administer assessments and use the results from both standardized and informal assessments to generate a treatment plan that is individualized to meet each child's needs. Eligibility criteria within a school setting is based on how one's communication delays impede academic achievement and ability to communicate effectively with others. Treatment is provided for delays in articulation, expressive language, receptive language, pragmatic language, voice, and fluency. With the Virtual Campus option and concurrent learning, service delivery models consist of teletherapy and direct services using both push-in and pull-out techniques. In addition to providing individual or group services, Speech-Language Pathologists offer consultative services for students, school personnel, and family members to help ensure maintenance and generalization of communication skills are being applied in all environments. Services provided to students can be billed through Medical Assistance, which provides financial aid to the Special Education Department. In turn, funds can be delegated across various domains so students in Special Education programs can be supported in the best way possible. For instructional techniques to be effective, collaboration amongst team members is a key component in facilitating strong and improved communication skills. Speech-Language Pathologists assist team members in selecting appropriate modes of communication and programming suitable Alternative and Augmentative Communication devices for students in need. Meetings with all pertinent members are critical to modify plans and ensure consistency of all strategies and techniques across all environments. Currently, the Allentown School District employs 16 full-time Speech-Language Pathologists, while outsourcing 1 additional full-time and 1 part-time Speech-Language Pathologist through a local agency. Speech-Language Pathologists are servicing numerous buildings and carrying high caseloads, which can negatively impact the services being provided. Lacking a supervisor who specializes in the field of speech-language pathology can also become a challenge when professionals within the department have questions pertaining directly to communication disorders. Additionally, having a high population of Spanish-speaking students and restricted access to a bilingual Speech-Language Pathologist, the department faces challenges on how to best represent these students using assessment tools and treatment in their dominant language. Speech-Language Pathologists play a relevant role in the diagnostic and treatment components of communication disorders. Services are provided to students from various educational programs who range in age from 5 through 21. Target populations include Regular Education, Learning Support, and self-contained placements such as Autistic Support, Emotional Support, Life Skills Support, and Multiple Disabilities Support. Speech-Language Pathologists administer assessments and use the results from both standardized and informal assessments to generate a treatment plan that is individualized to meet each child's needs. Eligibility criteria within a school setting is based on how one's communication delays impede academic achievement and ability to communicate effectively with others. Treatment is provided for delays in articulation, expressive language, receptive language, pragmatic language, voice, and fluency. With the Virtual Campus option and concurrent learning, service delivery models consist of teletherapy and direct services using both push-in and pull-out techniques. In addition to providing individual or group services, Speech-Language Pathologists offer consultative services for students, school personnel, and family members to help ensure maintenance and generalization of communication skills are being applied in all environments. Services provided to students can be billed through Medical Assistance, which provides financial aid to the Special Education Department. In turn, funds can be delegated across various domains so students in Special Education programs can be supported in the best way possible. For instructional techniques to be effective, collaboration amongst team members is a key component in facilitating strong and improved communication skills. Speech-Language Pathologists assist team members in selecting appropriate modes of communication and programming suitable Alternative and Augmentative Communication devices for students in need. Meetings with all pertinent members are critical to modify plans and ensure consistency of all strategies and techniques across all environments. Barriers: Currently, the Allentown School District employs 16 full-time Speech-Language Pathologists, while outsourcing 1 additional full-time and 1 part-time Speech-Language Pathologist through a local agency. Speech-Language Pathologists are servicing numerous buildings and carrying high caseloads. Because of caseload numbers continuing to rise each year and communication skills growing in severity, a need for at least 1 more full-time Speech-Language Pathologist for the upcoming school-year is anticipated. Lacking a supervisor who specializes in the field of speech-

language pathology can also become a challenge when professionals within the department have questions pertaining directly to communication disorders. Professional development is also important in ensuring we are remaining up-to-date on recent evidence-based practices that have proven to be effective in the treatment process. Though it occurs during professional development days, the department must often plan our own workshops/in-services so that we are using our time in a valuable manner. Additionally, having a high population of Spanish-speaking students and restricted access to a bilingual Speech-Language Pathologist, the department faces challenges on how to best represent these students using assessment tools and treatment in their dominant language. Occupational Therapy School-based occupational therapy is a related service offered by the Allentown School District. The district currently employs 3 registered/licensed occupational therapists and 3 certified occupational therapy assistants to service approximately 344 special education students. This number represents a steady and significant increase in caseload as compared to previous school years warranting an anticipated 7th staff occupational therapist for the upcoming 2022/2023 academic year. Performance skill areas assessed by the school-based occupational therapist include fine motor (strength/coordination), visual motor integration (eye/hand coordination), and sensory processing needs using standardized and non-standardized assessments (functional skills observations). Identified areas of need are further assessed through formal/informal parent and teacher interviews, environmental observations, and task analysis to determine the functional impact on the student's ability to access their educational program. Test scores and/or diagnosis of disability do not automatically qualify or disqualify a student for school-based occupational therapy within the educational model of service. A recommendation for skilled school-based services is determined by the students' ability to access and participate in their education, including the educational environment. Occupational therapists, as part of the IEP team, will make recommendations for accommodations and/or modifications related to students' educational needs within the scope of occupational therapy practice. This may include direct or indirect services or support for school personnel. Allentown School District staff occupational therapists provide professional development for educational staff related to specific classroom-based interventions or disability specific interventions. Staffing of occupational therapists within the district has proven to be a cost-effective asset. Staff therapists are readily accessible to both special education and regular education staff in the form of consultative services within the special education model as well as, the pre-referral/child study team process. Vision Support Programming Itinerant Vision support services are provided to students who have a range of documented visual impairments that affect their access to the educational curriculum. Vision Support is provided as either a direct or related service offered within our school system. Services are provided to students who range in age from 5 through 21. Vision support is provided across a variety of settings which include Regular Education, Learning Support, and all of the self-contained placements such as Autistic Support, Emotional Support, Life Skills Support, and Multiple Disabilities Support. The district employs two Teachers of the Blind and Visually Impaired (TVI), who currently service 27 students in 12 buildings throughout the district. The students are also supported by a Materials Specialist Secretary who prepares large print and Braille materials. Vision Support is provided to students who are determined to need specifically designed opportunities to learn concepts and skills like Braille instruction, Assistive technology devices, and accommodations that will directly impact on their ability to access and participate in their educational environment. Students with visual impairments need specially designed instruction to participate in their school day. This includes participation within the academic curriculum, navigating the physical school environment, as well as transitioning and participating in home and community activities. These specific skills are evaluated by the TVI through three essential evaluations, the Functional Vision Assessment (FVA), Learning Media Assessment (LMA), and the Expanded Core Curriculum (ECC) assessment. Skill deficits identified, are further explored through eye examination records, parent and teacher interviews, and environmental observations. The overall goal is to determine the functional impact on the student's ability to visually access their educational program. The Expanded Core Curriculum for Visually Impaired students are nine content areas with skill sets that are needed by individuals with visual impairments to access the general education curriculum. These content areas are evaluated and taught by the TVI. The areas include Assistive Technology, Career Education, Compensatory Academic Skills, Independent Living Skills, Orientation and Mobility (O&M), Recreation and Leisure skills, Self

Determination, Sensory Efficiency Skills, and Social Skills. The TVI and O&M instructor are vital members of the student's IEP team. They determine the areas of need for each child, with the end goal of ensuring the least restrictive environment for learning. Allentown School District's Vision support staff create, loan, and purchase materials for all levels of regular education and special education programming. Our Braille production of daily materials is done on site. During COVID virtual learning, the Vision staff traveled to homes to set up accessible computer systems and drop pick up and drop off Braille materials to our Braille readers. The staff also made activity boxes for the home for our students in the Life Skills and Multi-disabilities support classroom students. The Allentown Vision staff also facilitates trainings and collaborates with educational staff on curriculum adaptations, and interventions to be incorporated within the classroom setting. The Vision support staff, students, and families are supported by community and agency resources like the Lions Club, Sights for Hope, Pennsylvania Training and Technical Assistance Network (PaTTAN), and The Bureau of Blindness and Visual Services (BBVS)/ Office of Vocational Rehabilitation. Each student is referred to a BBVS social worker, who can assist with services outside the school on a case-by-case basis. This partnership is a vital resource for transitioning to college and the workforce. Having Vision Support Services within the district has proven to be a cost-effective asset. The Teachers of the Visually impaired are more accessible to both regular education and special education staff on a daily and weekly basis.

Itinerant Orientation and Mobility Instruction : Orientation and Mobility instruction is provided to Allentown School District students by the Carbon Lehigh Intermediate Unit 21. The students who qualify for this service have a documented visual impairment that impacts their ability to travel throughout their school, home, and community environments safely and efficiently. Commonly these supports are provided through an itinerant model with both direct and indirect services for the student, staff, and families. Certified O&M Specialists will screen, evaluate, and provide strategies to the educational team related to the student's independent travel skills. Indirect services could include consulting with staff and families, preparing travel materials, and educating others within the school environment on implementing strategies. The direct services provided to students could include teaching the use of the long cane, using low vision devices for travel, and use of school and public transportation. The O&M Specialist is an important part of the IEP team for all students with visual impairments. Currently there are six students receiving Orientation and Mobility instruction in the Allentown School District. Students who receive Orientation and Mobility are more likely to travel independently and safely around their school environment, have a better understanding of their curriculum, and be more successful in their post- secondary life.

Deaf/Hearing Impaired Support Services: Deaf/Hearing Impaired Support services are provided to students who have a documented, unilateral or bilateral hearing loss ranging from mild to profound. School-based Hearing Support is provided as either a direct or related service offered within our school district. Hearing Support is provided to students determined to need accommodations such as amplification equipment/assistive technology, maintenance of this equipment, sign language interpreting, preferential seating as well as multiple other supports. In addition- service is provided for remediation of skills that directly impact their ability to access and participate in their educational environment. This includes participation within the academic curriculum. Areas evaluated by the Teacher of the Deaf/Hard of Hearing include auditory discrimination, memory and comprehension as well as expressive and receptive language, vocabulary and academic support. Services are provided throughout the entire district- encompassing every school building where a deaf/hard of hearing student attends. Currently, there are Deaf/Hard of Hearing students in 14 schools in the district for a total of 29 students. These students are seen at an itinerant level of service. The district employs one teacher of the Deaf/Hard of Hearing and this teacher is supported by a Hearing Support assistant. These professionals work in collaboration with teachers as well as audiologists and sign language interpreters who are contracted through the local intermediate unit. Audiology- The Carbon-Lehigh Intermediate Unit #21 educational audiologists provide both direct and consultative services to students who have an identified hearing loss. These services include evaluations and diagnostic assessments of hearing disorders and information regarding the interpretation of educational implications. The audiologist is also responsible for ordering assistive listening devices on the district's behalf and the fitting of these devices as well as educating teachers and school staff on hearing loss, device use and care. They also help to maintain amplification such as hearing aids and FM systems for students who require their use. These

services are provided in conjunction with the ASD Teacher of the Deaf. Audiological services also include hearing screening follow-ups of students who have difficulty responding to the standard hearing screening given at school and Central Auditory Processing evaluations when requested. Sign Language Interpreting – Sign Language Interpreters are provided to help support students who are deaf or hard of hearing whose main mode of communication is via sign language so that they may access the educational curriculum. Currently there are three sign language interpreters in the Allentown School District.

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 special education facilitators and supervisors are integral in training general education and special education staff, increasing their awareness and knowledge of special education programming, laws, and best practices. Special education teachers receive updated information on a continuous basis and receive mini-trainings on a frequent basis through Roll Call. Roll Call is a monthly meeting, by which special education facilitators review case load rosters to discuss attendance, behaviors of concern, academic progress and compliance timelines.

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

The school district believes that most students can be educated in the general education setting, with the presence of supplementary aids and services. Similarly, the district's philosophy is that all students should be provided with the opportunity to receive instruction within their neighborhood school setting, thus promoting Least Restrictive Environment precepts. 21st century? Frequent professional development is provided to all staff. This includes para professionals, who must maintain Highly Qualified status by accumulating twenty hours of relevant training per school year or (certification course completions)?. At all levels, special education teachers are Highly Qualified and collaborate with departments within the school buildings. The Allentown School District views parents as our most important stakeholders. Our priority is to make parents, guardians, and caregivers feel welcomed and valued members of their children's educational programs. Therefore parent trainings are emphasized, as the district continuously attempts to empower parents with information to be effective partners in their children's education. Parental trainings offered through scheduled parent workshops are shared with parents through the school district's website and social media. Other relevant training opportunities presented through CLIU 21 are provided to families directly when they are relevant to individual students or populations. Such trainings include: community safety, entitlement versus eligibility, Americans with Disabilities Act basics, family leadership, child's rights, scholarship information, autism, emotional needs, transition services, community resources, consumer financial management, inclusion, career and academic planning, FERPA, and many other topics. Many of the students serviced by the district are from low socioeconomic situations. As a result, the district provides a myriad of outreach programs and resources to families, including providing school uniforms. The district provides free lunch and breakfast to all enrolled students. (FACE)? Barrier: attendance, transportation and paraprofessional support

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 LEA attends regular review meetings and communicates and collaborates with these programs to progress monitor students relative to their behavioral goals and to transition them back to the general education setting as appropriate. The LEA maintains frequent communication in terms of progress monitoring, report cards, level system infractions, and other pertinent information. To ensure Free and Appropriate Education, the school district recognizes the potential of certain student needs that can not be adequately or appropriately met within the general school environment. In these cases, placement options are discussed, utilizing a team approach that contains a cross section of professionals including the special education teacher, general education teacher, principal, special education supervisor, guidance counselor, the parents, and the student (if applicable and appropriate). In certain situations, a multi-agency approach is implemented, such as a CASSP meeting. Intensive Interagency coordination also recognizes that the LEA is obligated to provide appropriate education for students with disabilities who cannot be appropriately educated in a public setting. According to Code 20 U.S.C. 1412(a)(12), the

school district must secure a Regional Interagency Coordinator, often invoking the CASSP process, to become involved in difficult to place students. The district is required to adhere to prescribed timelines for student placement. At times, such placement decisions involve homebound instruction and instruction conducted in the home. The district takes this responsibility seriously, and the special education supervisor accesses the Special Education Students at Home Reporting System whenever applicable.

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 Allentown School District is fortunate to have several placement options to address a variety of behavioral and emotional student needs in neighboring communities. This includes the following entities: Carbon Learning and Achievement School - This intermediate unit program is a center-based partial hospitalization program. PA Treatment and Healing - This Alternative Education for Disruptive Youth program provides substantial behavior modification and a counseling component for identified students. In addition to center based programs in the local vicinity, the Carbon Lehigh Intermediate Unit provides programs for students within the general school building. Programs where district students are placed include the following: SITES Partial Hospitalization Program, located at Roosevelt Elementary School, Trexler Middle School and William Allen High School. -These district-run emotional support programs provide a continuum of care within a school district setting, and integrate emotional support students with their general education classmates to the extent possible. CSF Buxmont- Behavioral Health Services- Centennial Academy-

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Centennial Academy	Approved Private School (APS)		Centennial School Lehigh University	Emotional Support	5
Buxmont Academy	Approved Private School (APS)	Intermediate Unit	Buxmont Academy - Bethlehem	Learning Support	4
Pennsylvania School for the Deaf	Approved Private School (APS)		Pennsylvania School for the Deaf	Deaf and Hard of Hearing Support	1
Mahoning Valley Academy	Licensed Private Academic		Behavioral Health Associates, Inc.	Multiple Disabilities Support	3
CLIU - Project Search - Good Shepherd	Other	IU21	IU21	Emotional Support	1
CLIU - VIP - Cedarbrook	Other	IU21	IU21	Life Skills Support	2

CLIU - Allentown Learning & Achievement School	Other	IU21	IU21	Emotional Support	3
CLIU - Carbon Learning & Achievement School	Other	IU21	IU21	Emotional Support	1
CLIU - Lehigh Learning & Achievement School	Other	IU21	IU21	Emotional Support	14
CLIU - Lehigh Enhanced Autism	Other	IU21	IU21	Autistic Support	13
Catasauqua MS	Other	IU21	IU21	Multiple Disabilities Support	3
CLIU - Catasauqua SHS	Other	IU21	IU21	Multiple Disabilities Support	1
CLIU - Emmaus HS	Other	IU21	IU21	Life Skills Support	1
CLIU - Ironton Sch	Other	IU21	IU21	Deaf and Hard of Hearing Support	4
CLIU - Northwestern Lehigh MS	Other	IU21	IU21	Autistic Support	4
CLIU - Parkland HS	Other	IU21	IU21	Deaf and Hard of Hearing Support	5
CLIU - Sheckler El Sch - Catasauqua SD	Other	IU21	IU21	Multiple Disabilities Support	2
CLIU - Southern Lehigh MS	Other	IU21	IU21	Multiple Disabilities Support	2
CLIU - Weisenberg El Sch	Other	IU21	IU21	Multiple Disabilities Support	2
Colonial Academy	Other	IU20	IU20		1
North East Middle School	Other	IU20	IU20	Deaf and Hard of Hearing Support	2
Liberty High School	Other	IU20	IU20	Deaf and Hard of Hearing Support	1
Behavioral Health Academy	Licensed Private Academic		Behavioral Health Associates, Inc	Emotional Support	1

Positive Behavior Support

Date of Approval
2019-05-23

Uploaded Files
ASD Behavior Policy.docx

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

The overall Strategic Framework of the Allentown School District includes a commitment to cultivating a culture where all students feel safe, valued, and nurtured. The Allentown School District has enhanced district supports for the emotional, social needs of students, including comprehensive commitment to the use of trauma-informed, restorative practice approaches and the availability of community-based mental health supports and services in all schools. Specific to special education, the Allentown School District recently added special education social workers to their special education department/team, as well as continues their partnership with the Carbon Lehigh Intermediate Unit 21 [CLIU 21] to provide district special education students who require intensive levels of emotional support with access to school-based partial hospitalization. Restorative Practices: The Allentown School District is in a partnership with Communities in Schools of Eastern Pennsylvania to train all district employees to implement and incorporate Restorative Practices into their daily curriculum, practice, and overall school culture. Restorative Practices provides a unified framework of understanding within which other school-based programs, including mental/behavioral health programs and school discipline models, can more effectively operate. Barriers: Day-to-day implementation of Restorative Practices across the Allentown School District- At the time of this writing, the Allentown School District is reporting a total 77 percent staff-trained and 11 district schools which have fully established Restorative Practices Leadership Teams which have entered the schoolwide implementation-focused Coaching phase. Community-Based Mental/Behavioral Health Supports: The Student Assistance Program [SAP] in the Allentown School District utilizes a multidisciplinary team and intervention system to identify students who may be experiencing educational, socio-emotional, and behavioral barriers which interfere with school success. Partnered with the Center for Humanistic Change, Inc., the Allentown School District SAP process utilizes a professionally trained team of district staff and community agency liaisons who work together to assist students and families at the elementary, middle, and high school levels by assisting in the removal of barriers to student learning and mobilizing resources. To best support students with identified emotional, social needs, the Allentown School District offers school-based access to a variety of community-based mental and/or behavioral health supports and services. Current community providers bringing targeted support services to students during their school day within their Allentown School District school include Pinebrook School-Based Mental Health, Valley Youth House- fulltime therapist, CLIU 21 Mental Health Clinic, Pyramid Health Care School-Based Mental Health, KidsPeace School-Based Mental Health, Lehigh Valley Health Network [LVHN] School-Based Mental Health, Center for Humanistic Change [CHC] Crossroads, CHC Project Success, CHC Behavioral Health Assessments, Mid-Atlantic Rehabilitative Services [MARS] Assessments, Mindfulness-Pratyush Sinha, LVHN Family Development Specialist, Community in Schools [CIS] Integrated Student Supports, Justice Works. Barriers: Uneven distribution of community-based mental/behavioral health support resources across the Allentown School District- At time of this writing, only four district schools are considered Full-Service Community Schools, offering their students access to a full menu of school-based mental/behavioral health support opportunities. Special Education Social Workers: The special education social workers are the most recent addition to the Allentown School District special education

department and school-based mental/behavioral health supports. Currently targeting areas of need at the middle school level, the special education social workers serve as liaisons among the student, home, school, and community and represent an important component of the Allentown School District's system of behavioral support services. Working with students individually, in small groups, and in larger settings, the special education social workers help students develop positive coping skills, build self-confidence, improve social skills, and cope with crisis situations. Working with families, the special education social workers assist in the access of additional supports both within the school system and in the greater community. Working with school staff, the special education social workers help educators more comprehensively appreciate how factors such as family, culture, socioeconomic status, and physical and mental health can affect student performance. Barriers: This is a very new position to the Allentown School District and, at time of writing, only one special education social worker has been hired to potentially service all special education students districtwide. School-based Partial Hospitalization: The Allentown School District is partnered with CLIU 21 to provide school-based partial hospitalization programs at the primary and secondary school levels. The Student Intensive Treatment and Emotional Support [SITES] program has classrooms located within Roosevelt Elementary School, Trexler Middle School, and Allen High School to provide district special education students who require intensive levels of emotional support with school-based access these necessary specialized support services, which for many includes access to intensive mental health and behavioral supports. Each SITES classroom is staffed by an Allentown School District teacher and paraprofessional, as well as a CLIU21 mental health specialist, and component to the program, all SITES students benefit from a variety of emotional support services including psychiatric counseling, medication management, individualized psychological therapy, group therapy, family support groups, crisis intervention, and academic support. For all SITES students, school-based services are offered during the summer months to ensure a continuum of services are available to students year-round. Barriers: At time of writing, the availability of program spaces does not always match district special education need.

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 Allentown School District Board Policy 113.2 recognizes a Delegation of Responsibility that “the Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods, and techniques, including restraints and seclusion, that will be used to implement positive behavior supports or interventions in accordance with students’ IEPs and Board Policy.” At the most general level, the Allentown School District utilizes VectorSolutions K-12 (formerly SafeSchools) training which, in addition to mandatory district trainings focused on broader climate, culture, and safety topics, offers employees the opportunity to complete optional trainings modules focused on behavior-specific topics including Disruptive Student Behavior, De-escalation Strategies, and Restraints and Seclusion. Additionally, the Allentown School District is in a partnership with Communities in Schools of Eastern Pennsylvania to train all district employees to implement and incorporate Restorative Practices into their daily curriculum, practice, and overall school culture. Positive Behavior Supports: In recognizing the importance that school-based behavior support programs utilize positive rather than negative behavior techniques, the Allentown School District employs a team of special education behavior management specialists [BMS-SE] team who provide procedural guidance, ongoing training and consultation, and direct support in a variety of behavior topics. The members of the BMS-SE team receive ongoing professional development in Applied Behavior Analysis and Positive Behavior Support topics through individual consultation and collaboration, as well as participation in professional development workshops and trainings delivered by the Allentown School District lead BMS-SE/Board Certified Behavior Analyst. Then, with the aim of transferring the skills that underly positive behavior support and helping to maintain fidelity in the development, implementation, and monitoring of evidence-based positive behavior supports and interventions, the BMS-SE team members provide ongoing training and support to school teams within and across school settings. In addition to the natural environment behavior topics training that is an inherent part of each BMS-SEs day-to-day job duties and responsibilities, a variety of structured professional development learning opportunities are

offered by the BMS-SE team to a variety of audiences across the Allentown School District. Professional development audiences have included district special education administrators, building administrators, special education facilitators, school psychologists, special education teachers, general education teachers, school-based related service providers, paraprofessionals, and specific professional development opportunities offered have included: The A-B-Cs of Behavior, An Introduction to the VB-MAPP, Positive Behavior Supports in the Classroom- Tips and Usable Strategies for Teachers, FBAs/PBSPs/IEP Behavior Monitoring Goals- Always Connected, Implementing Tier 3 Positive Behavior Supports, Behavior Consultation and Critical FBA/PBSP Skills, Positive Behavior Support/Interventions Talking Points and Procedural Checks for Administrators, FBAs and PBSPs- IEP Procedures and Paperwork, FBAs and PBSPs- Legal Requirements and Best Practices. Barriers: At time of writing, the availability of dedicated time for direct staff training and consultative follow-up is the primary barrier to the effectiveness of the Allentown School District BMS-SE team in their effort to transfer the knowledge of both the theory and application of positive behavior supports. Nonviolent Crisis Intervention: In recognizing the potential for crisis situations to occur in the school setting and provided Allentown School District Board Policy 113.2 requiring staff be authorized to use the restraint and have received appropriate training when restraints are included in a student's IEP/tier 3 PBSP, the Allentown School District provides ongoing Nonviolent Crisis Intervention training through the Crisis Prevention Institute [CPI]. CPI's evidence-based, trauma-sensitive, person-centered, behavior management and crisis prevention program has a core philosophy of providing for Care, Welfare, Safety, and Security of everyone involved in a crisis situation. CPI's Nonviolent Crisis Verbal Intervention component focuses on the use of non-physical, non-restrictive approaches to de-escalation, while their Nonviolent Crisis Intervention with Advanced Physical Skills program balances the responsibilities of care and combines the verbal intervention strategies with physical interventions to be used only when student behavior presents an ongoing and immediate danger to self and others. CPI's strategies provide Allentown School District staff with the decision-making skills needed to confidently assess and safely and effectively respond to/address risk in the least-intrusive manner during high-risk scenarios. The Allentown School District has three special education facilitators and three special education supervisors of instruction who are certified Nonviolent Crisis Intervention program trainers. In addition, two special education facilitators hold a specialized training certificate through CPI for customizing and adapting foundation course training for staff working with individuals on the Autism spectrum. This team of in-district CPI trainers provides ongoing training for special education and general education teachers, special education paraprofessionals, BMS-SEs, school psychologists, guidance counselors, building administrators, and security officers, and continuously monitors the addition of new Allentown School District staff, especially in the special education department, to ensure staff CPI certifications remain active. To effectively reach this end, a database tracking staff certification and expiration dates is maintained by the training team, allowing for a more structured assignment of staff training opportunities in a most timely manner, and the training team is available for consultation at the building level as needed/requested by building staff. The Allentown School District is also exploring the use of a hybrid training model to maximize the number of training opportunities available and further ensure the maintenance of staff CPI certification/training requirements.

3. Describe the district positive school wide support programs.

Although the Allentown School District does not mandate any one specific district positive school wide behavior support program, the Allentown School District is focused on improving overall school climate, culture, and safety through a trauma-informed, Restorative Practices framework which readily aligns with and enhances the effectiveness of positive schoolwide behavior support approaches. Within this framework, SWPBIS programs across the Allentown School District supplement traditional disciplinary responses to behavior concerns, emphasizing prevention and shifting focus from punishing and excluding students demonstrating behavior of concern to teaching students pro-social behavior responses and rewarding students for their behavior successes. Schools across the Allentown School District have recognizable SWPBIS programs from kindergarten through high school: While a few schools remain in the process of developing their programs, several other schools have fully established program systems with buy-in from building faculty, staff, administrators,

and students. An example of a fully developed SWPBIS program in the Allentown School District is the Paws Program at Mosser Elementary School: Mosser Elementary School is a Leader in Me school implementing a schoolwide socioemotional learning curriculum, and their SWPBIS program (the Paws Program) is fully integrated within this framework. The Paws Program offers Halls Paws, Café Paws, and Golden Paws when students demonstrate behavior choices aligned with the schoolwide (Restorative Practices) social emotional skill of the month. Students accumulate Paws and are provided individual incentive exchange opportunities weekly in their classrooms. Additionally, a student's earned Paws are counted toward a class total and the classrooms in the school with the most Paws earn monthly rewards such as additional recess minutes, a class movie, etc. To supplement the Paws program, each teacher at Mosser Elementary School also uses the Class Dojo point system in their classroom, awarding students points when they demonstrate desired school behavior (quiet mouths, quiet hands, seated quietly, task completion). Class Dojo points are rewarded each 8-day cycle with each student being provided opportunity to select a choice incentive from a tiered point exchange menu. Mosser Elementary School has full buy-in and support in implementation of the Paws Program from administration, teachers, auxiliary staff, and students. An example of a SWPBIS program well on its way is the S.M.A.R.T. Cash Program at South Mountain Middle School. In this program, students are awarded cash tokens when they are "caught" demonstrating Safe, Motivated, Appropriate, Responsible, Trustworthy behavior in the school setting. Students are then able to exchange their earned cash tokens for incentives monthly. Students may also opt to save their money and earn a like amount of opportunities in a quarterly school raffle. South Mountain staff, in collaboration with their school-based Community School Coordinator and supported by Mass Insight, is in process of evolving this S.M.A.R.T. Cash Program to include more clearly defined behavior criteria and a shared data system. Efforts are also underway to establish more uniform program buy-in across the school, including allowing students to award S.M.A.R.T. Cash tokens to school faculty/staff and having students from the school's Life Skills Support classrooms support the development and implementation of various aspects of the program (a natural environment life skills practice opportunity)! Barriers: At time of writing, the formal establishment and implementation of SWPBIS programs across Allentown School District schools is inconsistent. At the primary level, most schools have an operating SWPBIS program in place; however, many of these schools continue to incorporate non-positive behavior support components and comprehensive staff and student buy-in is not firmly established. At the secondary level, fewer than half of the middle-/high-school buildings have established and operating SWPBIS programs.

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

The Allentown School District Policy No. 113.2, Behavior Support, adopted 23 May 2019, indicates that "The district's behavior support programs shall be based on positive rather than negative behavior techniques." At the district level, the Allentown School District is focused on improving overall school climate, culture, and safety through universal use of trauma-informed practices and restorative practices. At the school building level, the Allentown School District promotes the universal use of Schoolwide Positive Behavior Interventions and Support [SWPBIS] programs. For students not demonstrating success given preventative behavior support services alone, the Allentown School District follows a progressive discipline approach to responding to student behavior concerns: A process or method that attempts to address and correct behavior performance by providing clear and constructive feedback through a series of increasingly formal intervention steps. Specific to supporting the behavioral needs of special education students, the Allentown School District first applies universal behavior supports, i.e., Restorative Practices, SWPBIS participation, access to in-class emotional regulation calming corners equipped with self-regulation tools and cues, teacher-student mentorships, access to school counselors- individual counseling, peer mediation, conflict resolution, and access to Student Assistance Programs- including Communities in Schools and school based community provider behavioral and mental health programs. Special education student participation in and responsiveness to these established universal behavior support services and interventions is documented and monitored by their special education case managers daily. Special education case managers then attend monthly Roll Call meetings with a special education facilitator, during which student data/progress is discussed and teachers are provided opportunity to collaborate/consult with other

members of the student's IEP team to celebrate successes and problem-solve areas of need. When a special education student's behavior progress data shows that universal behavior support services and interventions have been ineffective in reducing behavior of concern and developing a functional repertoire of socially appropriate behavior responses, the student's IEP team convenes to discuss referral for more intensive behavior intervention. Together, Allentown School Board Policies No. 113.1 (Discipline of Students with Disabilities) and 113.2 (Behavior Support), adopted 23 May 2019, include the provisions and procedural safeguards of the Individuals with Disabilities Education Act [IDEA] and required regulatory components of federal and state regulations when designing and implementing behavior support programs and when disciplining students with disabilities for violations of Board policy or district rules or regulations, including when considering the use of restraints and disciplinary changes in educational placement. To ensure the behavioral needs of the district's special education students are best met in the least restrictive environment utilizing the least intrusive intervention techniques, the Allentown School District employs a team of 11 special education behavior management specialists [BMS-SE] who are committed to contributing to student success using the principles of behavior analysis and positive behavior supports within and across all tiers of student behavior support services. The BMS-SE team includes one Board Certified Behavior Analyst and three Pennsylvania Licensed Behavior Specialists, with all BMS-SE team members well-versed in applying the principles of behavior analysis, positive behavior support/intervention, and de-escalation/crisis responding in the school setting. The BMS-SE team members are assigned throughout the district's primary and secondary schools, with additional consultative BMS-SE support provided on a case-by-case basis for select Allentown School District students serviced at outplaced special education placements, and are integral members of whole school teams who provide procedural guidance, ongoing consultation, student-specific behavior evaluation, individualized positive behavior support program development and implementation support, and direct behavior support services. When considering the use of tertiary behavior interventions, the Functional Behavior Assessment [FBA] is a critical first step. Completed as a component part of a student's multidisciplinary evaluation/reevaluation, the FBA process in the Allentown School District is led by the members of the BMS-SE team and involves a comprehensive record review of the student's skill strengths/needs and behavior/behavior intervention history, structured direct observation of the student across various school settings, structured interviews with the student, the student's parent/guardian, the school adults most familiar with the student, and ongoing consultation and collaboration among all members of the student's IEP team. Analysis and synthesis of the FBA data leads to the development of a summary statement which hypothesizes the most likely function served by the student's specific behavior of concern and identifies the environmental contingencies contributing to and maintaining the student's demonstration of that behavior of concern in the school setting. Guided by the findings of the FBA, the student's IEP team then collaborates to develop a data-informed positive behavior support program and/or plan which is individually targeted to effectively address the student's identified behavioral need. These individually targeted tertiary behavior intervention programs aim to reduce reliance on more restrictive disciplinary responses to student behavior concerns by making the student's specific behavior of concern irrelevant, inefficient, and ineffective, while teaching and reinforcing more socially appropriate replacement responses. The Positive Behavior Support Plan [PBSP] is a purposefully structured, detailed, and individualized tertiary behavior intervention program developed directly from the findings of an FBA and incorporated as a component part of the student's IEP. The PBSP utilizes research-based positive behavior intervention strategies and outlines a comprehensive plan for reducing the likelihood a behavior of concern will be demonstrated (antecedent strategies), teaching more socially appropriate but functionally equivalent replacement behavior the student can use in place of the behavior of concern (replacement behavior), reinforcing the student's use of the replacement behavior and/or other socially appropriate behavior responses (consequence strategies- reinforcement), and correcting/interrupting the student's use of the behavior of concern in a least intrusive manner and redirecting the student to use the replacement behavior during naturally occurring situations (consequence strategies- procedures to follow). Barriers: At time of writing, the Allentown School District has 306 students with active PBSPs included in their IEP, and several other special education students who benefit from participation in behavior intervention beyond the universal level. The level of behavioral need, along with the barriers of limited available

resources (i.e., high caseloads for the district's BMS-SE team members, limited opportunities for intervention-specific professional development/trainings, low rate of availability of trained personnel for implementing intensive intervention components, uneven distribution of community partner programs/resources across district schools) and the inconsistent nature of districtwide/schoolwide universal behavior support and intervention services, creates challenges in implementing, monitoring, and revising student-specific (tertiary level) behavior intervention programs with fidelity. Additionally, the general state of behavior data systems across intervention levels (especially at the universal level) are deficit, making informed, data-driven, effective behavior intervention decision-making difficult.

5. Describe the district restraint procedure.

In planning for and addressing high-intensity crisis situations in the school setting, the Allentown School District remains committed to using the principles of positive behavior support to respond in an outcome-focused manner which is least intrusive, student-centered, and aligned with district policy and the provisions and procedural safeguards of the Individuals with Disabilities Education Act [IDEA] and required regulatory components of federal and state regulations. The Allentown School District Board Policy No. 113.2, Behavior Support, adopted 23 May 2019, indicates that "Restrains to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective."

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.

Allentown School District serves seven students in instruction in the home. The LEA strictly uses Instruction in the Home for students whose needs require full-time special education services and programs outside the school setting for the entire day due to a severe medical condition or mobility impairment, and are unable to leave home to attend school.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LED LS TK162	Secondary	Full-time (1.0)	06/01/2022 03:13 PM

Building Name		
Louis E Dieruff HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.22

Building Name		
Louis E Dieruff HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.08

Building Name		
Louis E Dieruff HS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LED ES DK161	Secondary	Full-time (1.0)	06/01/2022 03:13 PM

Building Name		
Louis E Dieruff HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.04

Building Name		
Louis E Dieruff HS		
Support Type		
Learning Support		

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LED LSS OH160	Secondary	Full-time (1.0)	06/01/2022 03:13 PM

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

Building Name		
Louis E Dieruff HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		

Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LED ES RH159	Secondary	Full-time (1.0)	06/01/2022 03:13 PM

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

Building Name		
Louis E Dieruff HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6

Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
		0.12

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LED LS JF158	Secondary	Full-time (1.0)	06/01/2022 03:13 PM

Building Name		
Louis E Dieruff HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19

Age Range Justification	FTE %
	0.3

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LED LSS JD157	Secondary	Full-time (1.0)	06/01/2022 03:13 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LED AS SC156	Secondary	Full-time (1.0)	06/01/2022 03:13 PM

Building Name		
Louis E Dieruff HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
		0.62

Building Name		
Louis E Dieruff HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LED LSS AD155	Secondary	Full-time (1.0)	06/01/2022 03:13 PM

Building Name		
Louis E Dieruff HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
		0.93

Building Name		
Louis E Dieruff HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LED LS CD154	Secondary	Full-time (1.0)	06/01/2022 03:13 PM

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LED LS BC153	Secondary	Full-time (1.0)	06/01/2022 03:13 PM

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

Building Name		
Louis E Dieruff HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
	Secondary	17 to 17
Age Range Justification		FTE %

	0.02
--	------

Building Name		
Louis E Dieruff HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.05

Building Name		
Louis E Dieruff HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LED LS SA152	Secondary	Full-time (1.0)	06/01/2022 03:13 PM

Building Name		
Louis E Dieruff HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LED LSS RS151	Secondary	Full-time (1.0)	06/01/2022 03:13 PM

Building Name		
Louis E Dieruff HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Students serviced in different periods		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
--------	--------------------	----------------------------------	---------

LED LS KS150	Secondary	Full-time (1.0)	06/01/2022 03:13 PM
--------------	-----------	-----------------	---------------------

Building Name		
Louis E Dieruff HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
		0.14

Building Name		
Louis E Dieruff HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.2

Building Name		
Louis E Dieruff HS		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LED ES ZW149	Secondary	Full-time (1.0)	06/01/2022 03:13 PM

Building Name		
Louis E Dieruff HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.15

Building Name		
Louis E Dieruff HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.22

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LED LS MT148	Secondary	Full-time (1.0)	06/01/2022 03:13 PM

Building Name		
Louis E Dieruff HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.3

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LED LS JR147	Secondary	Full-time (1.0)	06/01/2022 03:13 PM

Building Name		
Louis E Dieruff HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18

Age Range Justification	FTE %
	0.28

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LED LS CS146	Secondary	Full-time (1.0)	06/01/2022 03:13 PM

Building Name		
Louis E Dieruff HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.35

Building Name		
Louis E Dieruff HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.35

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LED ES VQ145	Secondary	Full-time (1.0)	05/31/2022 07:56 PM

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

Building Name		
Louis E Dieruff HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LED LS JP144	Secondary	Full-time (1.0)	05/31/2022 07:56 PM

Building Name		
Louis E Dieruff HS		

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

Building Name		
Louis E Dieruff HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LED ES CN143	Secondary	Full-time (1.0)	05/31/2022 07:56 PM

Building Name		
Louis E Dieruff HS		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LED LS WM142	Secondary	Full-time (1.0)	05/31/2022 07:56 PM

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

Building Name		
Louis E Dieruff HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LED AS BG141	Secondary	Full-time (1.0)	05/31/2022 07:56 PM

Building Name		
Louis E Dieruff HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LED AS KL140	Secondary	Full-time (1.0)	05/31/2022 07:56 PM

Building Name

Louis E Dieruff HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LED ES JH139	Secondary	Full-time (1.0)	06/01/2022 03:13 PM

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

Building Name		
Louis E Dieruff HS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Student not serviced at the same time		0.5

Building Name		
Louis E Dieruff HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LED LS AM138	Secondary	Full-time (1.0)	05/31/2022 03:53 PM

Building Name		
Louis E Dieruff HS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.3

Building Name		
Louis E Dieruff HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.85

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LED AS VK137	Secondary	Full-time (1.0)	05/31/2022 03:53 PM

Building Name		
Louis E Dieruff HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		

Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LED LSS OH136	Secondary	Full-time (1.0)	05/31/2022 03:53 PM

Building Name		
Louis E Dieruff HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.87

Building Name		
Louis E Dieruff HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2

Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 18
Age Range Justification		FTE %

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LED ES KS135	Secondary	Full-time (1.0)	05/31/2022 03:53 PM

Building Name		
Louis E Dieruff HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.02

Building Name		
Louis E Dieruff HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19

Age Range Justification	FTE %
	0.15

Building Name		
Louis E Dieruff HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.25

Building Name		
Louis E Dieruff HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HM LS KH134	Secondary	Full-time (1.0)	05/31/2022 03:53 PM

Building Name		
Harrison-Morton MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HM ES AR133	Secondary	Full-time (1.0)	05/31/2022 03:53 PM

Building Name		
Harrison-Morton MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.17

Building Name		
Harrison-Morton MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.04

Building Name		
Harrison-Morton MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HM AS KB132	Secondary	Full-time (1.0)	05/31/2022 03:53 PM

Building Name
Harrison-Morton MS

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HM AS TK131	Secondary	Full-time (1.0)	05/31/2022 03:53 PM

Building Name		
Harrison-Morton MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.25

Building Name		
Harrison-Morton MS		
Support Type		
Autistic Support		

Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HM LS SW130	Secondary	Full-time (1.0)	05/31/2022 03:53 PM

Building Name		
Harrison-Morton MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.1

Building Name		
Harrison-Morton MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		

Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HM LS PR129	Secondary	Full-time (1.0)	05/31/2022 03:53 PM

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

Building Name		
Harrison-Morton MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		26

Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HM LS CK128	Secondary	Full-time (1.0)	05/31/2022 03:53 PM

Building Name		
Harrison-Morton MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.5

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

Age Range Justification	FTE %
	0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HM LS CC127	Secondary	Full-time (1.0)	05/31/2022 03:53 PM

Building Name	
Harrison-Morton MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	25
Identify Classroom	Classroom Location
Intermediate Unit	Secondary
	Age Range
	12 to 14
Age Range Justification	FTE %
	0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HM LS MF126	Secondary	Full-time (1.0)	05/31/2022 03:53 PM

Building Name	
Harrison-Morton MS	
Support Type	
Learning Support	
Support Sub-Type	

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HM LS JS125	Secondary	Full-time (1.0)	05/31/2022 03:53 PM

Building Name		
Harrison-Morton MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HM LS CS125	Secondary	Full-time (1.0)	05/31/2022 03:53 PM

Building Name		
Harrison-Morton MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.22

Building Name		
Harrison-Morton MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HM ES KH124	Secondary	Full-time (1.0)	05/31/2022 03:53 PM

Building Name
Harrison-Morton MS

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.04

Building Name		
Harrison-Morton MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WP LS KS123	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 21
Age Range Justification		FTE %
		0.3

Building Name		
William Allen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	19 to 20
Age Range Justification		FTE %
		0.15

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA ES DL122	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA ES CT121	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LS JT120	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.16

Building Name		
William Allen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
Students not in same class		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LS RC119	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
--------	--------------------	----------------------------------	---------

WA LS RC118	Secondary	Full-time (1.0)	05/31/2022 01:25 PM
-------------	-----------	-----------------	---------------------

Building Name		
William Allen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LS JV118	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

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

Age Range Justification	FTE %
	0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LS AK117	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.12

Building Name		
William Allen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LS CS116	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.42

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LS JB115	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name	
William Allen HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	17
Identify Classroom	Classroom Location
School District	Secondary
	Age Range
	15 to 18
Age Range Justification	FTE %
	0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LS MU114	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LS FJ113	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name
William Allen HS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	15 to 19
Age Range Justification		FTE %
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LS NN112	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.1

Building Name		
William Allen HS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LS AK111	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LS DS110	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA ES NC109	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LS GM108	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 20
Age Range Justification		FTE %
		0.95

Building Name		
William Allen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 20
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LS SM107	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.4

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LS MH106	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.34

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

Building Name		
William Allen HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1

Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	19 to 19
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LS JD105	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.24

Building Name		
William Allen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17

Age Range Justification	FTE %
	0.2

Building Name		
William Allen HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA ES NC104	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LS EM103	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LS NL102	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.4

Building Name	
Support Type	
Support Sub-Type	
Level of Support	Case Load

Identify Classroom	Classroom Location	Age Range
	Secondary	to
Age Range Justification		FTE %

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LS DF101	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name	
William Allen HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	23
Identify Classroom	Classroom Location
School District	Secondary
Age Range	
14 to 17	
Age Range Justification	
FTE %	
0.46	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LS KN100	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name
William Allen HS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.75

Building Name		
William Allen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DE DE DL099	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
Allentown City SD		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 20
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LS JB098	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA ES CS097	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.45

Building Name		
William Allen HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.06

Building Name		
William Allen HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1

Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LS DC096	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.15

Building Name		
William Allen HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18

Age Range Justification	FTE %
	0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA AS CY095	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.25

Building Name		
William Allen HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.17

Building Name		
William Allen HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA MDS LV094	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
virtual students		

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LSS SR093	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.6

Building Name		
William Allen HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 20
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LSS JP092	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 19
Age Range Justification		FTE %
		0.1

Building Name		
William Allen HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
		0.67

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LSS SP091	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 20
Age Range Justification		FTE %
		0.15

Building Name		
William Allen HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	21 to 21
Age Range Justification		FTE %
		0.05

Building Name		
William Allen HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		6

Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 21
Age Range Justification		FTE %
Students not serviced the same period		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA AS KM090	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.5

Building Name		
William Allen HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
	Secondary	16 to 19

Age Range Justification	FTE %
	0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA AS LK089	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Students serviced in different period blocks		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA AS EG088	Elementary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Autistic Support		
Support Sub-Type		

Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	15 to 19
Age Range Justification		FTE %
		0.88

Building Name		
William Allen HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	16 to 16
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA AS LF087	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.62

Building Name		
William Allen HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.17

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LSS AF086	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.67

Building Name		
William Allen HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	21 to 21
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA AS JF085	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.38

Building Name		
William Allen HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LSS KF084	Secondary	Full-time (1.0)	05/31/2022 09:55 AM

Building Name		
William Allen HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.73

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA MDS AN083	Secondary	Full-time (1.0)	05/31/2022 01:25 PM

Building Name		
William Allen HS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Students serviced in different class periods		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
---------------	---------------------------	---	----------------

WA LSS KD082	Secondary	Full-time (1.0)	05/31/2022 01:25 PM
--------------	-----------	-----------------	---------------------

Building Name		
William Allen HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.15

Building Name		
William Allen HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.53

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LSS NC081	Secondary	Full-time (1.0)	05/31/2022 09:46 AM

Building Name		
William Allen HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 20
Age Range Justification		FTE %
		0.15

Building Name		
William Allen HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DO LSS EC080	Elementary	Full-time (1.0)	05/25/2022 03:26 PM

Building Name		
Hiram W Dodd El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DO ES LB079	Elementary	Full-time (1.0)	05/25/2022 03:26 PM

Building Name		
Hiram W Dodd El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.33

Building Name		
Hiram W Dodd El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
	Elementary	8 to 10
Age Range Justification		FTE %
		0.05

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DO LSS LM078	Elementary	Full-time (1.0)	05/25/2022 02:57 PM

Building Name		
Hiram W Dodd El Sch		

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

Building Name		
Hiram W Dodd El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DO LS BS077	Elementary	Full-time (1.0)	05/25/2022 02:53 PM

Building Name		
Hiram W Dodd El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.25

Building Name		
Hiram W Dodd El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DO LS GS076	Elementary	Full-time (1.0)	05/25/2022 03:04 PM

Building Name		
Hiram W Dodd El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.1

Building Name		
Hiram W Dodd El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DO ES DA075	Elementary	Full-time (1.0)	05/25/2022 02:31 PM

Building Name		
Hiram W Dodd El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.08

Building Name		
Hiram W Dodd El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.2

Building Name		
Hiram W Dodd El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DO LSS KC074	Elementary	Full-time (1.0)	05/25/2022 02:15 PM

Building Name		
Hiram W Dodd El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.1

Building Name		
Hiram W Dodd El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.75

Building Name		
Hiram W Dodd El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DO AS EC073	Elementary	Full-time (1.0)	05/25/2022 03:04 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LS CR072	Elementary	Full-time (1.0)	05/24/2022 04:12 PM

Building Name		
Washington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.04

Building Name		
Washington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LS SM071	Elementary	Full-time (1.0)	05/24/2022 04:14 PM

Building Name
Washington El Sch

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LS CR070	Elementary	Full-time (1.0)	05/24/2022 04:00 PM

Building Name		
Washington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	8 to 9
Age Range Justification		FTE %
		0.1

Building Name		
Washington El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA AS JE069	Elementary	Full-time (1.0)	05/24/2022 03:48 PM

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

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

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	8 to 8
Age Range Justification		FTE %
		0.12

Building Name		
Washington El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
	Elementary	9 to 11
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA AS PF068	Elementary	Full-time (1.0)	05/24/2022 02:02 PM

Building Name		
Washington El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1

Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	9 to 9
Age Range Justification		FTE %
		0.08

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

Building Name		
Washington El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 9
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LP SPE MM067	Elementary	Full-time (1.0)	05/24/2022 01:45 PM

Building Name		
Lehigh Parkway El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 8
Age Range Justification		FTE %
students are not serviced at the same time		0.05

Building Name		
Washington El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 10
Age Range Justification		FTE %
Students not serviced at the same time		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LP SPE KH073	Elementary	Full-time (1.0)	05/24/2022 01:39 PM

Building Name		
Lehigh Parkway El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
student not serviced at the same time		0.15

Building Name		
Brigadier General Anna Mae Hays El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
students serviced not at the same time		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MU SPE KH072	Elementary	Full-time (1.0)	05/24/2022 01:31 PM

Building Name		
Muhlenberg El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
Not serviced at the same time		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MU AS AZ071	Elementary	Full-time (1.0)	05/13/2022 01:58 PM

Building Name		
Muhlenberg El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.38

Building Name		
Muhlenberg El Sch		

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MU LS JF070	Elementary	Full-time (1.0)	05/13/2022 01:33 PM

Building Name		
Muhlenberg El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.06

Building Name		
Muhlenberg El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MU LS WC069	Elementary	Full-time (1.0)	05/13/2022 01:08 PM

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

Building Name		
Muhlenberg El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MU AS LC068	Elementary	Full-time (1.0)	05/13/2022 12:54 PM

Building Name		
Muhlenberg El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.88

Building Name		
Brigadier General Anna Mae Hays El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HA SPE MM067	Elementary	Full-time (1.0)	05/13/2022 02:05 PM

Building Name		
Brigadier General Anna Mae Hays El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HA LSS TO066	Elementary	Full-time (1.0)	05/13/2022 11:51 AM

Building Name		
Brigadier General Anna Mae Hays El Sch		
Support Type		

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

Building Name		
Brigadier General Anna Mae Hays El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HA LSS KJ065	Elementary	Full-time (1.0)	05/13/2022 11:51 AM

Building Name		
Brigadier General Anna Mae Hays El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		

Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.2

Building Name		
Brigadier General Anna Mae Hays 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)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.67

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HA AS BB064	Elementary	Full-time (1.0)	05/12/2022 11:58 AM

Building Name		
Brigadier General Anna Mae Hays El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.12

Building Name		
Brigadier General Anna Mae Hays El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HA AS MM063	Elementary	Full-time (1.0)	05/12/2022 11:56 AM

Building Name		
Brigadier General Anna Mae Hays El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range

School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.12

Building Name		
Brigadier General Anna Mae Hays El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HA AS AB062	Elementary	Full-time (1.0)	05/12/2022 11:53 AM

Building Name		
Brigadier General Anna Mae Hays El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %

	0.25
--	------

Building Name		
Brigadier General Anna Mae Hays El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NK6 SPE LS061	Elementary	Full-time (1.0)	05/12/2022 11:51 AM

Building Name		
Allentown City SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.03

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UT SPE AF060	Elementary	Full-time (1.0)	05/13/2022 11:52 AM

Building Name		
Union Terrace El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Student not seen in same group		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RI SPE LP059	Elementary	Full-time (1.0)	05/13/2022 12:41 PM

Building Name		
Ritter 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	6 to 10
Age Range Justification		FTE %
Students not serviced at the same time		0.23

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RI AS CL058	Elementary	Full-time (1.0)	05/10/2022 09:45 AM

Building Name		
Ritter El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.38

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

School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.08

Building Name		
Ritter El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RI LS AM057	Elementary	Full-time (1.0)	05/10/2022 09:46 AM

Building Name		
Ritter El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %

Students not services at the same time	0.9
--	-----

Building Name		
Ritter El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Students not services at the same time		0.12

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RI LS JG056	Elementary	Full-time (1.0)	05/10/2022 09:39 AM

Building Name		
Ritter El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
Students not serviced at the same time		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SH LS AO055	Elementary	Full-time (1.0)	05/09/2022 02:19 PM

Building Name		
Sheridan El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.35

Building Name		
Sheridan El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SH AS KY054	Elementary	Full-time (1.0)	05/09/2022 02:17 PM

Building Name		
Sheridan El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.25

Building Name		
Sheridan El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SH LS AD053	Elementary	Full-time (1.0)	05/09/2022 02:14 PM

Building Name		
Sheridan El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.1

Building Name		
Sheridan El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SH AS MH052	Elementary	Full-time (1.0)	05/09/2022 02:06 PM

Building Name		
Sheridan El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.62

Building Name		
Sheridan El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SH SPE OB051	Elementary	Full-time (1.0)	05/09/2022 01:58 PM

Building Name		
Sheridan El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
Students are not in same groups		0.29

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SH LS ST050	Elementary	Full-time (1.0)	05/09/2022 01:56 PM

Building Name		
Sheridan El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.12

Building Name
Sheridan El Sch

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RAM LS NO049	Elementary	Full-time (1.0)	05/09/2022 01:32 PM

Building Name		
Luis A. Ramos El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.1

Building Name		
Luis A. Ramos El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.15

Building Name		
Jackson Early Childhood Center		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RAM LS KM048	Elementary	Full-time (1.0)	05/09/2022 01:23 PM

Building Name		
Luis A. Ramos El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.5

Building Name		
Luis A. Ramos El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 5
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RAM LS JK047	Elementary	Full-time (1.0)	05/09/2022 01:15 PM

Building Name		
Luis A. Ramos El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2

Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.04

Building Name		
Luis A. Ramos El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RAM LS KH046	Elementary	Full-time (1.0)	05/09/2022 01:10 PM

Building Name		
Luis A. Ramos El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8

Age Range Justification	FTE %
	0.04

Building Name		
Luis A. Ramos El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RAM MDS LF045	Elementary	Full-time (1.0)	05/09/2022 12:29 PM

Building Name		
Luis A. Ramos El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RAM MDS AD044	Elementary	Full-time (1.0)	05/09/2022 12:26 PM

Building Name		
Luis A. Ramos El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	3 to 5
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RAM LS MB043	Elementary	Full-time (1.0)	05/09/2022 12:23 PM

Building Name		
Luis A. Ramos El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.02

Building Name		
Luis A. Ramos El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RAM AS 042LB	Elementary	Full-time (1.0)	05/09/2022 12:21 PM

Building Name		
Luis A. Ramos El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 8
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RAM AS AS041	Elementary	Full-time (1.0)	05/09/2022 12:32 PM

Building Name		
Luis A. Ramos El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RAM AS JT040	Elementary	Full-time (1.0)	05/09/2022 12:10 PM

Building Name		
Luis A. Ramos El Sch		
Support Type		
Autistic Support		

Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MO MDS DC039	Elementary	Full-time (1.0)	05/09/2022 11:40 AM

Building Name		
Mosser El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MO LSS RM038	Elementary	Full-time (1.0)	05/09/2022 11:38 AM

Building Name		
Mosser El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.5

Building Name		
Mosser El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MO LSS DJ037	Elementary	Full-time (1.0)	05/09/2022 12:33 PM

Building Name		
Mosser El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.17

Building Name		
Mosser El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MO LSS BD036	Elementary	Full-time (1.0)	05/06/2022 03:08 PM

Building Name
Mosser 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)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.67

Building Name		
Mosser El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MO LS LF035	Elementary	Full-time (1.0)	05/09/2022 12:33 PM

Building Name		
Mosser El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Students not in same class		0.7

Building Name		
Mosser El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Students are not serviced at the same time		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MO SPE YE034	Elementary	Full-time (1.0)	05/06/2022 03:00 PM

Building Name		
Mosser 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 10
Age Range Justification		FTE %
Student groups seen by age		0.23

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MO LS SG033	Elementary	Full-time (1.0)	05/09/2022 12:29 PM

Building Name		
Mosser El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Students are not serviced at the same time		0.02

Building Name		
Mosser El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9

Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Students are not serviced at the same time		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MO LS EH032	Elementary	Full-time (1.0)	05/09/2022 11:44 AM

Building Name		
Mosser El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.85

Building Name		
Mosser El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9

Age Range Justification	FTE %
	0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LP LS LB031	Elementary	Full-time (1.0)	05/06/2022 02:46 PM

Building Name		
Lehigh Parkway El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.08

Building Name		
Lehigh Parkway El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LP LS CA030	Elementary	Full-time (1.0)	05/06/2022 02:43 PM

Building Name		
Lehigh Parkway El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.06

Building Name		
Lehigh Parkway El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LS SM029	Elementary	Full-time (1.0)	05/06/2022 02:37 PM

Building Name		
Washington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LS CRO028	Elementary	Full-time (1.0)	05/06/2022 02:21 PM

Building Name		
Washington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range

School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.04

Building Name		
Washington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA LS CR027	Elementary	Full-time (1.0)	05/06/2022 01:47 PM

Building Name		
Washington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %

	0.1
--	-----

Building Name		
Washington El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WA AS JE026	Elementary	Full-time (1.0)	05/06/2022 01:43 PM

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

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

Building Name		
Washington El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UT AS DP025	Elementary	Full-time (1.0)	05/06/2022 01:39 PM

Building Name		
Union Terrace El Sch		

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UT LS MK024	Elementary	Full-time (1.0)	05/06/2022 01:30 PM

Building Name		
Union Terrace El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.85

Building Name		
Union Terrace El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UT LS RP023	Elementary	Full-time (1.0)	05/06/2022 01:28 PM

Building Name		
Union Terrace El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.06

Building Name		
Union Terrace El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UT LS DA022	Elementary	Full-time (1.0)	05/06/2022 01:25 PM

Building Name		
Union Terrace El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.02

Building Name		
Union Terrace El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16

Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UT AS SW021	Elementary	Full-time (1.0)	05/06/2022 01:25 PM

Building Name	
Union Terrace El Sch	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	Case Load
Full-Time (80% or More)	8
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	FTE %
Age range exception completed in IEP	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UT ES PP020	Elementary	Full-time (1.0)	05/06/2022 01:25 PM

Building Name
Union Terrace El Sch
Support Type

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UT ES ER019	Elementary	Full-time (1.0)	05/06/2022 01:13 PM

Building Name		
Union Terrace El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.04

Building Name		
Union Terrace El Sch		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.05

Building Name		
Union Terrace El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UT ES KB018	Elementary	Full-time (1.0)	05/06/2022 01:10 PM

Building Name		
Central El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load

Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Student not serviced in the same group		0.43

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CEN LS AB017	Elementary	Full-time (1.0)	05/06/2022 12:31 PM

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

Building Name	
Central El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	11
Identify Classroom	Classroom Location
	Age Range

School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CEN LS MB016	Elementary	Full-time (1.0)	05/06/2022 12:26 PM

Building Name		
Central El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.08

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

	0.55
--	------

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CEN LS LS015	Elementary	Full-time (1.0)	05/06/2022 12:10 PM

Building Name		
Central El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.08

Building Name		
Central El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CEN LS AB014	Elementary	Full-time (1.0)	05/06/2022 12:33 PM

Building Name		
Central El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.2

Building Name		
Central El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Are not seen at the same time		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CEN AS KS013	Elementary	Full-time (1.0)	05/06/2022 11:57 AM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CEN AS HP012	Elementary	Full-time (1.0)	05/06/2022 12:34 PM

Building Name		
Central El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range

School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.88

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ROS LS CR011	Elementary	Full-time (1.0)	05/05/2022 12:31 PM

Building Name		
Roosevelt El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %

	0.12
--	------

Building Name		
Roosevelt El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ROS LS LC010	Elementary	Full-time (1.0)	05/05/2022 12:27 PM

Building Name		
Roosevelt El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ROS ED DC009	Elementary	Full-time (1.0)	05/05/2022 12:22 PM

Building Name		
Roosevelt El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ROS ES TS008	Elementary	Full-time (1.0)	05/05/2022 12:14 PM

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

Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	4 to 4
Age Range Justification		FTE %
		0.33

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ROS ED AC007	Elementary	Full-time (1.0)	05/05/2022 12:09 PM

Building Name		
Roosevelt El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range

School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.25

Building Name		
Roosevelt El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.2

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ROS AS KD 006	Elementary	Full-time (1.0)	05/05/2022 12:24 PM

Building Name		
Roosevelt El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ROS AS DM005	Elementary	Full-time (1.0)	05/06/2022 10:49 AM

Building Name		
Roosevelt El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ROS AS BF004	Elementary	Full-time (1.0)	05/06/2022 10:49 AM

Building Name		
Roosevelt El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ROS SPE AB003	Elementary	Full-time (1.0)	05/05/2022 11:06 AM

Building Name		
Roosevelt El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range

School District	Elementary	6 to 10
Age Range Justification		FTE %
Groups serviced by grade level		0.11

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ROS LS MS002	Elementary	Full-time (1.0)	05/05/2022 10:59 AM

Building Name		
Roosevelt 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 12
Age Range Justification		FTE %
Students not services at the same time		0.1

Building Name		
Roosevelt El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %

Students not serviced at the same time	0.2
--	-----

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ROS ED DC 001	Elementary	Full-time (1.0)	05/05/2022 10:58 AM

Building Name		
Roosevelt El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.42

Special Education Facilities

Building Name		Room #
William Allen HS		1103
School Building		Building Description
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-09		
Uploaded Files		

1Assurance Check

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

Special Education Support Services

2Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Paraprofessionals	170	District Wide	District
School Psychologist	17	District Wide	District
Social Worker	1		District
Transition Coordinator	1		District
Physical Therapist	2	District Wide	Contractor
Occupational Therapist	6	District Wide	District
Behavior Specialist	11	District Wide	District
Other	1 Hearing Support	District Wide	District
Other	17 Speech	District Wide	
Other	12 Facilitators	District Wide	
Other	3 Special Education Supervisors	District Wide	District
Other	6 Nursing	District Wide	District
Other	2 Vision Support	District Wide	District

Special Education Personnel Development

Autism

Positive Behavior Support

Paraprofessional

Transition

Science of Literacy

Parent Training

IEP Development

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

