

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 685

School District Total Student Enrollment 4481

Percent of Students Receiving Special Education 15.3

Steering Committee

Name	Position/Role	Building	Email
Noel Hustwit	Director of Special Education	Pine-Richland SD	nhustwit@pinerichland.org
Dr. Maura Paczan	Other	Pine-Richland SD	mpaczan@pinerichland.org
Dr. Melissa Ramirez	Other	Pine-Richland SD	mr Ramirez@pinerichland.org
Dr. Taylour Kimmel	Other	Pine-Richland SD	tkimmel@pinerichland.org
Ms. Tracy Hanna	General Education Teacher	Richland El Sch	thanna@pinerichland.org
Ms. Heather Bianco	Special Education Teacher	Pine-Richland SD	hbianco@pinerichland.org
Ms. Tracy Kuchnicki	Special Education Teacher	Pine-Richland HS	tkuchnicki@pinerichland.org
Ms. Marci Fischer	Parent	Pine-Richland HS	marci@platy.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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

Currently, the district does not host any 1306 facilities. For students meeting the circumstances above and eligibility under the IDEA and Chapter 14, the district will fully comply with the requirements of the IDEA and Chapter 14. This would include but not be limited to implementation of an existing IEP, child find procedures, appropriate evaluation procedures, coordination with districts of residence, and development and implementation of an individualized education plan and any required related services. The district would seek assistance from the Allegheny Intermediate Unit's intensive interagency department, if necessary, in order to ensure a smooth transition was made and a free appropriate public education (FAPE) was afforded to the child with a disability. The district would work collaboratively with any agencies involved as well. Annual public notice would be provided to the correctional facility, and, lastly, the district would develop a systematic means of communication with the correctional facility to ensure that all potentially eligible students are located. At this time, no barriers would exist within the district to provide a FAPE and meet its obligations under 1306 of the Public School Code.

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

Currently, the district does not host any correctional facilities within its boundaries; however, upon notification that a correctional facility housing resident and/or non-resident students would be opening within the district, the appropriate actions would be taken to assure the students receive the appropriate educational and special educational services within the least restrictive environment. The district recognizes that school aged individuals either charged or convicted of a crime are eligible for educational services. In order to provide services for students meeting either circumstance the district would first consider allowing access to education within its district buildings, or either apply for or enter into a joint application for alternative education program for disruptive youth (AEDY). If an AEDY program was not in existence, the district would provide basic education programs within the correctional facility either through its own or contracted staff. Through either program, the district would provide access to the required number of hours/days of education to allow progress toward earning a high school diploma. At the very least, access to instruction in the areas of Language Arts, Math, Science, Social Studies, and Health or Life Skills would be provided.

Incarcerated Students Oversight

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

No

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

The Pine-Richland School District recognizes that school districts, within whose boundaries a local correction institution is located, should comply fully with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed therein. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense. Specifically, school districts providing special education services to incarcerated school-age individuals are required to: 1. comply with the "child-find" obligations of IDEA; 2. utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates; 3. implement, timely review and/or develop Individualized Education Programs ("IEPs") for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and 4. provide FAPE in conformity with the IEP. Section 1309 of the School Code permits the district providing special education to charge the district of residence a special education charge not to exceed the total net cost of the special education program provided. Again, pursuant to Section 1306.2(c), the Department of Education will effectuate necessary procedures for the transfer of funds from the school district of residence to the school district in which the local correction institution is located which may include a deduction of the appropriate amount from the basic education funding allocation of any school district whose resident students were provided educational services in a local correction facility. In addition, the Department of Education will perform monitoring to confirm the appropriate provision of special education to children confined in local correction institutions. Districts have a responsibility to adopt and use a system to locate and identify all students within the district's jurisdiction who are thought to be eligible and to determine those students' needs through a screening and evaluation process which meets the requirements of Chapter 14. Part of this responsibility is to provide annual public notice.

Least Restrictive Environment

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

The district continues to meet its SPP targets and percentages within Indicator 5 - Educational Environments. The most recent SEDR on educational environments is based on the December 1, 2019 child count. Within this report, state targets were not given. The percentage of district students with IEPs being served inside the regular class for 80% or more of their day was 76.4%. The overall state level was 61.5%. The percentage of district students with IEPs being served inside the regular class for less than 40% of the school day was too small to measure. The state average was 9.6%. The percentage of district students being served in other settings was 6.4%. The state average was 4.8%. While Pine-Richland's percentage of district students being served in other settings was slightly higher than the state's, the District continues to utilize supports and services within the continuum of services with the regular education class as the primary setting. Students' progress in other settings is continually monitored and the option of returning to the district is discussed at every IEP meeting. Gradual reintegration plans are put into place for those students' whose progress dictates a need for a less restrictive setting. We believe that utilization of these methods has caused Pine-Richland's percentage of students being served in other settings to drop by 1% over the previous 3 years.

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?

Following are just some of the ways that social and behavioral supports are provided to address the various needs of students: Social skills instruction; Counseling and instructional support; Psychological counseling; Best Buddies; Peer Buddies; Circle of Friends; Individual Behavior Support Plans; School-Wide Behavior Support Policy; Modifications of rules and expectations as identified in the student's IEP; Cooperative learning opportunities across all school settings; Providing short breaks during instruction; Positive classroom behavior supports; Individualized behavior contracts developed between student & teacher; Clear and specific classroom expectations; Positive Reinforcement Systems; Assignment book checks between home and school; Notifying students in advance of changes in daily routine/schedules; Ongoing professional development for faculty and staff on positive behavioral supports and social skills for students with disabilities; Access and support from PaTTAN, AIU and other agency consultants to work with individual teachers, IEP teams, or large group trainings in the area of behavior/socialization. Over the past 3 years, through consultation with PaTTAN and AIU3, the district has developed and implemented a school-wide positive behavioral supports program across the district. Dubbed The RAMS (Respectful, Accountable, Motivated, Safe) Way, the program provides all staff members with tools to model, teach, practice and reinforce prosocial behaviors. Among these tools are acknowledgment systems and behavioral matrices that teach appropriate behaviors across all environments of each building. the matrices address expected behaviors and vary by developmental level as students mature. For students expressing more intensive social and emotional needs, or SAP and pupil services programs monitor and provide individualized interventions that include the above plus tools such as school based mental health services. The district is currently considering expanded school based services through the option of a third party contract.

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 Pine-Richland School District supports the philosophy that all students with special needs receive services within the regular education setting in their home school as the initial placement considered. The IEP team will only consider educating a student in a more restrictive environment if the IEP team decides that the child's needs cannot be met in the general education setting after documenting the exhaustion of the use of appropriate supplementary aids and services. Neighborhood school placement will be deemed inappropriate only after the IEP team considers the continuum of services from least to most restrictive, with modifications, adaptations and services provided within. When discussing the continuum of services, the team will make the determination as to where the child's needs would best and most appropriately be met with the general education environment taking precedence. Should

a PRSD student be educated in a school/facility other than one of the district's schools, the student will still have access to extracurricular activities and school functions with appropriate assistance as needed. In addition, the Pine-Richland School District will also continue to contract with the Allegheny Intermediate Unit to provide services for students requiring a full continuum of special education and related services including physical therapy, occupational therapy, speech and language support, hearing support and vision support. Teachers and contracted related services support staff in the Pine-Richland School District will continue to promote the concept of Least Restrictive Environment (LRE) by applying one of three practices: in-class support, co-teaching partnerships, and teacher consultation. In-class support consists of a special education service provider (teacher, para-educator, speech and language pathologist, etc.) pushing into the class and providing special education services to the students within the class. Collaboration between all parties vested in the educational interest of a child is crucial for the advancement and success of that child. Following are just some of the ways the members of the Pine-Richland community collaborate: Opening day in-service time devoted to sharing of IEP information (SDI, PBSP, Goals), GIEPs, and 504 plans between special and regular education teachers; parent evening workshops scheduled throughout the year; Special Education Website; Transition Page of Special Education Website; Special Education related podcasts available through the district website; Assignment book checks between home and school; Co-teaching in every building; Scheduled time for co-planning and team meetings; Professional development related to collaboration (co-teaching, differentiated instruction, adaptations and modifications); Regular meetings of IEP team members as deemed appropriate by each IEP; Training for staff and parents on how to effectively use assistive technology-AIU support; Monthly meetings with all district administrative staff; Monthly meetings with administrators of secondary education; Monthly meetings with administrators of elementary education; Meetings with special education staff; director of student services and special education attendance at monthly AIU Liaison/transition meetings; Regular communication with members of the AIU (TAC staff, AT staff, related services staff, etc.); School psychologists and director of student services and special education collaborating with both regular and special education staff in meeting the needs of all students; Grade-level and building-level meetings; multi-tiered system of support meetings at every building; On site training/support from PaTTAN, AIU and other agency consultants; Training for para-educators in order to meet the ten competencies to become highly qualified. Pine-Richland goes to many extremes to ensure that the development and delivery of instruction addresses diverse learning needs. Following are just some of the ways that the development and delivery of instruction address the various needs of all learners: Researched-based curricula and interventions; Co-teaching; Differentiated instruction based on student needs; Teaching to learning style; Modifying materials and tests; Modifying and adapting curriculum; Providing individualized instruction; Providing multiple modes of instruction; Varying content of lesson; Providing alternative assignments; Visuals and verbal cues and prompts; Study guides; Assistive technology devices as deemed appropriate in the IEP; Individual and classroom sound amplification systems; Software to enhance learning; Use of calculator and computer; Use of tape recorder; Extra set of books for home use; Notetaker or teacher outlines; Modification of work or length of assignments; Adaptations on tests and lengthy homework or projects; Additional time to complete tests or projects; Tests given orally; Scan and read software; Word banks provided on tests; Identifying or eliminating specific types of tests (multiple choice, true/false, short answer, essay); Hands-on activities; Highlighted materials; Printed directions with picture cues; Laminated schedules for visual learners; Use of manipulatives; No penalty for spelling or handwriting; Tests taken in resource room; Small group instruction; Cooperative learning groups; Paired instruction; Extended time on assignments and tests; Intense, ongoing professional development for all faculty K-12 in the areas of co-teaching and differentiated instruction; Request the services from experts at PaTTAN, AIU and other agencies to support regular and special education teachers providing instruction to students with disabilities. Every year Pine-Richland School District reviews and makes necessary adaptations and modifications to the physical environment for students with disabilities. The following are just some of the ways that physical adaptations and modifications address the various needs of students: All buildings are equipped with a sensory room (bean bags, swings, fidget toys, trampolines, etc.); Specialized lighting in specific classrooms and sensory rooms; Furniture arrangements to enhance instruction and learning; Various structural aids (grab bars, wheelchair

accessibility, etc.); Specialized chairs, rockers and tables; Preferential seating; Individual and classroom sound amplification systems; Cushion seats; Wheelchair accessibility; Adaptive equipment; Small group instruction work tables; Interactive Display Board accessibility; Specialized slides on chairs to reduce noise. Co-teaching at Pine-Richland consists of both a regular education teacher and a special education teacher in the classroom providing services to all students. Co-teaching is provided through a variety of different models including team teaching, station teaching, parallel teaching, alternative teaching and one-teach-one assist. The Pine-Richland School District collaborates with the Allegheny Intermediate Unit to provide training, observations and feedback to our teachers who are implementing the co-teaching model. This model has been extremely effective and the partnership between the District and the AIU will continue throughout the years with the belief that more students will have access to co-teaching classrooms. Teacher consultation is also utilized on a daily basis. Preferably, consultation between teachers occurs during common planning time when special education teachers can consult with regular education teachers who work with particular students. However, if common planning time is not available, teachers will meet before school, after school or during the school day to consult and collaborate. Forms to facilitate electronic consultation may also be utilized. Within the Pine-Richland Schools, there exist a number of student interest groups such as Best Buddies, Peer Buddies, Girls on the Run, and Unified Bocce. These groups allow for integration of students with special needs into mainstream academic classes, electives/specials, lunches, extra-curricular activities and sporting events. Often, Pine-Richland has more neuro-typical students wanting to spend time with our special needs population than students needing these natural resources. However, our District has found that no matter who participates in these groups and no matter what capacity they participate in, they all benefit. Additionally, the special education staff at Pine-Richland is continually trained and updated regarding Chapter 14 and IDEA regulations, LRE and how to calculate LRE percentages accordingly.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. For all students with IEPs, participation in extracurricular activities is not just considered but encouraged. Examples of extracurricular activities that students with disabilities have access to include but are not limited to: Prom, Homecoming, athletic events, athletic participation, band, school plays, clubs, peer and best buddies programs, etc. Many students with IEPs can participate in extracurricular activities without supplementary aids and services. However, for those that do, the IEP team discusses what supports and services are needed and the district will then provide what is appropriate. Some examples of supplementary aids and services that are provided to enhance participation in extracurricular activities include but are not limited to: peer supports, consultation with coaches/sponsors, special transportation, and the use of 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?
Currently, there are no private, residential institutions or institutions for incarcerated students within the district. For students placed in approved private schools or licensed private facilities, the district sends an LEA representative to each IEP meeting. The LEA representative ensures that there is a discussion regarding student progress and potential readiness for a return to the district. If significant progress is shown, plans for a gradual, tapered return to the district are developed. Often times, these plans include participation at the district starting with one period per day with a gradual increase as the student's level of comfort/success increases. Social and emotional monitoring takes place to assist the student in coping with the new environment. Special transportation arrangements are also made to accommodate for the changing daily schedule. Because there are no non-disabled children in the majority of these facilities, participation in district lead extracurricular activities is always discussed when appropriate. To allow participation in district lead extracurricular activities, special transportation and other appropriate supports and services are provided.
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)

Currently, the district is undergoing an In-Depth Program Review of its special education and MTSS programs. As part of this review, the district is examining its capacity of services in all areas, and, specifically its emotional, autistic, and life skills supports. Emerging recommendations may include the addition of a K-3 emotional support hub and a K-3 life skills support hub. We believe that the additions of these programs may enable the district to expand its continuum of services and thus educate more students within district buildings. For the past 8 years, the district has utilized a K-3 autistic support hub which has done just that. At all other grade levels, intensive AS, ES, and LSS supports are available in each of the district's buildings.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
ACLD Tillotson	Approved Private School (APS)		ACLD Tillotson	Learning Support	1
Children's Institute of Pittsburgh	Approved Private School (APS)		Children's Institute of Pittsburgh	Autistic Support	4
CITY Connections	Other	Neighboring School District	Pittsburgh Public Schools	Life Skills Support	1
Education Center Watson Institute	Approved Private School (APS)		Watson Institute	Autistic Support	15
Hope Academy of Wexford	Licensed Private Academic		The Hope Learning Centers	Autistic Support	5
Pressley Ridge School for Autism	Licensed Private Academic		Pressley Ridge	Autistic Support	1
St. Stephen's Lutheran Academy	Approved Private School (APS)		Glade Run Lutheran Services	Emotional Support	6
Total Learning Academy	Licensed Private Academic		Total Learning Academy	Autistic Support	1
University School	Licensed Private Academic		University School	Emotional Support	2
Western PA School for Blind Children	Approved Private School (APS)		Western PA School for Blind Children	Blind and Visually Impaired Support	2

Western PA School for Deaf Children	Approved Private School (APS)		Western PA School for Deaf Children	Deaf and Hard of Hearing Support	1
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Positive Behavior Support

Date of Approval
2022-05-16

Uploaded Files
Policy 113.2 Update.pdf

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

Following are just some of the ways that social and behavioral supports are provided to address the various needs of students: Social skills instruction; Counseling and instructional support; Psychological counseling; Best Buddies; Peer Buddies; Bucket Filling; Circle of Friends; Individual Behavior Support Plans; School-Wide Behavior Support Policy; Modifications of rules and expectations as identified in the student's IEP; Cooperative learning opportunities across all school settings; Providing short breaks during instruction; Positive classroom behavior supports; Individualized behavior contracts developed between student & teacher; Clear and specific classroom expectations; Positive Reinforcement Systems; Assignment book checks between home and school; Notifying students in advance of changes in daily routine/schedules; Ongoing professional development for faculty and staff on positive behavioral supports and social skills for students with disabilities; Access and support from PaTTAN, AIU and other agency consultants to work with individual teachers, IEP teams, or large group trainings in the area of behavior/socialization. Additionally, students participating in the Peer Buddies programs are provided training on disability awareness and appropriate interactions and supports with/for the students they are paired with.

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.

Prior to being hired by the Pine-Richland School District, all employees are required to read school board policy, become familiar with school board policy and sign a paper acknowledging that the employee has agreed to comply with all school board policies. Therefore, LEA personnel are knowledgeable regarding this policy and take responsibility for making certain all interventions utilized are in accordance with the District policy. In addition, because most of the interventions implemented with students are Level I, which are preventive in nature and involve good classroom management techniques, LEA personnel are continuously evaluated and given feedback on the utilization of such strategies. Additionally, continuous professional development focused on positive intervention and effective teaching strategies, both within the Pine-Richland School District and outside of the district are available to all staff. Specific training related to Level II and Level III strategies are conducted more on an as needed basis and are specific to the student and staff involved in implementing the procedures. LEA personnel have also received training in Functional Behavior Analysis, Applied Behavioral Analysis and Behavioral Support Plans. Each building has a crisis response team that is trained regularly in Therapeutic Crisis Intervention. Finally, any staff who has contact with a child that exhibits behaviors that impede his/her learning or the learning of others and has a behavioral management plan, is trained on the specifics of the plan and the strategies needed for successful implementation. These behavior management plans are part of the IEP process, developed by the team (including parents) and monitored closely by the special education personnel.

3. Describe the district positive school wide support programs.

During the 2018-2019 school year, the district engaged in the development process of school wide positive behavioral interventions and supports (SWPBIS).

This process was being developed in conjunction with a consultant from AIU3 and follows state guidelines for SWPBIS implementation. The district implemented SWPBIS district wide beginning in 2019-2020. The SWPBIS is officially known as The RAMS Way, which stands for Respectful, Accountable, Motivated, Safe. Under this acronym, students are provided with behavioral acknowledgment systems intended to model, teach, and reinforce expected behaviors across all educational environments. The Pine-Richland school district has been recognized by the state SWPBIS department for not only its fidelity of implementation but as a model district for its district-wide development and roll out of the program.

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

Behavioral health is addressed via a tiered system. Students that are flagged as at risk for behavioral health needs are first referred to the Multi-Tiered System of Supports (MTSS) Team. Tier I strategies are applied and progress is monitored. If the student is not progressing as expected a referral to the Student Assistance Program (SAP) may be made. Agency involvement then begins with parent permission. If behavioral health needs persist, a referral to our Pupil Services team may be made. Pupil Services provides more intense monitoring and regular discussion among building and central administration. Students at this level may also be referred to our school based mental health provider. This is a confidential service that is provided within each of our buildings as needed and with parent permission.

5. Describe the district restraint procedure.

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The Director of Student Services and Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if:

- The restraint is used with specific component elements of a positive Behavior Support Plan.
- The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.
- Staff are authorized to use the restraint and have received appropriate training.
- Behavior Support Plan includes efforts to eliminate the use of restraints

Intensive Interagency

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

The Pine-Richland School District ensures that students with disabilities receive a free appropriate public education (FAPE) regardless of the nature or severity of the person's disability. Through the development of the IEP, the IEP team's initial consideration is to meet the needs of the student with disabilities as adequately as needs of a nondisabled student to the maximum extent appropriate. The IEP team will only consider educating a student in a more restrictive environment if the team decides that the child's needs cannot be met in the general education setting with accommodations, modifications and assistance. If the team determines this placement not to be appropriate, the team looks at the continuum of services from least to most restrictive and determines where the child's needs would best and most appropriately be met. At this time, the Pine-Richland School District does not have any students for whom it is having difficulty locating a program to ensure the provision of FAPE. The district does currently educate 3 students in the home due to severe medical or mental health related needs. All IEP teams have been able to successfully locate or design a special educational program to ensure the provision of FAPE for each and every identified special education student. In addition to the IEP teams being able to design special education programs to ensure the provision of FAPE for all identified students, the District also resolves placement issues by collaborating with the AIU, other schools, the community and agency partners. The District staff works with a multitude of these agencies and has developed interagency collaboration for many students both within the LEA and for resident students receiving services and programs in out-of-district placements. The Pine-Richland School District has not had to utilize Regional Interagency Coordination to assist in interagency planning to mitigate and/or eliminate barriers to placement decisions for over 3 years. However, the Director of Student Services and Special Education has developed a positive working relationship with the interagency coordinators from PaTTAN and the AIU. Additionally, through the many partnerships that the LEA shares with local agencies and providers, PRSD is confident that they will continue to utilize the team approach and continue to determine appropriate placements for all Pine-Richland students with disabilities. The Director of Student Services and Special Education for the Pine-Richland School District has attended training on the intensive interagency approach. Because of the working relationships that have been developed, questions regarding the interagency approach have been and will continue to be answered through the contact persons at PaTTAN and the AIU. Should interagency trainings become available in the future, representatives from Pine-Richland will attend.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BVI46	Multiple	Full-time (1.0)	05/11/2022 11:22 AM

Building Name		
Pine-Richland HS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	16 to 20
Age Range Justification		FTE %
		0.12

Building Name		
Hance El Sch		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 9
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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DHI45	Multiple	Full-time (1.0)	05/11/2022 11:20 AM
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Building Name		
Pine-Richland HS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	16 to 17
Age Range Justification		FTE %
		0.04

Building Name		
Pine-Richland MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	12 to 14
Age Range Justification		FTE %
		0.06

Building Name		
Eden Hall Upper El Sch		
Support Type		
Deaf And Hearing Impaired Support		

Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	10 to 12
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WESPL41	Elementary	Full-time (1.0)	05/11/2022 11:17 AM

Building Name		
Wexford El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		39
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 9
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RESPL40	Elementary	Full-time (1.0)	05/11/2022 11:16 AM

Building Name		
Richland El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 9
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EH SPL39	Elementary	Full-time (1.0)	05/11/2022 11:14 AM

Building Name		
Eden Hall Upper 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
Intermediate Unit	Elementary	10 to 12
Age Range Justification		FTE %
		0.29

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EHSPL38	Elementary	Full-time (1.0)	05/11/2022 11:13 AM

Building Name		
Eden Hall Upper 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
Intermediate Unit	Elementary	9 to 12
Age Range Justification	FTE %	
	0.45	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSSPL37	Secondary	Full-time (1.0)	05/11/2022 11:12 AM

Building Name		
Pine-Richland MS		
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	Secondary	12 to 14
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HERESPL36	Elementary	Full-time (1.0)	05/11/2022 11:10 AM

Building Name		
Hance 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
Intermediate Unit	Elementary	6 to 9
Age Range Justification		FTE %
		0.29

Building Name		
Richland El Sch		
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
Intermediate Unit	Elementary	6 to 9
Age Range Justification		FTE %

	0.03
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSSPL35	Secondary	Full-time (1.0)	05/11/2022 11:06 AM

Building Name		
Pine-Richland HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	14 to 18
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HEHW28	Elementary	Full-time (1.0)	05/05/2022 08:40 AM

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

Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.12

Building Name		
Hance 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	6 to 9
Age Range Justification		FTE %
		0.4

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

Building Name		
Hance El Sch		

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	Elementary	6 to 9
Age Range Justification		FTE %
		0.12

Building Name		
Hance El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HEIG27	Elementary	Full-time (1.0)	05/05/2022 08:40 AM

Building Name		
Hance 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 9
Age Range Justification		FTE %
		0.2

Building Name		
Hance 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 9
Age Range Justification		FTE %
		0.2

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WERM33	Elementary	Full-time (1.0)	05/05/2022 08:40 AM

Building Name		
Wexford 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 9
Age Range Justification		FTE %
		0.1

Building Name		
Wexford El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.14

Building Name		
Wexford El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.05

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

Building Name		
Wexford 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 9
Age Range Justification		FTE %
		0.12

Building Name		
Wexford El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WEND32	Elementary	Full-time (1.0)	05/05/2022 08:40 AM

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

	0.14
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Building Name		
Wexford 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 9
Age Range Justification		FTE %
		0.2

Building Name		
Wexford El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.05

Building Name	
Wexford El Sch	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	Case Load

Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
REDC42	Elementary	Full-time (1.0)	05/05/2022 08:40 AM

Building Name		
Richland El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.12

Building Name		
Richland 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 9
Age Range Justification		FTE %
		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RELM31	Elementary	Full-time (1.0)	05/05/2022 08:40 AM

Building Name		
Richland 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 9
Age Range Justification		FTE %
		0.05

Building Name		
Richland 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	6 to 9
Age Range Justification		FTE %

	0.38
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Building Name		
Richland 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	6 to 9
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
REJD30	Elementary	Full-time (1.0)	05/05/2022 08:40 AM

Building Name		
Richland 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		
Richland 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 9
Age Range Justification		FTE %
		0.25

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

Building Name		
Richland El Sch		
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	Elementary	6 to 9
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RESC29	Elementary	Full-time (1.0)	05/05/2022 08:40 AM

Building Name		
Richland 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	6 to 9
Age Range Justification		FTE %
		0.04

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

Building Name		
Richland 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 9
Age Range Justification		FTE %
		0.12

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

Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EHUEGW22	Elementary	Full-time (1.0)	05/03/2022 01:46 PM

Building Name		
Eden Hall Upper El Sch		
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	Elementary	9 to 12
Age Range Justification		FTE %
		0.3

Building Name		
Eden Hall Upper 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 12
Age Range Justification		FTE %
		0.3

Building Name		
Eden Hall Upper 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	9 to 12
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EHUECN25	Elementary	Full-time (1.0)	05/03/2022 01:44 PM

Building Name		
Eden Hall Upper El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %

	0.15
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Building Name		
Eden Hall Upper 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)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.25

Building Name		
Eden Hall Upper 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	9 to 12
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EHUEJK24	Elementary	Full-time (1.0)	05/03/2022 01:43 PM

Building Name		
Eden Hall Upper El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.25

Building Name		
Eden Hall Upper 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	9 to 12
Age Range Justification		FTE %
		0.12

Building Name		
Eden Hall Upper El Sch		
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	Elementary	9 to 12
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EHUEDK21	Elementary	Full-time (1.0)	05/03/2022 01:41 PM

Building Name		
Eden Hall Upper El Sch		
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	Elementary	9 to 12
Age Range Justification		FTE %
		0.14

Building Name		
Eden Hall Upper 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 12
Age Range Justification		FTE %

	0.2
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Building Name		
Eden Hall Upper El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EHUELL20	Elementary	Full-time (1.0)	05/03/2022 01:40 PM

Building Name		
Eden Hall Upper 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	9 to 12
Age Range Justification		FTE %
		0.18

Building Name		
Eden Hall Upper El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EHUEES19	Elementary	Full-time (1.0)	05/03/2022 01:38 PM

Building Name		
Eden Hall Upper 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	9 to 12
Age Range Justification		FTE %
		0.02

Building Name		
Eden Hall Upper 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 12
Age Range Justification		FTE %
		0.15

Building Name		
Eden Hall Upper El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.14

Building Name		
Eden Hall Upper El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %

	0.15
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Building Name		
Eden Hall Upper 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	9 to 12
Age Range Justification		FTE %
		0.08

Building Name		
Eden Hall Upper El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.17

Building Name		
Eden Hall Upper 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	9 to 12
Age Range Justification		FTE %
		0.12

Building Name		
Eden Hall Upper El Sch		
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	Elementary	9 to 12
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EHUEDF18	Elementary	Full-time (1.0)	05/03/2022 01:35 PM

Building Name		
Eden Hall Upper El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range

School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.32

Building Name		
Eden Hall Upper 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 12
Age Range Justification		FTE %
		0.2

Building Name		
Eden Hall Upper El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EHUENG17	Elementary	Full-time (1.0)	05/03/2022 01:34 PM

Building Name		
Eden Hall Upper El Sch		
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	Elementary	9 to 12
Age Range Justification		FTE %
		0.14

Building Name		
Eden Hall Upper 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 12
Age Range Justification		FTE %
		0.3

Building Name		
Eden Hall Upper 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	9 to 12
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSBR34	Secondary	Full-time (1.0)	05/03/2022 01:31 PM

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

Building Name		
Pine-Richland MS		
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	12 to 14

Age Range Justification	FTE %
	0.38

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSJD16	Secondary	Full-time (1.0)	05/03/2022 01:29 PM

Building Name		
Pine-Richland MS		
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	12 to 14
Age Range Justification		FTE %
		0.08

Building Name		
Pine-Richland MS		
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	12 to 14
Age Range Justification		FTE %
		0.06

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

Building Name		
Pine-Richland MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.08

Building Name		
Pine-Richland MS		
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	12 to 14
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSJK15	Secondary	Full-time (1.0)	05/03/2022 01:27 PM

Building Name		
Pine-Richland MS		
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	12 to 14

Age Range Justification	FTE %
	0.28

Building Name		
Pine-Richland MS		
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	12 to 14
Age Range Justification		FTE %
		0.06

Building Name		
Pine-Richland 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	12 to 14
Age Range Justification		FTE %
		0.05

Building Name		
Pine-Richland MS		
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	12 to 14
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSJM14	Secondary	Full-time (1.0)	05/03/2022 01:25 PM

Building Name		
Pine-Richland MS		
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	12 to 14
Age Range Justification		FTE %
		0.34

Building Name		
Pine-Richland 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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSTH13	Secondary	Full-time (1.0)	05/03/2022 01:23 PM

Building Name		
Pine-Richland MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.26

Building Name		
Pine-Richland 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	12 to 14

Age Range Justification	FTE %
	0.15

Building Name		
Pine-Richland MS		
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	12 to 14
Age Range Justification		FTE %
		0.02

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSRE12	Secondary	Full-time (1.0)	05/03/2022 01:20 PM

Building Name		
Pine-Richland MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.26

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

Building Name		
Pine-Richland MS		
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	Secondary	12 to 14
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSTK23	Secondary	Full-time (1.0)	05/03/2022 11:44 AM

Building Name		
Pine-Richland HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional 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		
Pine-Richland HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18

Age Range Justification	FTE %
	0.1

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSTS11	Secondary	Full-time (1.0)	05/03/2022 03:32 PM

Building Name		
Pine-Richland 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	14 to 18
Age Range Justification		FTE %
		0.17

Building Name		
Pine-Richland HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic 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 %
		0.75

Building Name		
Pine-Richland 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	14 to 18
Age Range Justification		FTE %
		0.02

Building Name		
Pine-Richland 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	14 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSAM10	Secondary	Full-time (1.0)	05/03/2022 11:36 AM

Building Name		
Pine-Richland 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%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 21
Age Range Justification		FTE %
		0.4

Building Name		
Pine-Richland 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 21

Age Range Justification	FTE %
	0.12

Building Name		
Pine-Richland HS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 21
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSKP9	Secondary	Full-time (1.0)	05/05/2022 08:41 AM

Building Name		
Pine-Richland 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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.3

Building Name		
Pine-Richland 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	14 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSKV8	Secondary	Full-time (1.0)	05/03/2022 11:26 AM

Building Name		
Pine-Richland 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 18
Age Range Justification		FTE %
		0.32

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

Building Name		
Pine-Richland 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	14 to 18
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSBS7	Secondary	Full-time (1.0)	05/03/2022 11:22 AM

Building Name		
Pine-Richland 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	15 to 18
Age Range Justification		FTE %
		0.32

Building Name		
Pine-Richland HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.05

Building Name		
Pine-Richland HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %

	0.25
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSPSR6	Secondary	Full-time (1.0)	05/03/2022 11:09 AM

Building Name		
Pine-Richland HS		
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	15 to 19
Age Range Justification		FTE %
		0.18

Building Name		
Pine-Richland 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 19
Age Range Justification		FTE %
		0.15

Building Name		
Pine-Richland 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	15 to 19
Age Range Justification		FTE %
		0.06

Building Name		
Pine-Richland HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.1

Building Name		
Pine-Richland 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 19
Age Range Justification		FTE %
		0.17

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSDM5	Secondary	Full-time (1.0)	05/03/2022 11:05 AM

Building Name		
Pine-Richland 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
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Building Name		
Pine-Richland 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 17
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSNM4	Secondary	Full-time (1.0)	05/03/2022 10:59 AM

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

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

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

School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.08

Building Name		
Pine-Richland HS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSMD3	Secondary	Full-time (1.0)	05/03/2022 10:48 AM

Building Name		
Pine-Richland 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 18
Age Range Justification		FTE %

	0.24
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Building Name		
Pine-Richland HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Pine-Richland 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	14 to 18
Age Range Justification		FTE %
		0.02

Building Name		
Pine-Richland HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.05

Building Name		
Pine-Richland HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.08

Building Name		
Pine-Richland 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 18
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSSD2	Secondary	Full-time (1.0)	05/03/2022 10:41 AM

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

Building Name		
Pine-Richland 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	14 to 18
Age Range Justification		FTE %
		0.02

Building Name		
Pine-Richland HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSLB1	Secondary	Full-time (1.0)	05/03/2022 10:36 AM

Building Name		
Pine-Richland HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Pine-Richland 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	14 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Pine-Richland HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.08

Building Name		
Pine-Richland 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

Special Education Facilities

Building Name		Room #
Eden Hall Upper El Sch		309
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 18 feet, 0 inches	216sqft	7
Implementation Date		
2022-06-09		
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	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Eden Hall Upper El Sch		306
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 18 feet, 0 inches	216sqft	7
Implementation Date		
2022-06-09		
Uploaded Files		

2Assurance Check

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

Building Name		Room #
Richland El Sch		105a
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 20 feet, 0 inches	300sqft	10
Implementation Date		
2022-06-09		
Uploaded Files		

3Assurance Check

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

Building Name		Room #
Hance El Sch		123
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 20 feet, 0 inches	300sqft	10
Implementation Date		
2022-06-09		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Pine-Richland MS		AIU Office
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 20 feet, 0 inches	300sqft	10
Implementation Date		
2022-06-09		
Uploaded Files		

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5Assurance Check

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

Building Name		Room #
Pine-Richland HS		13
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 20 feet, 0 inches	300sqft	10
Implementation Date		
2022-06-09		
Uploaded Files		

6Assurance Check

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

Building Name		Room #
Wexford El Sch		B110
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-06-09		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Hance El Sch		133
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-06-09		
Uploaded Files		

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8Assurance Check

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

Building Name		Room #
Hance El Sch		130
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2022-06-09		
Uploaded Files		

9Assurance Check

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

Building Name		Room #
Richland El Sch		211
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2022-06-09		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Richland El Sch		208
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2022-06-09		
Uploaded Files		

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11 Assurance Check

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

Building Name		Room #
Richland El Sch		114
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2022-06-09		
Uploaded Files		

12 Assurance Check

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

Building Name		Room #
Richland El Sch		112
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2022-06-09		
Uploaded Files		

13Assurance Check

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

Building Name		Room #
Wexford El Sch		320
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2022-06-09		
Uploaded Files		

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14 Assurance Check

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

Building Name		Room #
Wexford El Sch		402
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2022-06-09		
Uploaded Files		

15 Assurance Check

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

Building Name		Room #
Eden Hall Upper El Sch		624
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

16Assurance Check

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

Building Name		Room #
Eden Hall Upper El Sch		805
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

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17 Assurance Check

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

Building Name		Room #
Eden Hall Upper El Sch		502
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

18 Assurance Check

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

Building Name		Room #
Eden Hall Upper El Sch		802
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

19Assurance Check

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

Building Name		Room #
Eden Hall Upper El Sch		602
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

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20 Assurance Check

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

Building Name		Room #
Eden Hall Upper El Sch		308
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

21 Assurance Check

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

Building Name		Room #
Eden Hall Upper El Sch		505
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

22Assurance Check

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

Building Name		Room #
Eden Hall Upper El Sch		808
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

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23 Assurance Check

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

Building Name		Room #
Pine-Richland MS		442
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

24 Assurance Check

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

Building Name		Room #
Pine-Richland MS		105
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

25Assurance Check

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

Building Name		Room #
Pine-Richland MS		312
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

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26 Assurance Check

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

Building Name		Room #
Pine-Richland MS		208
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

27 Assurance Check

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

Building Name		Room #
Pine-Richland MS		306
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

28Assurance Check

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

Building Name		Room #
Pine-Richland MS		300
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

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29 Assurance Check

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

Building Name		Room #
Pine-Richland HS		45
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

30 Assurance Check

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

Building Name		Room #
Pine-Richland HS		321
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

31Assurance Check

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

Building Name		Room #
Pine-Richland HS		220
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

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32Assurance Check

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

Building Name		Room #
Pine-Richland HS		209
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

33Assurance Check

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

Building Name		Room #
Pine-Richland HS		19
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

34Assurance Check

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

Building Name		Room #
Pine-Richland HS		207
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

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35 Assurance Check

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

Building Name		Room #
Pine-Richland HS		210
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

36 Assurance Check

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

Building Name		Room #
Pine-Richland HS		303
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

37Assurance Check

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

Building Name		Room #
Pine-Richland HS		32
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

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38 Assurance Check

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

Building Name		Room #
Pine-Richland HS		111
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

39 Assurance Check

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

Building Name		Room #
Pine-Richland HS		34
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

40Assurance Check

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

Building Name		Room #
Pine-Richland HS		41
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

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41Assurance Check

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

Special Education Support Services

42Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	3	District Wide	District
Transition Coordinator	1	Secondary	District
Guidance Counselor	6	Elementary	District
Guidance Counselor	7	Secondary	District
Social Worker	1	Secondary	District
Paraprofessionals	72	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	5	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Understanding Disabilities: Prevention and Intervention			
Lead Person/Position		Year of Training	
Mr. Noel Hustwit - Director of Student Services; Dr. Maura Paczan - Lead Psychologist		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit Other	General Education Teachers Paraprofessionals

Description of Training			
PR Academy for Paraprofessionals			
Lead Person/Position		Year of Training	
Mr. Noel Hustwit - Director of Student Services; Dr. Maura Paczan - Lead Psychologist		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	1		Paraprofessionals

Description of Training			
ABA Training - District- Wide			
Lead Person/Position		Year of Training	
PaTTAN, Lisa Schmidt, Ryan Delaney		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	District PaTTAN	Central Office Administrators Special Education Teachers Other

Positive Behavior Support

Description of Training			
RAMS Way Implementation			
Lead Person/Position		Year of Training	
Dr. Greta Kuzilla, Principal Hance Elementary		2021, 2022, 2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	4		General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
RAMS Way Implementation			
Lead Person/Position		Year of Training	
Kelly Gufstason, Principal Wexford Elementary		2021, 2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
RAMS Way Implementation			
Lead Person/Position		Year of Training	
Jenna Sloan, Principal Richland Elementary		2021, 2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
RAMS Way Implementation			
Lead Person/Position		Year of Training	
Paula Giran, Assistant Principal Eden Hall		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
RAMS Way Implementation			
Lead Person/Position		Year of Training	
Jacob Minsinger, Assistant Principal PRMS		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
RAMS Way Implementation			
Lead Person/Position		Year of Training	
Gina Mahouski, Assistant Principal High School		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Disability Awareness - Podcast			
Lead Person/Position			Year of Training
Maura Paczan - Lead Psychologist, Noel Hustwit - Director of Student Services and Special Education			2023
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Social and Emotional Learning Training (K-6; 7-12)- Mindfulness			
Lead Person/Position			Year of Training
Maura Paczan - Lead Psychologist, Noel Hustwit - Director of Student Services and Special Education, Taylour Kimmel-School Psychologist K-6; Missy Ramirez School Psychologist 7-12			2022, 2023, 2024
Hours Per Training	Number of Sessions	Provider	Audience
3	5	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training	
Understanding Trauma-Informed Care / Ongoing Consultation provided to school teams	
Lead Person/Position	Year of Training
AIU- Carrie Frohnafel, Shanna Bradfield	2022, 2023, 2024

Hours Per Training	Number of Sessions	Provider	Audience
3	6	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
RAMS Way Monthly Coaches Meeting Networking/ PLC			
Lead Person/Position		Year of Training	
AIU- Carrie Frohnafel, Shanna Bradfield		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	10	District Intermediate Unit	Building Administrators General Education Teachers

Description of Training			
RAMS Core Team Meetings			
Lead Person/Position			Year of Training
Maura Paczan - Lead Psychologist, Noel Hustwit - Director of Student Services and Special Education			2022, 2023, 2024
Hours Per Training	Number of Sessions	Provider	Audience
1	10	District Intermediate Unit	Building Administrators Other

Description of Training			
Check and Connect -Preparation and Implementation			
Lead Person/Position		Year of Training	
Dr. Missy Ramirez, AIU- Carrie Frohnafel, Shanna Bradfield, PaTTAN		2021, 2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience

3	6	District Intermediate Unit PaTTAN	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers
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Description of Training				
RAMS Way Fidelity Checks				
Lead Person/Position			Year of Training	
Maura Paczan - Lead Psychologist, Noel Hustwit - Director of Student Services and Special Education, Building Principals, AIU- Carrie Frohnapfel, Shanna Bradfield			2021, 2022, 2023, 2024	
Hours Per Training	Number of Sessions		Provider	Audience
2	10		District Intermediate Unit PaTTAN	Building Administrators General Education Teachers Special Education Teachers Other

Description of Training			
Comprehensive Crisis Management Training- CCM De-escalation K-12			
Lead Person/Position		Year of Training	
Dr. Maura Paczan- Lead Psychologist, Dr. Taylour Kimmel K-6; Dr. Missy Ramirez- 7-12		2021, 2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
PR Academy for Paraprofessionals			
Lead Person/Position		Year of Training	
Mr. Noel Hustwit; Dr. Maura Paczan		2022, 2023, 2024, 2025	
Hours Per Training	Number of Sessions	Provider	Audience
3.5	2 per year	District	Paraprofessionals

Description of Training			
Comprehensive Crisis Management Training- CCM De-escalation			
Lead Person/Position			Year of Training
Dr. Maura Paczan- Lead Psychologist, Dr. Taylour Kimmel K-6; Dr. Missy Ramirez- 7-12			2022, 2023, 2024, 2025
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District Other	Paraprofessionals

Transition

Description of Training			
Indicator 13 Refresher			
Lead Person/Position		Year of Training	
AIU		2023	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	Intermediate Unit	Special Education Teachers Other

Description of Training
Parent Training on Transition and Vocational Road Map (Virtual/ Face-to-face)

Lead Person/Position		Year of Training	
Transition School Counselor- Jocelyn Secen		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	6	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Staff Training on Transition and Vocational Supports for Students			
Lead Person/Position		Year of Training	
Transition School Counselor- Jocelyn Secan, PaTTAN, AIU		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District Intermediate Unit PaTTAN	Building Administrators Parents Paraprofessionals Special Education Teachers

Science of Literacy

Description of Training			
Multiple training specific to research based interventions such as Wilson, Sonday, Language!, SpellRead, Fundations, Step Up to Writing, etc...			
Lead Person/Position		Year of Training	
Heather Bianco, Emily Mazzant, and/or representatives from the intervention companies.		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience

1 to 24	1 to 3	District Other	Building Administrators Paraprofessionals Special Education Teachers
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Parent Training

Description of Training			
Disability Awareness Podcast			
Lead Person/Position			Year of Training
Noel Hustwit - Director of Student Services and Special Education, Maura Paczan - Lead Psychologist			2023
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Mental Health Awareness and Navigating Services			
Lead Person/Position			Year of Training
Maura Paczan- Lead psychologist, Taylour Kimmel-school psychologist K-6, Missy Ramirez- school psychologist 7-12			2022, 2023, 2024
Hours Per Training	Number of Sessions	Provider	Audience
1.5	3	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training	
Suicide Prevention and Intervention (Risk Factors/ Warning Signs)	
Lead Person/Position	Year of Training

Maura Paczan- Lead psychologist, Taylour Kimmel-school psychologist K-6, Missy Ramirez- school psychologist 7-12		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	6	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Experience Dyslexia® A Simulation			
Lead Person/Position			Year of Training
International Dyslexia Association Professionals and Noel Hustwit - Director of Student Services and Special Education, Maura Paczan - Lead Psychologist			2022, 2023, 2024
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

IEP Development

Description of Training
Development of Measurable Annual Goals

Lead Person/Position		Year of Training	
Ms. Heather Bianco, Department Head; Ms. Tracy Kuchnicki, Department Head		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Special Education Teachers

Description of Training			
Determination of Appropriate Specially Designed Instruction			
Lead Person/Position		Year of Training	
Ms. Heather Bianco, Department Head; Ms. Tracy Kuchnicki, Department Head		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

