Dear Parent or Guardian,

Enclosed is a draft copy of the Trinity Area School District's Special Education Plan for the 2023-2026 School Years, as required by the Pennsylvania Department of Education – Bureau of Special Education. The Special Education Plan is part of the district's 6 year Comprehensive Plan that outlines current district supports, programs and recommended services for the next 3 school years. Should there be any questions or suggestions related to this draft special education plan for the required 28 day public review period, please do not hesitate to contact me at any time.

Respectfully,

Ken Cross
Director of Special Education
Trinity Area School District
724-225-5380 x6518
kcross@trinityhillers.net

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 665
School District Total Student Enrollment 3287
Percent of Students Receiving Special Education   20.2

Steering Committee

Name	Position/Role	Building	Email
Mr. Ken Cross	Director of Special Education	Trinity Area SD	kcross@trinityhillers.net
Dr. Michael Lucas	Superintendent	Trinity Area SD	mlucas@trinityhillers.net
Dr. Donald Snoke	Other	Trinity Area SD	dsnoke@trinityhillers.net
Dr. Constance Demore-Savine	Director of Curriculum	Trinity Area SD	cdemoresavine@trinityhillers.net
Mrs. Allie Walker	Special Education Teacher	Trinity West El Sch	awalker@trinityhillers.net
Mr. Pete Keruskin	Building Principal	Trinity South El Sch	pkeruskin@trinityhillers.net
Ms. Becky Siembak	Special Education Teacher	Trinity MS	bsiembak@trinityhillers.net
Mr. Paul Kostelnik	Building Principal	Trinity MS	pkostelnik@trinityhillers.net
Ms. Kelsey Moberg	Special Education Teacher	Trinity SHS	kmoberg@trinityhillers.net
Mrs. Gretchen Mountain	General Education Teacher	Trinity SHS	gmountain@trinityhillers.net
Mrs. Kathy Underwood	Other	Trinity SHS	kunderwood@trinityhillers.net
Mr. Craig Uram	Building Principal	Trinity SHS	curam@trinityhillers.net
Mrs. April Durbin	Parent	Trinity Area SD	

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)

Improvement and Planning Activity
According to the 2019-2020 Special Education Data Report, baseline data had been reset in 2019-20; therefore no target measurements were performed. However, given the previous year's data that is available, the Trinity Area School District had students inside the regular education classroom 80% or more, 70.4% of the time as compared to the state rate of 61.5%. The district had students inside the regular classroom less than 40% of the time, 7.0% of the time as compared to the state rate of 9.6%. However, the district had students in other settings 5.4% of the time as compared to the state rate of 4.8%, which is an area that should be focused on by the district for possible improvement.
The district will continue to develop student programming at all levels (K-12) in the areas of learning support, emotional support, autistic support and life-skills support.
The district will focus on selecting and implementing a SEL universal screener along with offering tiered intervention options.

The district will continue to provide social work and professional counseling as related services for eligible students (determined by IEP teams) along with continuing its partnership with Centerville Clinics.
The district will continue to develop and implement its comprehensive thereputic emotional support (CTES) program at the high school level.
The district will complete its SWPBIS training and implementation at the elementary schools while then moving SWPBIS support into the secondary levels (middle school & high school).
The district will explore district programming options for students who require multi-disability support (MDS).
The district will continue to review the list of students placed outside of the district through the IEP team process, to determine if any students are ready to transition back to their home school, based on the re-evaluation process.
The district will continue its tier III Check 'N Connect program at the middle school while exploring options of providing similar support at the high school level.
The district will consider applying for training related to the tier III - RENEW (Rehabilitation, Empowerment, Natural Supports, Education & Work) program at the secondary level.

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

Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities
The 2018-2020 available data was not flagged in the following areas: Inside Regular Class less than 40% of the Day & Separate School	

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
The 2018-2020 available data was not flagged for Student Discipline in the following areas: Outside of School Suspension/Expulsion less than or equal to 10 days & Total removals. The other noted areas of discipline were not measured due to small sample sizes.	

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
The available 2018-2020 data did not flag student identification for any of the noted disabilities (autism, emotional disturbance, intellectual disability, other health impairments, specific learning disability and speech and language impairment).	

Non-Resident Students Oversight

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

   No

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

   The Trinity Area School District (TASD) provides services to non-resident students per section 1306 of the Public School Code and in accordance with the Basic Educational Circular, Non - Resident Students in Institutions - 24 P.S. Section 13-1306. If a 1306 student is attending one of the Trinity Schools, the student would first need to be registered by a parent/guardian (may require assistance from agency support) into the school district. The current student enrollment process can either be completed in-person (High School) or online through the district's website, by following step by step enrollment procedures that is overseen by district's enrollment secretary. Upon the successful enrollment of a student and if the student had previously attended school, a request of school records is faxed to the sending school district, so permanent school records (including special education records) can be received/reviewed. Once a student's educational records has been received, the incoming special education documentation (i.e. evaluations, IEPs, NOREPs) is reviewed by the Director of Special Education. At that time, a special education case manager is assigned along with related service providers, as outlined within a student's incoming IEP. The IEP is then adopted by the district so the student is able to receive comparable services during the time that a new district IEP can be developed and put into place (30 calendar days). If any IEP revisions are needed during this 30 calendar day timeframe, then they are completed by the special education case manager while obtaining parent/guardian written consent. Lastly, once a new district IEP has been developed and implemented, a Notice of Recommendation Educational Placement (NOREP) is developed and reviewed with the parent/guardian, to ensure there is parent/guardian consent with the type and level of support that is being proposed by the district for the student.

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

   The Director of Special Education for the Trinity Area School District is the point of contact regarding 1306 facilities. If Trinity is a host school to a 1306 student, the Director of Special Education would act as the LEA for special education meetings while being responsible for inviting members of a student's residential program (i.e. residential treatment facilities, licensed shelters, group homes, drug and alcohol treatment centers, and detention homes) to these meetings. If the Trinity Area School District has one of their own students attending a host district due to being placed into a 1306 facility, then the Trinity Director of Special Education would request to participate in any scheduled special education IEP team meetings, to help ensure appropriate educational programming based on student need. When it is getting close to transition a student back to their home district from a 1306 facility, an IEP meeting will be scheduled for the student with all involved parties. The student's current programming, including related services, will be reviewed along with the support needed to help the student transition back successfully. When there is agreement to do so, student school work will be shared from the "district of residence" school to the "host" school before the transition back, to slowly help prepare the student academically for their return home.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?
   No

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

Least Restrictive Environment

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

   According to the 2019-2020 Special Education Data Report, baseline data was reset in 2019-2020; therefore no target measurements were performed. However, with the data that was available the following was noted: With time spent inside the regular education classroom for 80% or more the the school day, the district was found to be at 70.4% in comparison to the State rate of 61.5%. When looking at time spent in the regular class less than 40% of the school day, the district was found to be at 7.0% in comparison to the State rate of 9.6%. However, when looking at special education services being provided in other settings (outside of the district), the district was found to be at 5.4% in comparison to the State rate of 4.8%. As the district moves forward, it will continue to evaluate student need and program availability, to ensure that the home school district is always considered first by IEP teams when determining a free and appropriate public education (FAPE) and least restrictive environment (LRE) for all students.

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?

   Upon the conclusion of the 2022-2023 school year, the Trinity Area School District will be implementing School Wide - Positive Behavior Interventions & Support programs at all four elementary buildings (TN,TS,TE,TW) in conjunction with a character education program named Teamology. Each district building has full time or part - time school counselors, full time or part-time social workers and access to professional licensed counselors when these services are written into a student's IEP, based on individualized student need. Additionally, building level Student Assistance Program (SAP) teams are in place along with an ongoing partnership through Centerville Clinics to provide outpatient counseling services to students within the district. In-terms of academic programs and support, the district provides learning support, emotional support, autistic support and life-skills support at all levels (elementary, middle and high school). Co-teaching between a general education and special education teacher is a common practice at all levels, as well as the availability for students to receive instruction in a pull out special education classroom, if an IEP team determines that is the least restrictive environment for a student. In-school jobs, a secondary Practical Assessment Exploration System (PAES) Lab and community based instruction (CBI) opportunities also give our students real life application to skills they are learning within the classroom setting.

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

   Throughout the 2021-2022 school year, Trinity conducted a district-wide curriculum audit to identify gaps in teaching and learning. Based upon the results of the curriculum audit, as well as learning loss due to the pandemic, TASD took steps to ensure that all students are equipped with the knowledge and skills necessary for academic growth in the 21st Century. For consistency in teaching and learning, a comprehensive core curriculum has been implemented in the 4 elementary schools. TASD officially adopted SAVVAS's enVision math program at the beginning of the 21-22 school year; after all K-5 ELA teachers piloted the program throughout 21-22, SAVVAS's myView ELA program was adopted for the 22-23 school year. Across the district, teachers utilize enVision and myView as their primary resource, and supplement with other resources and materials as needed per their students' individual learning needs. Since the beginning of the 21-22 school year, teachers have routinely engaged in large group, small group, and individualized professional development sessions to learn how to use the programs with fidelity. To invite data driven decision making and student self-assessment, all K-5 teachers have been trained on the use of another SAVVAS program: Successmaker. Successmaker is a diagnostic tool that identifies each student's level of readiness for learning specific content and skills, and then differentiates instruction to grow each as much as possible by the end of a given school year. Teachers use the data reports embedded in the program to group students flexibly and alter their instruction accordingly. Students use the data reports to learn how close they are to reaching and even exceeding grade level goals. Since January, 2022, teachers have routinely engaged in large group and individualized professional

development sessions to learn how to use Successmaker with intention. As students continue to struggle when asked to think critically and solve problems, teachers need to learn how to make the thinking process transparent so they can teach their students how to think. Whereas teachers often create opportunities for students to exercise critical thinking skills, they rarely teach the thinking process by making metacognition visible. So that teachers can learn to teach metacognition, TASD has partnered with the International Society for Technology in Education (ISTE). Currently, all teachers, K-12, are engaging in a 15-hour graduate level course taught by ISTE University instructors: An Introduction to Computational Thinking for Every Educator. On in-service days throughout the 22-23 school year, teachers will work through the course at their own pace to learn the metacognitive process that occurs in the brain when thinking critically, and how they think critically as individuals. In addition to working through learning modules, engaging in online discussions, and submitting assignments, teachers are expected to reflect actively about their respective professional practice. Once all teachers finish the course, they will engage in professional development opportunities designed specifically to teach them how to instruct their students to engage the critical thinking process in full. Additionally, the district practices co-teaching at all levels within the district. Training has been conducted between special education and general education staff regarding the various models of co-teaching to consider when planning and implementing lessons for students. These models include the following: One Teach, One Assist; One Teach, One Observe; Station Teaching; Parallel Teaching; Alternative (Differentiated) Teaching and Team Teaching.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. Students with disabilities are encouraged to participate in district extracurricular activities, based on their individualized strengths, interests and preferences. In doing so, if supplementary aids and services are needed to ensure meaningful participation, student IEP teams work together to identify the area(s) of need while documenting the necessary support through the present education levels, specially designed instruction, related services and/or other applicable sections of an IEP. Some examples of supplementary aids and service considerations include the following: special transportation, paraprofessional support, reviewing student needs & support with relevant personnel (i.e. specially designed instruction, positive behavior support plans), providing additional student/parent information including pre-planning meetings and setting modified student participation expectations.

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? Students who are placed in private institutions by IEP teams have been determined to require a higher level of support than their home school can provide in order to receive a free and appropriate public education (FAPE) in their least restrictive environment (LRE). In these cases, IEP teams will specifically look at student transition services related to post secondary education/training, employment and independent living with assistance through the Office of Vocational Rehabilitation when parent consent is granted. Through well developed post secondary goals and relevant/high interest services and activities within a transition grid, community based instruction, job shadowing and career opportunities may be explored for a student based on individualized student strengths, needs, interests and preferences.   In addition, when IEP teams are considering to transition a student back to their home school from a private academic or APS school placement, it is common for a Trinity student to participate in their home school for partial days. This slow student transition helps a student feel comfortable in their new setting while still having access to a high level of support from their current placement. It also allows a student's school team to make a well informed decision about a student's readiness level to return to a public school setting.   Lastly, all district students have the option to participate in district lead extracurricular activities through careful planning by each student's IEP team, to ensure that appropriate support is in place. This takes ongoing collaboration between the student, parent/guardian and district personnel.

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)

Over the years, the district has significantly expanded its programs related to learning support, emotional support, life-skills support and autistic support services. Programming in those areas is available for a variety of student needs, spanning K to 12th grade and beyond for students who attend school age programs until the age of 21. However, based on current student data, the district has a number of students who are placed outside of the district to receive FAPE because they require multiple disability support (MDS). In those cases, IEP teams have determined that certain students requires a higher level of support than their home school can provide, largely due to physical and/or medically fragile needs. As the district moves forward with providing a continuum of services, looking at how it can provide MDS support for students who require that type and level of support, is an area that will be focused on by the district.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Hope Learning Center	Licensed Private Academic		Hope Learning Center	Autistic Support	1
The Pathfinder School	Other	Other Public Facility (Non Residential)	AIU3	Autistic Support	1
Pioneer Education Center	Other	Other Public Facility (Non Residential)	Pittsburgh Public Schools	Multiple Disabilities Support	1
Transformation Learning	Licensed Private Academic		Transformation Learning	Emotional Support	2
Washington Park Elementary	Other	Other Public Facility (Non Residential)	IU1	Autistic Support	1
WISCA	Licensed Private Academic		Watson Institute	Autistic Support	2
Watson Institute	Licensed Private Academic		Watson Institute	Autistic Support	5
Wesley Spectrum K-8	Approved Private School (APS)		Wesley Spectrum	Emotional Support	1
Wesley Bridge Program	Approved Private School (APS)		Wesley Spectrum	Emotional Support	1

Wesley Pa School for Blind Children	Approved Private School (APS)		Wesley School for Blind Children	Blind and Visually Impaired Support	1
Western Pa School for the Deaf	Approved Private School (APS)		Western Pa School for the Deaf	Deaf and Hard of Hearing Support	1
IU1 @ McMurray Campus	Licensed Private Academic		IU1	Multiple Disabilities Support	5
Longmore Academy	Licensed Private Academic		Mars Home For Youth	Life Skills Support	1
IU1 @ McMurray	Licensed Private Academic		IU1	Emotional Support	6

Positive Behavior Support

Date of Approval
2014-12-04

Uploaded Files
Behavior Support Policy_113.2.pdf

1. How does the district support the emotional, social needs of students with disabilities?
   Throughout the 2022-2023 school year, the Trinity Area School District has been researching social & emotional learning (SEL) universal screeners and tiered curriculum to be implemented with district students. The district's goal is to take a proactive approach in identify student SEL needs while intervening with Tier I, II and III interventions as the data supports it. In other district initiatives, the four elementary schools are either being trained or are currently implementing SWPBIS programs with a goal of SWPBIS programs being implemented in the secondary schools within the 2023-2024 school year. The middle school is in year two of the Pathways to Graduation - Check 'N Connect program, which is a tier III intervention that focuses on the middle school emotional support population for students who are at risk with habitual truancy, failing grades and/or potentially dropping out of school. At the high school level, the district continues with its commitment to show random acts of kindness through the Rachel's Challenge program while also continuing to implement its comprehensive thereputic emotional support program for identified students.   At all levels, there are building based student assistance team programs in place, school counselors, social workers and access to professional licensed counselors through the Associates in Counseling and Wellness Group. In addition, the district continues its partnership with Centerville Clinics, where 2 counselors are assigned to students, K-12. Student IEP teams also develop individualized positive behavior support plans and crisis plans for staff to follow when there are identified student needs.

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
   The Trinity Area School District Board of Directors has a Behavior Support Policy in place (Section 100 - programs; Code 113.2), which is followed by the school district. As stipulated in the behavior policy, "the Board shall be committed to creating learning environments that prepare students to be successful citizens in the 21st century. The educational community shall provide a system that supports students' efforts to manage their own behaviors and assure academic achievement." Additionally, "the Board directs that the District's behavior support program shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques have been implemented."   The District has provided professional development training to staff related to conducting functional behavior assessments along with writing and developing individualized positive behavior support plans (PBIS), when there is an identified need. Special attention has been given to identifying preventative measures to be implemented in PBIS plans to lessen the likelihood that a non preferred behavior will occur, along with teaching appropriate replacement behaviors paired with positive rewards.   The district currently has 2 trained CPI instructors who provide annual CPI trainings (initial or recertification) for selected district staff (special education/regular education teachers, paraprofessionals & administrators). The focus of these trainings cover verbal de-escalation techniques along with team restraints that are to be used only as a last resort. District staff have also been trained on

how to document restraints in student IEPs and the process to follow in notifying parents/guardians about a student restraint, offering an IEP team meeting & providing information to district administration so the restraint data be entered into the online PDE - RISC reporting site.

3. Describe the district positive school wide support programs.

Upon the conclusion of the 2022-2023 school year, the Trinity Area School District will have School Wide - PBIS programs in all 4 elementary buildings. Each of these programs consist of CORE SWPBIS teams that have been trained to develop and implement the school wide programs while using student behavioral data to guide its way. The school acronym that is used at the elementary level is 'PRIDE", which stands for Practice Safety, Respect Self and Others, Independent Minds, Dependable Student, Excellence in Everything. Once students are taught & modeled expected student behaviors that are aligned with the acronym PRIDE and within in a variety of school environments (i.e. hallway, restroom, classroom, cafeteria), they are positively reinforced for when they are observed by staff displaying those behaviors (i.e. teachers, administrators, building secretaries, cafeteria workers, etc.) by earning PRIDE tickets. If a student gets a PRIDE ticket then they have a chance of getting into the Principals' 200 club where they can earn rewards such as school store money, open gym time and other high interest items/activities. Teachers are also able to earn rewards for participating in the SWPBIS program, which helps to encourage active staff participation.   CORE SWPBIS teams meet monthly to review student data related to school disciplinary infractions, related to minor and major offences. In doing so, each building uses a program called School Wide Information System (SWIS), which helps to run behavioral reports related to building, class and individual student data. The SWIS data is then used to determine the effectiveness of the SWPBIS program and whether adjustments need to be made to student programming by the CORE team.   In addition, the district implements a second school wide program at the elementary level, which works in conjunction with the existing SWPBIS programs. The program is called TEAMology and its mission is to understand and improve emotional health to enhance every child's ability to succeed in school, career, and life. TEAMology characters represent student behaviors that are expected, in a fun, interactive way. Lessons are taught according to the behaviors and expectations set by the school while incorporating the TEAMology characters throughout a school year. Just the the SWPBIS program, students are rewarded throughout the year for reaching goals based on the outlined expectations.

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

All district buildings have a student assistance program (SAP) referral process, to help support a student's social/emotional & mental health needs, as an option to parents/guardians. In addition, Trinity has 1 district and 2 contracted (IU1) school psychologists, to complete student evaluations to determine program eligibility and to make educational (i.e. academic, social/emotional/behavioral) recommendations for student teams to consider.   Depending on the type and level of support a student requires, the district contracts 5 full time IU1 school social workers to provide group and/or 1:1 social work services to students across all 6 district buildings. Additionally, Trinity has a partnership with the Associates in Counseling & Wellness Group where professional licensed counselors can provide tier III counseling services to students related to a variety of mental health needs. Centerville Clinics, a Washington County medical facility that can provide direct behavioral health care and referrals to numerous county and community programs, continues to provide 2 therapists in the district (elementary & secondary) for eligible students.   During the 2022-2023 school year, the district implemented a comprehensive thereputic emotional support (CTES) program at the high school level, to help provide a higher level of support for students who require increased therapy (mental health) services through a district social workers and two professional licensed counselors. Students identified for a CTES cohort are taken through a district referral process, which includes parent/guardian involvement and consent. Once enrolled, students receive their academics in the morning while taking part in the CTES program in the afternoons for approximately 6 to 8 weeks or longer if the team decides. There is also the option for parents/guardians to have their child receive student well checks and medication management (face to face and virtual) appointments through a UPMC board - certified pediatrician. In order for IEP teams to determine the type and level of support a student requires, given all the mental health support in the district, a

district flow chart has been developed to aid in the decision making process. The flow chart helps teams work through a student's strengths & needs while identifying the appropriate type of support along with the format of how it can best be delivered (i.e. 1:1, small group, push-in, consultation).

5. Describe the district restraint procedure.

The district has 2 trained CPI instructors who provide annual CPI trainings (initial or recertification) for selected district staff (special education/regular education teachers, paraprofessionals and/or administrators) The focus of these trainings deal with verbal de-escalation techniques along with permissible team restraints that are to be used with students only as a measure of last resort and only after less restrictive measures, including de-escalation techniques have been used by personnel.   Additionally, the district has put into place Physical Restraint Staff Guidelines. These guidelines reinforce the allowable team restraints that may be used in a crisis situation, where a student must be restrained because they are at risk of harming themselves and/or that of others. Once a restraint has taken place, the student is immediately checked by the school nurse to identify whether or not he/she was injured during the incident. Staff is then to notify the Building Principal and Director of Special Education while disclosing whether or not there were any injuries to the student and/or staff. The special education case manager will then notify the parent/guardian on the same day that the restraint occurred to share details about what led up to the restraint along with the restraint itself. An IEP meeting will then be scheduled within 10 school days of the restraint, which includes issuing an IEP Team Invitation Letter. At the IEP meeting, the team will review a student's current support (i.e. SDIs, PBSP, Related Services) and whether or not a further re-evaluation is necessary (i.e. functional behavior assessment, updated behavior rating scales, etc.).   Once the IEP meeting has been held, the special education case manager in collaboration with the building principal, will complete the RISC-TASD Restraint Entry Form while submitting it to the Director of Special Education. Once received, the form is reviewed and then submitted electronically into the online RISC data management system as mandated by PDE.

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.

As of the current school year (2022-2023), the Trinity Area School District has reported one student who was placed in "Instruction Conducted in the Home" or who is "at Substantial Risk for waiting more than 30 days for an appropriate educational placement." In order to address the concern, the intensive interagency process was initiated by the district LEA through the SES@HOME site and in consultation with the IU1 - local interagency coordinator. Additionally, a CASSP referral was made to the Washington County Behavioral Health & Developmental Services.   In following this process, a combined Intensive Interagency & CASSP meeting was held with selected team members, including the parent(s), to review the student's strengths, needs and reasons for the referral. At the conclusion of the meeting, the IU1 Interagency Coordinator disseminated an Interagency Action Item document that outlined the meeting outcomes (actions steps), along with the person or agency that was responsible. A follow up meeting was then scheduled for the team to review each action step along with a status update.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DISTSLP01CR	Multiple	Full-time (1.0)	11/22/2022 07:26 AM

Building Name		
Trinity West El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 10
Age Range Justification		**FTE %**
Student groups are developed with no more than a year 3 age span difference.		0.29

Building Name		
Trinity North El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 10
Age Range Justification		**FTE %**
Student groups are developed with no more than a year 3 age span difference.		0.25

Building Name
Trinity MS

Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 13
Age Range Justification		**FTE %**
N/A		0.31

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DISTHI03JW	Secondary	Part-time (0.5)	02/03/2023 10:55 AM

Building Name		
Trinity SHS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Secondary	14 to 18
Age Range Justification		**FTE %**
Students are grouped so there is not any more than a 4 year age span between students.		0.1

Building Name		
Trinity West 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)		1
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Secondary	8 to 8
Age Range Justification		**FTE %**
N/A		0.02

Building Name		
Trinity South 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)		1
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Secondary	7 to 7
Age Range Justification		**FTE %**
N/A		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DISTHI02WF	Secondary	Part-time (0.5)	11/21/2022 08:44 AM

Building Name
Trinity 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)		4
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Secondary	11 to 13
Age Range Justification		**FTE %**
N/A		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DISTHI01HB	Elementary	Part-time (0.5)	02/03/2023 10:55 AM

Building Name		
Trinity North 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)		3
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Elementary	7 to 10
Age Range Justification		**FTE %**
Students are grouped so there is not any more than a 3 year age span between students.		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DISTO-M01SC	Multiple	Part-time (0.5)	11/21/2022 07:54 AM

Building Name

Trinity West 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)		2
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Elementary	6 to 7
Age Range Justification		**FTE %**
N/A		0.04

Building Name		
Trinity North 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 6
Age Range Justification		**FTE %**
N/A		0.02

Building Name		
Trinity MS		
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	Secondary	13 to 13

Age Range Justification	FTE %
N/A	0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DISTTVI01LD	Multiple	Part-time (0.5)	11/21/2022 07:46 AM

Building Name		
Trinity North 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)		2
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Elementary	8 to 10
Age Range Justification		**FTE %**
N/A		0.04

Building Name		
Trinity East 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)		2
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Elementary	7 to 8
Age Range Justification		**FTE %**
N/A		0.04

Building Name		
Trinity West 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)		2
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Elementary	7 to 9
Age Range Justification		**FTE %**
N/A		0.04

Building Name		
Trinity MS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Secondary	16 to 16
Age Range Justification		**FTE %**
N/A		0.04

Building Name	
Trinity SHS	
Support Type	
Blind And Visually Impaired Support	
Support Sub-Type	
Blind And Visually Impaired Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	3

Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	16 to 18
Age Range Justification		**FTE %**
N/A		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TELS06MC	Elementary	Full-time (1.0)	11/18/2022 12:51 PM

Building Name		
Trinity East 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	8 to 8
Age Range Justification		**FTE %**
N/A		0.12

Building Name		
Trinity East 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	8 to 9

Age Range Justification	FTE %
N/A	0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TWLS07AG	Elementary	Full-time (1.0)	11/18/2022 12:46 PM

Building Name		
Trinity West 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	8 to 9
Age Range Justification		**FTE %**
N/A		0.12

Building Name		
Trinity West 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	8 to 9
Age Range Justification		**FTE %**
N/A		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TNES07RC	Elementary	Full-time (1.0)	11/18/2022 12:41 PM

Building Name		
Trinity North El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
N/A		0.06

Building Name		
Trinity North El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**

Students are typically scheduled within the allowable age span. However, if there is more than a 4 year age span difference between a student group, then the parent is notified and it is documented in the student IEP to obtain parent consent.			0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TNLSS06KP	Elementary	Full-time (1.0)	11/18/2022 12:34 PM

Building Name			
Trinity North El Sch			

Support Type			
Life Skills Support			

Support Sub-Type			
Life Skills Support (Grades K-6)			

Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			9

Identify Classroom	Classroom Location		Age Range
School District	Elementary		7 to 11

Age Range Justification			FTE %
Students are grouped based on instructional need. If there is more than a 3 year age span between students, parents are contacted and it is documented in the IEP to demonstrate parent consent.			0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TNES05BC	Elementary	Full-time (1.0)	11/18/2022 12:30 PM

Building Name
Trinity North 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	7 to 7
Age Range Justification		**FTE %**
N/A		0.02

Building Name		
Trinity North El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 8
Age Range Justification		**FTE %**
N/A		0.2

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
THSES13KW	Secondary	Full-time (1.0)	11/18/2022 12:26 PM

Building Name
Trinity SHS
Support Type
Emotional Support

Support Sub-Type	
Emotional Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 19
Age Range Justification	**FTE %**
Students are typically scheduled within the allowable age span. However, if there is more than a 4 year age span difference between a student group, then the parent is notified and it is documented in the student IEP to obtain parent consent.	0.32

Building Name		
Trinity SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 16
Age Range Justification		**FTE %**
N/A		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
THSES12KM	Secondary	Full-time (1.0)	11/18/2022 09:26 AM

Building Name
Trinity SHS
Support Type

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
N/A		0.28

Building Name		
Trinity SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 15
Age Range Justification		**FTE %**
N/A		0.15

Building Name		
Trinity SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Full-Time (80% or More)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19

Age Range Justification	FTE %
Students are typically scheduled so they are within age span requirements. If there is more than a 4 year age span, then it reviewed with the parent while being documented in the IEP to indicate parent consent.	0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
THSLS11JR	Secondary	Full-time (1.0)	11/18/2022 09:20 AM

Building Name		
Trinity SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	**Classroom Location**	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Students are typically scheduled so they are within age span requirements. If there is more than a 4 year age span, then it reviewed with the parent while being documented in the IEP to indicate parent consent.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
THSLS10CB	Secondary	Full-time (1.0)	12/20/2022 10:02 AM

Building Name

Trinity SHS		
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 17
Age Range Justification		**FTE %**
N/A		0.32

Building Name		
Trinity SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 17
Age Range Justification		**FTE %**
N/A		0.25

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
THSLS09TT	Secondary	Full-time (1.0)	11/21/2022 10:31 AM

Building Name
Trinity SHS
Support Type

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	**Classroom Location**	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Students are typically scheduled so they are within age span requirements. If there is more than a 4 year age span, then it reviewed with the parent while being documented in the IEP to indicate parent consent.		0.4

Building Name		
Trinity SHS		
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	16 to 16
Age Range Justification		**FTE %**
N/A		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
THSLS08AS	Secondary	Full-time (1.0)	02/03/2023 10:55 AM

Building Name
Trinity SHS

Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	18
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification	**FTE %**
Students are grouped so there is not any more than a 4 year age span between students. If there would be a lager age span than 4 years, parents would be notified and the support would be outlined in the IEP to demonstrate parent consent.	0.36

Building Name		
Trinity SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 17
Age Range Justification		**FTE %**
N/A		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
THSLS07DS	Secondary	Full-time (1.0)	02/03/2023 10:55 AM

Building Name

Trinity SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
Students are grouped so there is not any more than a 4 year age span between students. If there would be a lager age span than 4 years, parents would be notified and the support would be outlined in the IEP to demonstrate parent consent.		0.38

Building Name		
Trinity SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 15
Age Range Justification		**FTE %**
N/A		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
THSAS06KU	Secondary	Part-time (0.5)	11/22/2022 07:39 AM

Building Name		
Trinity SHS		
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	16 to 17
Age Range Justification		**FTE %**
N/A		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
THSAS05JG	Secondary	Full-time (1.0)	11/21/2022 09:18 AM

Building Name		
Trinity SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
Students are grouped based on instructional need. If there is more than a 4 year age span between students then parents are contacted and the support is outlined in the student IEP to demonstrate parent consent.		0.5

Building Name	
Trinity SHS	
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 15

Age Range Justification	FTE %
N/A	0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
THSES04RW	Secondary	Full-time (1.0)	02/03/2023 10:55 AM

Building Name		
Trinity SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support	Case Load
Itinerant (20% or Less)	12

Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18

Age Range Justification	FTE %
Students are grouped so there is not any more than a 4 year age span between students. If there would be a lager age span than 4 years, parents would be notified and the support would be outlined in the IEP to demonstrate parent consent.	0.24

Building Name		
Trinity SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Full-Time (80% or More)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
Students are grouped so there is not any more than a 4 year age span between students. If there would be a lager age span than 4 years, parents would be notified and the support would be outlined in the IEP to demonstrate parent consent.		0.67

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
THSLS03BE	Secondary	Full-time (1.0)	02/03/2023 10:55 AM

Building Name		
Trinity SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 18
Age Range Justification		**FTE %**

Students are grouped so there is not any more than a 4 year age span between students. If there would be a lager age span than 4 years, parents would be notified and the support would be outlined in the IEP to demonstrate parent consent.	0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
THSLS02BD	Secondary	Full-time (1.0)	02/03/2023 10:55 AM

Building Name		
Trinity SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
Students are grouped so there is not any more than a 4 year age span between students. If there would be a lager age span than 4 years, parents would be notified and the support would be outlined in the IEP to demonstrate parent consent.		0.38

Building Name		
Trinity SHS		
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 14
Age Range Justification		**FTE %**
N/A		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
THSLSS01BB	Secondary	Full-time (1.0)	11/21/2022 09:01 AM

Building Name		
Trinity SHS		
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%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 21
Age Range Justification		**FTE %**
Students are grouped based on instructional need. If there is more than a 4 year age span between students, then parents are notified and the support is documented in student IEPs to allow for parental consent.		0.5

Building Name	
Trinity SHS	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades 7-12)	
Level of Support	**Case Load**

Full-Time (80% or More)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 15
Age Range Justification		**FTE %**
Students are grouped based on instructional need. If there is more than a 4 year age span between students, then parents are notified and the support is documented in student IEPs to allow for parental consent.		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TMSES12RC	Secondary	Full-time (1.0)	11/21/2022 10:21 AM

Building Name		
Trinity MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
N/A		0.3

Building Name	
Trinity 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	14 to 14
Age Range Justification		**FTE %**
N/A		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TMSTHSSLP11JM	Multiple	Full-time (1.0)	11/22/2022 07:46 AM

Building Name		
Trinity MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		32
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 13
Age Range Justification		**FTE %**
Student groups are developed with no more than a year 3 age span difference.		0.49

Building Name		
Trinity SHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		28
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	15 to 21
Age Range Justification		**FTE %**
Student groups are developed with no more than a year 4 age span difference.		0.43

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TMSLSS10EF	Secondary	Full-time (1.0)	11/21/2022 10:04 AM

Building Name		
Trinity MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
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 %**
N/A		0.1

Building Name		
Trinity 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%)		9
Identify Classroom	**Classroom Location**	**Age Range**

School District		Secondary	11 to 14
Age Range Justification			**FTE %**
Students are scheduled based on instructional need. If there is more than a 4 year age span between students, then parents are notified and the support is outlined in the IEP to document consent.			0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TMSLS09BS	Secondary	Full-time (1.0)	11/21/2022 10:27 AM

Building Name		
Trinity MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12
Age Range Justification		**FTE %**
N/A		0.24

Building Name		
Trinity MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12

Age Range Justification	FTE %
N/A	0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TMSLS08MP	Secondary	Full-time (1.0)	11/21/2022 09:57 AM

Building Name		
Trinity MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
N/A		0.3

Building Name		
Trinity 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 13
Age Range Justification		**FTE %**
N/A		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TMSLS07DE	Secondary	Full-time (1.0)	11/21/2022 10:16 AM

Building Name		
Trinity MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		18
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
N/A		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TMSES06AS	Secondary	Full-time (1.0)	11/18/2022 09:02 AM

Building Name	
Trinity MS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	**Case Load**

52

Itinerant (20% or Less)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 13
Age Range Justification		**FTE %**
N/A		0.28

Building Name		
Trinity MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
N/A		0.15

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
TMSLS05MW	Secondary	Full-time (1.0)	11/18/2022 08:56 AM

Building Name		
Trinity MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		15
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	13 to 14
Age Range Justification		**FTE %**
N/A		0.3

Building Name		
Trinity MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
N/A		0.25

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
TMSLS04MB	Secondary	Full-time (1.0)	11/18/2022 08:48 AM

Building Name		
Trinity MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 13
Age Range Justification		**FTE %**

N/A	0.2

Building Name		
Trinity MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12
Age Range Justification		**FTE %**
N/A		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TMSLS03JW	Secondary	Part-time (0.5)	11/15/2022 02:31 PM

Building Name		
Trinity MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
N/A		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TMSLS02SN	Secondary	Full-time (1.0)	11/15/2022 02:27 PM

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

Building Name		
Trinity 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 %**
N/A		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TMSAS01AB	Secondary	Full-time (1.0)	11/15/2022 02:06 PM

Building Name		
Trinity MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 13
Age Range Justification		**FTE %**
N/A		0.08

Building Name		
Trinity 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	11 to 15
Age Range Justification		**FTE %**
Students are grouped according to their instructional levels. If a group is outside the allowable age span, it documented within a student's IEP for parental consent.		0.38

Building Name

Trinity MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 15
Age Range Justification		**FTE %**
Students are grouped according to their instructional levels. If a group is outside the allowable age span, it documented within a student's IEP for parental consent.		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TWAS06KL	Elementary	Full-time (1.0)	11/21/2022 10:32 AM

Building Name		
Trinity West 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	5 to 11
Age Range Justification		**FTE %**
Students are grouped based on their instructional levels. If a student grouping is more than a 3 years age difference, then this is reviewed with a parent/guardian and documented within an IEP to provide consent.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TWSLP05MP	Elementary	Full-time (1.0)	11/21/2022 10:33 AM

Building Name		
Trinity West El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		65
Identify Classroom	**Classroom Location**	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Students are grouped based on their instructional levels. If a student group is more than a 3 years age difference, then this is reviewed with a parent/guardian and documented within an IEP to provide consent.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TWAS04CH	Elementary	Full-time (1.0)	11/21/2022 10:36 AM

Building Name
Trinity West 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	5 to 5
Age Range Justification		**FTE %**
N/A		0.08

Building Name		
Trinity West 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	5 to 6
Age Range Justification		**FTE %**
N/A		0.38

Building Name		
Trinity West 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 6
Age Range Justification		**FTE %**
N/A		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TWLS03AW	Elementary	Full-time (1.0)	11/21/2022 10:42 AM

Building Name		
Trinity West El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
N/A		0.22

Building Name		
Trinity West 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	9 to 10
Age Range Justification		**FTE %**
N/A		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TWLS02LG	Elementary	Full-time (1.0)	11/21/2022 10:42 AM

Building Name		
Trinity West 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	6 to 8
Age Range Justification		**FTE %**
N/A		0.18

Building Name		
Trinity West 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	7 to 8
Age Range Justification		**FTE %**
N/A		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TWAS01KK	Elementary	Full-time (1.0)	11/21/2022 10:41 AM

Building Name		
Trinity West El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 7
Age Range Justification		**FTE %**
N/A		0.08

Building Name		
Trinity West El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 9
Age Range Justification		**FTE %**
N/A		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TELS04ES	Elementary	Full-time (1.0)	11/21/2022 10:44 AM

Building Name		
Trinity East El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
N/A		0.16

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TESLP03MS	Elementary	Full-time (1.0)	11/21/2022 10:44 AM

Building Name		
Trinity East El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		65
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 10
Age Range Justification		**FTE %**
Students are grouped with no more than a 3 year age difference.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TELSS02BG	Elementary	Full-time (1.0)	11/21/2022 10:44 AM

Building Name		
Trinity East El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	**Classroom Location**	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Students are grouped based on their instructional needs. If a student grouping is more than a 3 years age difference, then this is reviewed with a parent/guardian and documented within an IEP to provide consent.		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TELS01CM	Elementary	Full-time (1.0)	11/21/2022 10:44 AM

Building Name		
Trinity East 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 7
Age Range Justification		**FTE %**
N/A		0.06

Building Name		
Trinity East 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	6 to 7
Age Range Justification		**FTE %**
N/A		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TSSLP05JS	Elementary	Full-time (1.0)	11/21/2022 10:49 AM

Building Name		
Trinity South El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		53
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 10
Age Range Justification		**FTE %**
Student groups are developed so there is not a 3 year age span between students.		0.82

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TSLS04CW	Elementary	Full-time (1.0)	11/21/2022 10:49 AM

Building Name		
Trinity South 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	8 to 10
Age Range Justification		**FTE %**
N/A		0.14

Building Name		
Trinity South 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	9 to 10
Age Range Justification		**FTE %**
N/A		0.4

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
TSES03BK	Elementary	Full-time (1.0)	11/21/2022 10:49 AM

Building Name		
Trinity South El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**

N/A	0.12

Building Name		
Trinity South El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
N/A		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TSLS02CP	Elementary	Full-time (1.0)	11/21/2022 10:51 AM

Building Name		
Trinity South El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 9
Age Range Justification		**FTE %**
N/A		0.08

Building Name		
Trinity South El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 9
Age Range Justification		**FTE %**
N/A		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TSES01MR	Elementary	Full-time (1.0)	11/21/2022 10:51 AM

Building Name		
Trinity South El Sch		
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	Elementary	6 to 7
Age Range Justification		**FTE %**
N/A		0.06

Building Name
Trinity South El Sch

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	Elementary	7 to 8
Age Range Justification		**FTE %**
N/A		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TNLS04KW	Elementary	Full-time (1.0)	11/21/2022 10:51 AM

Building Name		
Trinity North 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 8
Age Range Justification		**FTE %**
N/A		0.14

Building Name	
Trinity North 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	5 to 8
Age Range Justification		**FTE %**
Students are grouped based on their instructional levels. If a student group is more than a 3 years age difference, then this is reviewed with a parent/guardian and documented within an IEP to provide consent.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TNLS03SG	Elementary	Full-time (1.0)	11/15/2022 11:05 AM

Building Name		
Trinity North El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 11
Age Range Justification		**FTE %**
N/A		0.26

Building Name	
Trinity North 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	10 to 12
Age Range Justification		**FTE %**
N/A		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TNSLP02KG	Elementary	Full-time (1.0)	11/15/2022 10:47 AM

Building Name		
Trinity North El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		65
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 10
Age Range Justification		**FTE %**
Student groups are scheduled so there is not more than a 3 year age span between students.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TNLS01MH	Elementary	Full-time (1.0)	11/15/2022 11:00 AM

Building Name		
Trinity North 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	8 to 10
Age Range Justification		**FTE %**
N/A		0.04

Building Name		
Trinity North El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 9
Age Range Justification		**FTE %**
N/A		0.8

Special Education Facilities

Building Name		Room #
Trinity North El Sch		115
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 0 inches x 29 feet, 0 inches	725sqft	25
Implementation Date		
2023-07-01		
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 #
Trinity North El Sch		122
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 0 inches x 29 feet, 0 inches	725sqft	25
Implementation Date		
2023-07-01		
Uploaded Files		

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 #	
Trinity North El Sch		111	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
25 feet, 0 inches x 29 feet, 0 inches	725sqft	25	
Implementation Date			
2023-07-01			
Uploaded Files			

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 #
Trinity North El Sch		108
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 29 feet, 0 inches	725sqft	25
Implementation Date		
2023-07-01		
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 #
Trinity North El Sch		115A/B
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		
2023-07-01		
Uploaded Files		

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 #	
Trinity North El Sch		116B	
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, 6 inches x 14 feet, 6 inches	181sqft	6	
Implementation Date			
2023-07-01			
Uploaded Files			

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 #	
Trinity North El Sch		134	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
18 feet, 0 inches x 18 feet, 0 inches	324sqft	11	
Implementation Date			
2023-07-01			
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 #	
Trinity South El Sch		101	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
23 feet, 0 inches x 27 feet, 0 inches	621sqft	22	
Implementation Date			
2023-07-01			
Uploaded Files			

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 #	
Trinity South El Sch		118	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
23 feet, 0 inches x 27 feet, 0 inches	621sqft	22	
Implementation Date			
2023-07-01			
Uploaded Files			

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 #
Trinity South El Sch		115
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
23 feet, 0 inches x 27 feet, 0 inches	621sqft	22
Implementation Date		
2023-07-01		
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 #
Trinity South El Sch		109
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
23 feet, 0 inches x 27 feet, 0 inches	621sqft	22
Implementation Date		
2023-07-01		
Uploaded Files		

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 #	
Trinity South El Sch		114B	
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, 6 inches x 13 feet, 6 inches	168sqft	6	
Implementation Date			
2023-07-01			
Uploaded Files			

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 #	
Trinity East 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**	
32 feet, 0 inches x 28 feet, 0 inches	896sqft	32	
Implementation Date			
2023-07-01			
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		No
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #	
Trinity East El Sch		109	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
32 feet, 0 inches x 28 feet, 0 inches	896sqft	32	
Implementation Date			
2023-07-01			
Uploaded Files			

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 #	
Trinity East 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	
16 feet, 0 inches x 14 feet, 0 inches	224sqft	8	
Implementation Date			
2023-07-01			
Uploaded Files			

15Assurance Check

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

Building Name		Room #
Trinity East El Sch		118
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
32 feet, 0 inches x 28 feet, 0 inches	896sqft	32
Implementation Date		
2023-07-01		
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 #
Trinity East El Sch		115B
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
22 feet, 0 inches x 18 feet, 0 inches	396sqft	14
Implementation Date		
2023-07-01		
Uploaded Files		

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 #	
Trinity West El Sch		139	
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, 10 inches x 14 feet, 7 inches	362sqft	12	
Implementation Date			
2023-07-01			
Uploaded Files			

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 #	
Trinity West El Sch		127	
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 20 feet, 0 inches	480sqft	17	
Implementation Date			
2023-07-01			
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 #	
Trinity West El Sch		101	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30	
Implementation Date			
2023-07-01			
Uploaded Files			

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 #	
Trinity West El Sch		104	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30	
Implementation Date			
2023-07-01			
Uploaded Files			

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 #
Trinity West El Sch		103
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2023-07-01		
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 #
Trinity West El Sch		126
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 14 feet, 0 inches	224sqft	8
Implementation Date		
2023-07-01		
Uploaded Files		

23Assurance Check

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

Building Name		Room #	
Trinity West El Sch		L1	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
25 feet, 0 inches x 15 feet, 0 inches	375sqft	13	
Implementation Date			
2023-07-01			
Uploaded Files			

24Assurance Check

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

Building Name		Room #	
Trinity MS		EC-2	
School Building		Building Description	
Middle		A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom	
35 feet, 0 inches x 26 feet, 0 inches	910sqft	32	
Implementation Date			
2023-07-01			
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 #	
Trinity MS		141	
School Building		Building Description	
Middle		A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom	
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28	
Implementation Date			
2023-07-01			
Uploaded Files			

26Assurance 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 #	
Trinity MS		G101	
School Building		**Building Description**	
Middle		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28	
Implementation Date			
2023-07-01			
Uploaded Files			

27Assurance 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 #
Trinity MS		G108
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
Implementation Date		
2023-07-01		
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 #
Trinity MS		EC-1
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
34 feet, 6 inches x 26 feet, 0 inches	897sqft	32
Implementation Date		
2023-07-01		
Uploaded Files		

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 #	
Trinity MS		T107	
School Building		Building Description	
Middle		A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom	
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28	
Implementation Date			
2023-07-01			
Uploaded Files			

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 #	
Trinity MS		B113	
School Building		Building Description	
Middle		A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom	
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28	
Implementation Date			
2023-07-01			
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 #	
Trinity MS		T106	
School Building		Building Description	
Middle		A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom	
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28	
Implementation Date			
2023-07-01			
Uploaded Files			

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 #	
Trinity MS		G101	
School Building		Building Description	
Middle		A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom	
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28	
Implementation Date			
2023-07-01			
Uploaded Files			

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 #	
Trinity MS		R108	
School Building		Building Description	
Middle		A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom	
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28	
Implementation Date			
2023-07-01			
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 #	
Trinity MS		B111	
School Building		Building Description	
Middle		A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom	
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28	
Implementation Date			
2023-07-01			
Uploaded Files			

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 #	
Trinity MS		B115	
School Building		Building Description	
Middle		A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom	
23 feet, 6 inches x 30 feet, 0 inches	705sqft	25	
Implementation Date			
2023-07-01			
Uploaded Files			

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 #
Trinity SHS		156
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**
36 feet, 0 inches x 24 feet, 0 inches	864sqft	30
Implementation Date		
2023-07-01		
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 #
Trinity SHS		278
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**
36 feet, 0 inches x 24 feet, 0 inches	864sqft	30
Implementation Date		
2023-07-01		
Uploaded Files		

38Assurance 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 #	
Trinity SHS		274	
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	
36 feet, 0 inches x 24 feet, 0 inches	864sqft	30	
Implementation Date			
2023-07-01			
Uploaded Files			

39Assurance 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 #
Trinity SHS		159
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**
36 feet, 0 inches x 24 feet, 0 inches	864sqft	30
Implementation Date		
2023-07-01		
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 #
Trinity SHS		174
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**
18 feet, 0 inches x 12 feet, 0 inches	216sqft	7
Implementation Date		
2023-07-01		
Uploaded Files		

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	

Building Name		Room #	
Trinity SHS		158	
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**	
36 feet, 0 inches x 24 feet, 0 inches	864sqft	30	
Implementation Date			
2023-07-01			
Uploaded Files			

42Assurance 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 #	
Trinity SHS		268	
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	
36 feet, 0 inches x 24 feet, 0 inches	864sqft	30	
Implementation Date			
2023-07-01			
Uploaded Files			

43Assurance 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 #	
Trinity SHS		274	
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	
36 feet, 0 inches x 24 feet, 0 inches	864sqft	30	
Implementation Date			
2023-07-01			
Uploaded Files			

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 #	
Trinity SHS		278	
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	
36 feet, 0 inches x 24 feet, 0 inches	864sqft	30	
Implementation Date			
2023-07-01			
Uploaded Files			

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 #
Trinity SHS		188
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**
40 feet, 0 inches x 24 feet, 6 inches	980sqft	35
Implementation Date		
2023-07-01		
Uploaded Files		

46Assurance 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 #
Trinity SHS		280
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**
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
Implementation Date		
2023-07-01		
Uploaded Files		

106

47Assurance 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 #	
Trinity SHS		165	
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	
20 feet, 0 inches x 12 feet, 0 inches	240sqft	8	
Implementation Date			
2023-07-01			
Uploaded Files			

48Assurance 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 #
Trinity North El Sch		116A
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, 6 inches x 14 feet, 6 inches	181sqft	6
Implementation Date		
2023-07-01		
Uploaded Files		

49Assurance 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 #
Trinity SHS		174(2)
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
18 feet, 0 inches x 12 feet, 0 inches	216sqft	7
Implementation Date		
2023-07-01		
Uploaded Files		

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

51Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	001	District Wide	District
Transition Coordinator	002	Secondary	District
School Psychologist	003	District Wide	District
School Psychologist	004	District Wide	Contractor
School Psychologist	005	District Wide	Contractor
Occupational Therapist	007	District Wide	Contractor
Occupational Therapist	008	Elementary	Contractor
Occupational Therapist	009	Elementary	Contractor
Physical Therapist	010	District Wide	Contractor
Social Worker	011	Elementary	Contractor
Social Worker	012	Elementary	Contractor
Social Worker	013	Secondary	Contractor
Social Worker	014	Secondary	Contractor
Social Worker	015	Secondary	Contractor
Other	016PLC	District Wide	Contractor
Other	017PLC	District Wide	Contractor
Other	018PLC	District Wide	Contractor
Other	019PLC	District Wide	Contractor
Other	020PLC	District Wide	Contractor
Other	021PLC	District Wide	Contractor
Guidance Counselor	022	Elementary	District
Guidance Counselor	023	Elementary	District
Guidance Counselor	024	Secondary	District
Guidance Counselor	025	Secondary	District
Guidance Counselor	026	Secondary	District
Guidance Counselor	027	Secondary	District
Guidance Counselor	028	Secondary	District
Guidance Counselor	029	Secondary	District
Other	030EdInt	Elementary	Contractor
Other	031EdInt	Secondary	Contractor
Paraprofessionals	032	Elementary	District
Paraprofessionals	033	Secondary	District

School Psychologist	034	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
ABA - Verbal Behavior Team Select (years 1, 2 & 3) for staff within the Trinity West Elementary School.			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	15 - 5 each year	Intermediate Unit	Special Education Teachers

Description of Training			
TEACCH Autism Program Training			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	3	Other	Paraprofessionals Special Education Teachers

Description of Training			
Autism - Learning Styles			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Autism - Leveled Learning			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Social Skills Training - Curricular Options for Staff to Implement for Students with Autism			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1 -2	District Other	Building Administrators Central Office Administrators Paraprofessionals Special Education Teachers Other

Positive Behavior Support

Description of Training			
School Wide Positive Behavioral Interventions & Supports - Administrative Overview Training for Trinity Middle School and Trinity High School			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**

1-2	1		Intermediate Unit	Building Administrators Central Office Administrators

Description of Training

School Wide Positive Behavioral Interventions & Supports - CORE Team Training for Trinity Middle School

Lead Person/Position		Year of Training	
Ken Cross - Director of Special Education			

Hours Per Training	Number of Sessions	Provider	Audience
6	5	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training

School Wide Positive Behavioral Interventions & Supports - CORE Team Training for the Trinity High School

Lead Person/Position		Year of Training	
Ken Cross - Director of Special Education			

Hours Per Training	Number of Sessions	Provider	Audience
6	5	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training

Pathways to Graduation - Check & Connect Program (years 3, 4 & 5) Implementation at Trinity Middle School

Lead Person/Position	Year of Training
Ken Cross - Director of Special Education & Kathy Underwood - Transition Coordinator	

Hours Per Training	Number of Sessions	Provider	Audience
1	12 - 4 per school year	District	Building Administrators Central Office Administrators General Education Teachers Parents Special Education Teachers Other

Description of Training			
Pathways to Graduation - Check & Connect (years 1, 2 and 3 training/implementation) at the Trinity High School			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education & Kathy Underwood - Transition Coordinator			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	12 - 4 per school year	District	Building Administrators Central Office Administrators General Education Teachers Parents Special Education Teachers Other

Description of Training			
Social Emotional Learning - Universal Screener Training			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education; Dr. Constance Demore-Savine - Director of Curriculum & Instruction			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1-2	1	District Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Social Emotional Learning - Tier I and II Curriculum Training			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education, Dr. DeMore-Savine - Director of Curriculum & Instruction			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	District Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Non Violent Crisis Intervention - Train the Trainer Model for District CPI Instructors			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	2	Other	Special Education Teachers Other

Description of Training			
Non-Violent Crisis Intervention Staff Training (Re-certification and/or Initial Certification)			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education & TASD Trained CPI Instructors			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	3	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals

			Special Education Teachers

Description of Training			
Rehabilitation, Empowerment, Natural Supports, Education & Work (RENEW) Training at Trinity High School			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	2	PaTTAN	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Credentials of Competency for Special Education Paraeducators in Pennsylvania			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1-2	10	District PaTTAN	Paraprofessionals

Description of Training	
Non Violent Crisis Intervention Training	
Lead Person/Position	**Year of Training**
Ken Cross - Director of Special Education & District CPI Instructors	

Hours Per Training	Number of Sessions	Provider	Audience
6	3	District	Paraprofessionals

Description of Training			
Verbal Behavior - Applied Behavior Analysis Training for Paraprofessionals in the autistic support classroom setting.			
Lead Person/Position		Year of Training	
Ken Cross - Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1-2	3	District Intermediate Unit	Paraprofessionals

Description of Training			
Leveled Learning for Students with Autism			
Lead Person/Position		Year of Training	
Ken Cross - Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	Paraprofessionals

Description of Training			
Teaching about the Hidden Curriculum for Students with Autism			
Lead Person/Position		Year of Training	
Ken Cross - Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	Paraprofessionals

Description of Training

Prompting Strategies for Student with Autism			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	Other	Paraprofessionals

Description of Training			
Active Learning - Ways to Engage All Learners			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	Other	Paraprofessionals

Description of Training			
Implementing Positive Behavior Support Plans with Fidelity			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2-3	1	District	Paraprofessionals

Description of Training			
The Nuts and Bolts of Job Coaching - Schoology Course			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education & Kathy Underwood Transition Coordinator			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	PaTTAN	Paraprofessionals

Description of Training			
Practical Assessment Exploration System (PAES) Training			
Lead Person/Position		Year of Training	
Ken Cross - Director of Special Education & Kathy Underwood - Transition Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Paraprofessionals

Description of Training			
Inclusion & Student Advocacy with Adam Blank			
Lead Person/Position		Year of Training	
Ken Cross - Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	General Education Teachers Paraprofessionals Special Education Teachers

Transition

Description of Training			
Preparing for Cyclical Monitoring: A Focus on Secondary Transition Schoology Course - Follow-Up District Trainings			
Lead Person/Position		Year of Training	
Ken Cross - Director of Special Education & Kathy Underwood - Transition Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience
2-3	2	District	Building Administrators Special Education Teachers

Description of Training
The Nuts and Bolts of Job Coaching - Schoology Course

Lead Person/Position		Year of Training	
Ken Cross - Director of Special Education & Kathy Underwood - Transition Coordinator			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	PaTTAN	Central Office Administrators Special Education Teachers Other

Description of Training			
Office of Vocational Rehabilitation & Early Reach Services			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education & Kathy Underwood - Transition Coordinator			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	6	District Other	Building Administrators Central Office Administrators Special Education Teachers Other

Description of Training			
Southwest Human Services - Student Program Offerings			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education & Kathy Underwood - Transition Coordinator			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1-2	1	Other	Building Administrators Central Office Administrators Special Education Teachers Other

Description of Training
Washington County Office of Behavioral and Developmental Services - ID/Autism Waiver Funding, Crisis Hotline & Available Mental Health Supports

Lead Person/Position		Year of Training	
Ken Cross - Director of Special Education & Kathy Underwood - Transition Coordinator			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1-2	1	District Other	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers Other

Description of Training			
Project Discovery: Transition Curriculum Training			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education & Kathy Underwood - Transition Coordinator			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	Other	Central Office Administrators Paraprofessionals Special Education Teachers Other

Science of Literacy

Description of Training			
Fundations Curriculum - Wilson Training			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	Other	Special Education Teachers

Description of Training	
Language! Curriculum Training	
Lead Person/Position	**Year of Training**
Ken Cross - Director of Special Education	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	3	District	Special Education Teachers

Description of Training	
Progress Monitoring for Reading Comprehension & Fluency	
Lead Person/Position	**Year of Training**
Ken Cross - Director of Special Education	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	District	Special Education Teachers

Description of Training	
Strategies for Supporting Struggling Readers in the General Education Classroom	
Lead Person/Position	**Year of Training**
Ken Cross - Director of Special Education	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training	
Washington County Office of Behavioral Health & Developmental Services	
Lead Person/Position	**Year of Training**

Ken Cross - Director of Special Education			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	Other	General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Freedom Transit			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	Other	General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Office of Vocational Rehabilitation & Early Reach Programming			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	Other	General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training
Pa Family Network

Lead Person/Position	Year of Training		
Ken Cross - Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Parents

Description of Training			
Southwest Training			
Lead Person/Position	Year of Training		
Ken Cross - Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Autism & Intellectual Disabilities - Waiver Funding			
Lead Person/Position	Year of Training		
Ken Cross - Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Other	Parents

Description of Training			
Local Task Force Parent Meetings			
Lead Person/Position	Year of Training		
Ken Cross - Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience

2	21	Other	Parents

IEP Development

Description of Training			
How to Read & Interpret a School Based Evaluation/Re-Evaluation Report for the Development of an IEP.			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education & Dr. Rosa Tucker - District School Psychologist			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1-2	1	District	Special Education Teachers

Description of Training			
Present Education Levels of Academic Achievement and Functional Performance			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Special Education Teachers

Description of Training			
Present Education Levels Related to Current Postsecondary Transition Goals			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education & Kathy Underwood - Transition Coordinator			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1-2	1	District	Special Education Teachers

Description of Training

Transition Grid - Post Secondary Goals, Courses of Study & Services/Activities				
Lead Person/Position			**Year of Training**	
Ken Cross - Director of Special Education & Kathy Underwood - Transition Coordinator				
Hours Per Training	**Number of Sessions**		**Provider**	**Audience**
1-2	1		District	Special Education Teachers

Description of Training			
Prioritizing & Developing Measurable Annual Goals Based on Identified Student Needs			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	District	Special Education Teachers

Description of Training			
Specially Designed Instruction & Related Services			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1-2	1	District	Special Education Teachers

Description of Training			
Least Restrictive Environment Questions & Penn Data Calculations			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	District	Special Education Teachers

Pre-Referral Student Evaluation Process

Description of Training			
Lead Person/Position		**Year of Training**	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
		District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers Other

Description of Training			
Lead Person/Position		**Year of Training**	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
		District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers Other

Description of Training			
Develop Procedures for a Pre-Referral Student Evaluation Process at the Secondary Level			
Lead Person/Position		**Year of Training**	
Ken Cross - Director of Special Education			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**

2	3	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Other

Signatures & Affirmations

Approval Date
2023-02-06

Uploaded Files
SBoard_President_Sign_Off.pdf

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

Superintendent/Chief Executive Officer

Date