# Profile and Plan Essentials

### Special Education Students

Total Number of Special Education Students 308
Total Student Enrollment 1542
Percent of Special Education Students 20

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building | Email |
| Paul Brennan | Superintendent | Riverside SD | pbrennan@riversidesd.com |
| Kristin Samsell | Building Principal | Riverside SD | ksamsell@riversidesd.com |
| Rob Presley | Building Principal | Riverside JSHS | rpresley@riversidesd.com |
| David Walsh | Building Principal | Riverside El Sch East | dwalsh@riversidesd.com |
| Nicole VanLuvender | Building Principal | Riverside El Sch West | Nvanluvender@riversidesd.com |
| Melissa Distasi | Special Education Teacher | Riverside JSHS | mdistasi@riversidesd.com |
| Heather DeNinno | Special Education Teacher | Riverside El Sch West | hdeninno@riversidesd.com |
| Elizabeth Dempsey | Special Education Teacher | Riverside El Sch East | edempsey@riversidesd.com |
| Michael Kolessar | General Education Teacher | Riverside JSHS | mkollesar@riversidesd.com |
| Alison Harchar | General Education Teacher | Riverside El Sch West | aharchar@riversidesd.com |
| Nicol Lindsay | General Education Teacher | Riverside El Sch East | nlindsay@riversidesd.com |
| Tara Meredick | Board Member | Riverside SD |  |
| Pam Insalaca | Parent | Riverside SD | pinsalaca@riversidesd.com |
| Linda Joyce | Board Member | Riverside 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)

Indicator not flagged at this time.

## Parent Involvement (Indicator 8)

Indicator not flagged at this time.

## Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

## Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

## Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

## Mediation (Indicator 16)

Indicator not flagged at this time.

# School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

# Identification Method

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Building Name | AUN | Branch Number | RTI | Approved RTI Use |

# Significant Disproportionality - Placement

Significant Disproportionality
District Not Flagged for Significant Disproportionality in this area.

|  |  |
| --- | --- |
| **Identify Trends** | **Improvement Planning and Activities** |
|  |  |

# Significant Disproportionality - Discipline

Significant Disproportionality
District Not Flagged for Significant Disproportionality in this area.

|  |  |
| --- | --- |
| **Identify Trends/Notable Observations** | **Improvement Planning and Activities** |
|  |  |

# Significant Disproportionality - Identification

Significant Disproportionality
District Not Flagged for Significant Disproportionality in this area.

|  |  |
| --- | --- |
| **Identify Trends/Notable Observations** | **Improvement Planning and Activities** |
|  |  |

# Non-Resident Students Oversight

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

No
2. 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.)
In the past, the Riverside School District met its obligation under Section 1306 of the Public School Code as the host district for an educational environment (Keystone Community Resources) for students who are either court-placed or family / state placed at the facilities by obtaining the appropriate Section 1306 certification and student records. Currently, the district does not have any of those facilities within our borders. If a facility of this type opens within our borders, we would be obligated to provide educational services to the students placed here.

The Riverside School District Registration Office would obtain the appropriate documentation for each student placed through communication to the home district and parents of the student. Staffing and IEP meetings would occur at the location to review the student data and revise educational programming as necessary. Students residing from out of state, would be issued a Permission to Evaluate / Prior Written Notice to gain permission to conduct an evaluation as per PDE regulations. Under Section 1306 of the Pennsylvania School Code, The Riverside School District would have nonresident students attend our programs until the student receives a diploma, completes the school term in which they turn 21, or return to their home district. We would also provide for the educational program for students, including students with disabilities who are placed in a non-district sponsored facility, and for ensuring the provision of a "free appropriate public education" for eligible children with Individualized Education Plans (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA) and for "qualified handicapped students" with PA Educational Code Chapter 14 and Chapter 15 Section 504 which includes the Rehabilitation Act of 1973.

Our Child Find obligations that consist of locating, identifying, and evaluating all students with suspected disabilities, including but not limited to evaluating students following a parental request and/or the Child Study process. The process, as defined by the Riverside School District is a team approach utilized to identify variables that are negatively impacting a student's educational progress. The team reviews existing data to discuss / develop / implement a plan of action to assist the student in achieving adequate progress. The goal of the Child Study Referral process is to ensure that each team member, including parent(s), has the opportunity to provide input and suggestions of interventions. Team input is essential in determining if a psychoeducational evaluation is required to assist in determining if a student qualifies for and is in need of specially designed instruction under IDEA / Chapter 14. Our child Find obligations are extended to all 1306 students residing within the boundaries of the district.

Out of district placements are utilized for those 1306 students who require a more restrictive enviroment based on behavioral and / or educational needs. Upon enrollment, 1306 students are educationally placed after certification is completed and the required educational data is supplied to The Riverside SD from the home school. However, barriers occur with educational services when the certification and educational records are delayed to us from the sending district. Because of these barriers in terms of time lag from the sending school district, it is sometimes difficult to obtain the complete educational picture of the 1306 student. Every effort is made by our registration office to track educational records and obtain them from any entity with which the student has been placed. In rare cases, the Pennsylvania Department of Education is contacted for assistance to obtain a student's educational record from the sending district. Also, parental involvement is sometimes difficult to secure for conferences on program development since many of these students have been in multiple placements and parental involvement over time has been reduced to minimal involvement.
If a 1306 student enrolls with a Pennsylvania implemented IEP, we will issue a Notice of Recommended Educational Placement (NOREP) to accept the current IEP for an interim of thirty (30) days to allow the IEP team time to review / revise the plan as needed to meet the needs of the student. The IEP team, which includes student and parent, will determine placement and programming. If a 1306 student enrolls with an out of state implemented IEP, the Riverside SD will issue a NOREP along with a Permission to Evaluate / Prior Written Notice (PTE/PWN) to allow us to conduct an initial evaluation to assist in determining if the student qualifies for and is in need of specially designed instruction under IDEA and Pennsylvania Chapter 14 regulations.
3. Describe the district’s procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
The Riverside SD is responsible for monitoring the educational progress, reviewing educational services, and for maintaining contact with the home school district with respect to the student's placement and progress. We are committed to providing FAPE, IDEA compliance, and Chapters 14, 15, and 16 of Title 22 of the Pennsylvania Code to prepare 1306 students to meet any applicable promotion and / or graduation requirements.

# Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundries?
No
2. 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.
The district’s Special Education inside the regular education class of 80% or more is lower than the state percentage. The district is at 51.1% and the state is at 62.2%of students educated in the regular education class of 80% or more. The district needs to increase the amount of students that are in regular education classes. The district has implemented a new corrective reading program for 7th and 8th grade so help close the gap and then have a Language Arts in the regular education classroom for later high school years.
The district is also slightly above the percentage of students educated in regular ed. classes less than 40%. The district has some school based classrooms where the students are out for some classes but the amount of time is not above 50% of the day. The district does try to increase that amount every year.
The district is also slightly below the percentage of students that are out in other settings. The district has been trying to open up new school based classrooms to keep students in their home district so to ensure as much maximum integration with peers as possible.
2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?
The Riverside School District utilizes the Luzerne Intermediate Unit’s (LIU 18) School Based Behavioral Health Services and their out-patient services for Social and Emotional Support therapy for our students with social and emotional needs. The Riverside School district also works closely with PaTTAN, our local intermediate unit (NEIU 19), neighboring school districts, and a variety of outside agencies to provide training, consultation, and technical assistance to faculty, staff, and administration. Members of Riverside School District's faculty / staff have received training in a variety of programs / services that include: Dynamic Indicators of Basic Early Literacy Skills (DIBELS); Multi-tiered Support Services (MTSS); Therapeutic Behavior Management (TBM)and Therapeutic Aggression Control Techniques (TACT2); School-wide Positive Behavior Support; Truancy elimination; and Student Assistance Program (SAP) as well as academic trainings in a nationally normed progress monitoring tool (Aimsweb), two remedial reading programs (Wonderworks and SRA), and a supplemental math program (Numberworlds).
3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.
Riverside School District has worked closely with PaTTAN, our local intermediate unit (NEIU 19), neighboring school districts, and a variety of outside agencies to provide training, consultation, and technical assistance to faculty, staff, and administration. Members of Riverside's faculty / staff have received training in a variety of programs / services that include: various progress monitoring tools; Differentiated Instruction (DI); specific trainings in IDEA / PA Chapter 14 exceptionalities; and co-teaching strategies and techniques. The faculty and staff of Riverside have also participated in Bullying Prevention Programs and as well as trainings in Universal Design.
4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.
Riverside has provided various supplementary aids and services to ensure meaningful participation of students with disabilities in extracurricular activities. These have included: modified practice / instruction time; additional supports at activities that may include a peer buddy and/or adult model; specialized transportation; sign-language interpreter; as well as communication devices and referrals to outside activities and/or supports.
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?
Riverside School District has worked closely with private institutions to ensure that students with disabilities have the opportunity to participate in extracurricular activities by providing feedback and assistance with modified practice / instruction time, additional supports at activities, specialized transportation, as well as communication devices.
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)
Riverside has continuously added to their continuum of programming / services by implementing programming / services at every level K-12 in the areas of Autistic Support services, Emotional Support services, Life Skills Support services, Speech / Language Support services, Occupational Therapy / Physical Therapy, as well as Social Work services. Riverside will continue to look to creating / improving current programming to assist in providing a continuum of programming within our building to reduce the number of students in need of out of district placements.

### Out of District Placements

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Facility Name | Facility Type | Other | Operated By | Service Type | Number of Students Placed |
| NEIU 19 Learning Center | Other  | Public Special Education Center | NEIU 19 | Autistic Support  | 2 |
| Children's Service Center | Approved Private School (APS)  |  | Children's Service Center | Emotional Support  | 1 |
| New Story | Approved Private School (APS)  |  | New Story | Autistic Support  | 3 |
| Merakey | Approved Private School (APS)  |  | Merakey | Autistic Support  | 1 |
| Graham Academy | Approved Private School (APS)  |  | Graham Academy | Autistic Support  | 5 |
| Wilkes Barre Area High School | Other  | Public School | LIU 18 | Emotional Support  | 2 |
| Wyoming Area Elementary School | Other  | Public School | LIU 18 | Autistic Support  | 1 |
| Lighthouse | Other  | Public Special Education Center | LIU 18 | Emotional Support  | 5 |
| NEIU 19 Learning Center | Other  | Public Special Education Center | NEIU 19 | Multiple Disabilities Support  | 1 |
| Dunmore High School | Other  | Public School | Dunmore School DIstrict | Autistic Support  | 1 |
| Valley View High School | Other  | Public School | Valley View School DIstrict |  | 1 |
| Deveraux | Approved Private School (APS)  |  | Deveraux | Autistic Support  | 2 |

# Positive Behavior Support

Date of Approval
2014-05-12

Uploaded Files
POSITIVE BEHAVIOR SUPPORTS.pdf

1. How does the district support the emotional, social needs of students with disabilities?
The Riverside School District takes a proactive approach to discipline and maintains a policy on behavior support services. Whenever possible, student with disabilities shall be education in the least restrictive environment and shall only be placed in settings other than the general education classrooms when the nature or severity of the student’s disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, Functional Behavior Assessment, and positive behavior plan or program shall be conducted and implemented in accordance with state and federal law and regulations. Riverside School District’s behavior support shall be based on positive rather than negative behavior techniques to ensure that students shall be free form 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. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance student’s opportunity for learning and self-fulfillment.
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.
One of the staff is a Train the Trainer for “TACT 2 De-escalation training” and for “Therapeutic Behavior Training.” This training has been provided to the staff at Riverside Elementary East and also offered to all district special education teachers and paraprofessionals. This was a full 1day training and the attendees received a certificate for this training. This training will be provided yearly to keep up the certifications. The district staff has a trained SAP teams in each of the 3 buildings. The staff on the teams each attended a 3 day SAP training at the NEIU. The district has also attended suicide prevention trainings within the last 5 years. The district also provides Safe to Say trainings to all staff and students from 5th through 12th grade.
3. Describe the district positive school wide support programs.
The Riverside School District’s PBIS program uses the VIKES principles - Values, Integrity, Kindness, Example, Self-Control. The students are taught 10 character traits throughout the year and are expected to show those characteristics in the entire school setting - lavatory, hallway, bus...etc. Students are rewarded by earning points or "Viking Vouchers" that they can then use to buy items from the classroom or school store. We also run raffle and hold special events such as "pie days" that students use their points on. Student that get 4 level A referrals, 1 level B, or any discipline that includes ISS, suspension, or bus suspension are not allowed to attend our quarterly reward days. Student that do not earn the reward are expected to complete a behavior reflection on the reward day. Referrals reset every quarter to give all students the ability to make the next reward day.
4. Describe the district school-based behavior health services.
The Riverside School District has continuously expanded the school based behavioral health team. As of 2022, our team consists of three master’s level counselors and one bachelor’s level counselors. Two of the counselors hold a LPC. The behavioral team is contracted through IU 18. We also utilize their licensed psychologist to support students that are at risk behaviorally. The currently work with 23 students in the elementary level (k-6) and 15 students at the secondary level (7-12). The district also provides out-patient 9 in our schools. Our CSBBH Team was awarded the Robert B. Cormany Award of Excellence for Student Service Programs.
 The district also expanded their programs into Outpatient Behavioral Health Services which includes comprehensive psychiatric evaluations, ongoing medication management, outpatient psychotherapy, family therapy, group therapy, second opinion consultation, and crisis evaluation. There is a Psychiatrist, a Physician’s Assistant, and five therapists on staff. This program currently provides services to 90 clients within the district.
The Riverside School District has a school wide Crisis Counselor that covers all three district buildings.
5. Describe the district restraint procedure.
Riverside School District utilizes the TACT 2 De-escalation and Therapeutic Behavior Management Programs. The Program is based on positive and therapeutic technique rather than negative behavior techniques to ensure that students shall be free form 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. If all de-escalation techniques have been utilized and have been unsuccessful in preventing a student from being in a crisis situation, then a restraint may have to be utilized to avert the crisis. Only staff trained and certified in TACT 2 restraints may perform a restraint on a student. Immediately after a restraint is performed, parents or guardians are contacted and an IEP meeting is scheduled to discuss. The restraint will also be reported in the district’s restraint reports.

# 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.
Within the past years, the LEA has had a few students for whom it has had difficulty locating a program to ensure the provision of FAPE.

 As IEP Teams have found it challenging to locate appropriate services and/or placements for individual students, the LEA and other members of the NEIU 19 Special Education Consortium have identified those challenges and responded to them by extending the continuum of services and placements offered within the LEA and Consortium. The LEA, and other area school districts, also work very collaboratively with community agencies to resolve issues for difficult to place students. Frequently, our most difficult to place students are involved with several community agencies and may require residential placement through the agencies or court. This is evidenced in individual student files.

 Within recent years, the LEA has not had cause to utilize the Regional Interagency Coordinators to assist in interagency planning to mitigate and/or eliminate barriers to placement resolution. Representatives of the LEA do regularly attend interagency meetings facilitated by Lackawanna County's Child and Adolescent Service System Program (CASSP) Coordinator as well as Integrated Team Meetings through the Lackawanna County Office of Behavioral and Developmental Programs where all agencies involved with a child and his/her family may be present to work toward a timely provision of appropriate services and placement for the child.

 Interagency approach situations are very beneficial in improving the program capacity of the LEA and the NEIU 19’s Special Education Consortium. Collaborating with agencies that provide a different expertise and perspective, as well as different resources and tools, works to identify needs within the community and the LEA. This collaboration also works to identify possible partnerships that can utilize agency strengths most effectively to meet the needs of our students. Such collaboration has resulted in the creation of three School-Based Partial Hospitalization Programs within the Lackawanna and Luzerne Counties and Community and School Based Behavioral Health Teams within this LEA. These resources have improved behavioral and emotional support services/placements available to students within the LEA , and has focused the development of various curricular methods throughout the district, based on the needs of our students.

 The LEA engages in intensive interagency collaboration for students with complex needs. These students require the services and support of various agencies who each offer something different but must, at the same time, work in unison to best support the student and his/her family. Representatives of the LEA regularly facilitate/attend interagency meetings in order to collaborate with all agencies involved with a child and his/her family.

 Representatives of the LEA regularly facilitate/attend interagency meetings which often include the Lackawanna County's Child and Adolescent Service System Program (CASSP)Coordinator and other representatives from the Lackawanna County Office of Behavioral and Developmental Programs in order to engage and collaborate with all agencies involved with a child. These meetings frequently involve a combination of mental health, intellectual disability, child protective services, juvenile probation, and drug/alcohol treatment services. Additionally, with student/parent permission, the LEA invites these agencies to Team Meetings within its schools, provides time and space for representatives from these agencies to meet with students/parents during the school day, and seeks the assistance and/or refers students/families to these agencies as it deems appropriate.

 Historically, behavioral health placements and placements providing intensive behavioral support have been the most difficult to locate. Historically, students with combinations of intellectual disability and behavioral health needs have been the most challenging to appropriately place.

# Education Program (Caseload FTE)

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| ES2230  | Elementary  | Full-time (1.0)  | 04/20/2022 01:30 PM  |

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| --- |
| **Building Name** |
| Riverside El Sch West  |
| **Support Type** |
| Emotional Support  |
| **Support Sub-Type** |
| Emotional Support  |
| **Level of Support** | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | 3  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 6 to 8 |
| **Age Range Justification** | **FTE %** |
| Students are within age range  | 0.15  |

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| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| TE1111  | Multiple  | Part-time (0.5)  | 03/15/2022 10:39 AM  |

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| --- |
| **Building Name** |
| Riverside SD  |
| **Support Type** |
| Speech And Language Support  |
| **Support Sub-Type** |
| Speech And Language Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 26  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Multiple  | 5 to 15 |
| **Age Range Justification** | **FTE %** |
| Students of different ages are not seen at the same time  | 0.4  |

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| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| TD1144  | Secondary  | Full-time (1.0)  | 03/15/2022 10:40 AM  |

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| **Building Name** |
| Riverside JSHS  |
| **Support Type** |
| Emotional Support  |
| **Support Sub-Type** |
| Emotional Support  |
| **Level of Support** | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | 17  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 13 to 18 |
| **Age Range Justification** | **FTE %** |
| Students of different ages are not seen at the same time  | 0.85  |

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| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| JT1139  | Secondary  | Full-time (1.0)  | 03/15/2022 10:40 AM  |

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| --- |
| **Building Name** |
| Riverside JSHS  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | 14  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 15 to 18 |
| **Age Range Justification** | **FTE %** |
| Students of different ages are not seen at the same time  | 0.7  |

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| **Building Name** |
| Riverside JSHS  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 8  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 15 to 18 |
| **Age Range Justification** | **FTE %** |
| Students of different ages are not seen at the same time  | 0.16  |

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| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| KY1183  | Secondary  | Full-time (1.0)  | 03/15/2022 10:41 AM  |

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| **Building Name** |
| Riverside JSHS  |
| **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  | Secondary  | 15 to 18 |
| **Age Range Justification** | **FTE %** |
| Students of different ages are not seen at the same time  | 0.8  |

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| **Building Name** |
| Riverside JSHS  |
| **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  | 15 to 18 |
| **Age Range Justification** | **FTE %** |
| Students of different ages are not seen at the same time  | 0.2  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| KH1184  | Secondary  | Full-time (1.0)  | 03/15/2022 10:41 AM  |

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| **Building Name** |
| Riverside JSHS  |
| **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  | Secondary  | 14 to 18 |
| **Age Range Justification** | **FTE %** |
| Students of different ages are not seen at the same time  | 0.8  |

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| --- |
| **Building Name** |
| Riverside JSHS  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 10  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 14 to 18 |
| **Age Range Justification** | **FTE %** |
| Students of different ages are not seen at the same time  | 0.2  |

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| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| DH1108  | Secondary  | Full-time (1.0)  | 03/15/2022 10:41 AM  |

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| --- |
| **Building Name** |
| Riverside JSHS  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 13  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 12 to 14 |
| **Age Range Justification** | **FTE %** |
| Students of different ages are not seen at the same time  | 0.26  |

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| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| MD1110  | Secondary  | Full-time (1.0)  | 03/15/2022 10:41 AM  |

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| --- |
| **Building Name** |
| Riverside JSHS  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 14  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 12 to 14 |
| **Age Range Justification** | **FTE %** |
| Students of different ages are not seen at the same time  | 0.28  |

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| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| KW1169  | Secondary  | Full-time (1.0)  | 04/28/2022 03:08 PM  |

|  |
| --- |
| **Building Name** |
| Riverside JSHS  |
| **Support Type** |
| Life Skills Support  |
| **Support Sub-Type** |
| Life Skills Support (Grades 7-12)  |
| **Level of Support** | **Case Load** |
| Full-Time (80% or More) | 10  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 15 to 20 |
| **Age Range Justification** | **FTE %** |
| Students are within age range  | 0.67  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| MB3312  | Multiple  | Full-time (1.0)  | 03/15/2022 10:42 AM  |

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| --- |
| **Building Name** |
| Riverside El Sch East  |
| **Support Type** |
| Speech And Language Support  |
| **Support Sub-Type** |
| Speech And Language Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 40  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 8 to 12 |
| **Age Range Justification** | **FTE %** |
| Students of different ages are not seen at the same time  | 0.62  |

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| --- |
| **Building Name** |
| Riverside JSHS  |
| **Support Type** |
| Speech And Language Support  |
| **Support Sub-Type** |
| Speech And Language Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 8  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Secondary  | 13 to 15 |
| **Age Range Justification** | **FTE %** |
| Students of different ages are not seen at the same time  | 0.12  |

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| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| KO3323  | Elementary  | Full-time (1.0)  | 04/28/2022 03:08 PM  |

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| --- |
| **Building Name** |
| Riverside El Sch East  |
| **Support Type** |
| Autistic Support  |
| **Support Sub-Type** |
| Autistic Support  |
| **Level of Support** | **Case Load** |
| Full-Time (80% or More) | 5  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 9 to 12 |
| **Age Range Justification** | **FTE %** |
| Students are within age range  | 0.62  |

|  |
| --- |
| **Building Name** |
| Riverside El Sch East  |
| **Support Type** |
| Autistic Support  |
| **Support Sub-Type** |
| Autistic Support  |
| **Level of Support** | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | 2  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 11 to 12 |
| **Age Range Justification** | **FTE %** |
| Students are within range and of the same age  | 0.25  |

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| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| CM3349  | Elementary  | Full-time (1.0)  | 04/28/2022 03:08 PM  |

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| --- |
| **Building Name** |
| Riverside El Sch East  |
| **Support Type** |
| Emotional Support  |
| **Support Sub-Type** |
| Emotional Support  |
| **Level of Support** | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | 6  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 9 to 12 |
| **Age Range Justification** | **FTE %** |
| Students are within age range  | 0.3  |

|  |
| --- |
| **Building Name** |
| Riverside El Sch East  |
| **Support Type** |
| Emotional Support  |
| **Support Sub-Type** |
| Emotional Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 5  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 9 to 12 |
| **Age Range Justification** | **FTE %** |
| Students are within age range  | 0.1  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| ED3338  | Elementary  | Full-time (1.0)  | 03/15/2022 10:43 AM  |

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| --- |
| **Building Name** |
| Riverside El Sch East  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | 17  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 11 to 13 |
| **Age Range Justification** | **FTE %** |
| Students are within range and of the same age  | 0.85  |

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| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| JG3359  | Elementary  | Full-time (1.0)  | 03/15/2022 10:43 AM  |

|  |
| --- |
| **Building Name** |
| Riverside El Sch East  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | 14  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 10 to 12 |
| **Age Range Justification** | **FTE %** |
| Students are within range and of the same age  | 0.7  |

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| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| NH3337  | Elementary  | Full-time (1.0)  | 03/15/2022 10:43 AM  |

|  |
| --- |
| **Building Name** |
| Riverside El Sch East  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | 15  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 8 to 10 |
| **Age Range Justification** | **FTE %** |
| Students are within range and of the same age  | 0.75  |

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| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| KV2238  | Elementary  | Full-time (1.0)  | 03/15/2022 10:44 AM  |

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| --- |
| **Building Name** |
| Riverside El Sch West  |
| **Support Type** |
| Speech And Language Support  |
| **Support Sub-Type** |
| Speech And Language Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 55  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 6 to 8 |
| **Age Range Justification** | **FTE %** |
| Students of different ages are not seen at the same time  | 0.85  |

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| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| HD2231  | Elementary  | Full-time (1.0)  | 03/15/2022 10:44 AM  |

|  |
| --- |
| **Building Name** |
| Riverside El Sch West  |
| **Support Type** |
| Autistic Support  |
| **Support Sub-Type** |
| Autistic Support  |
| **Level of Support** | **Case Load** |
| Full-Time (80% or More) | 8  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 6 to 8 |
| **Age Range Justification** | **FTE %** |
| Students are within range and of the same age  | 1  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| BP2215  | Elementary  | Full-time (1.0)  | 04/07/2022 10:57 AM  |

|  |
| --- |
| **Building Name** |
| Riverside El Sch East  |
| **Support Type** |
| Life Skills Support  |
| **Support Sub-Type** |
| Life Skills Support (Grades K-6)  |
| **Level of Support** | **Case Load** |
| Full-Time (80% or More) | 7  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 6 to 8 |
| **Age Range Justification** | **FTE %** |
| Students are within range and of the same age  | 0.58  |

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| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| LM2237  | Elementary  | Full-time (1.0)  | 03/15/2022 10:44 AM  |

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| --- |
| **Building Name** |
| Riverside El Sch West  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | 14  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 6 to 8 |
| **Age Range Justification** | **FTE %** |
| Students of different ages are not seen at the same time  | 0.7  |

# Special Education Facilities

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Riverside El Sch West  | 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** |
| 25 feet, 0 inches x 25 feet, 0 inches | 625sqft | 22 |
| **Implementation Date** |
| 2022-03-04 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Riverside El Sch East  | 408 |
| **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 25 feet, 0 inches | 625sqft | 22 |
| **Implementation Date** |
| 2022-09-07 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Riverside El Sch West  | 106 |
| **School Building** | **Building Description** |
|  |  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 26 feet, 0 inches x 23 feet, 0 inches | 598sqft | 21 |
| **Implementation Date** |
| 2022-03-04 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Riverside El Sch West  | 152C |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 12 feet, 0 inches x 10 feet, 0 inches | 120sqft | 4 |
| **Implementation Date** |
| 2022-03-04 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Riverside El Sch West  | SPEECH OFFICE |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 11 feet, 0 inches x 14 feet, 0 inches | 154sqft | 5 |
| **Implementation Date** |
| 2022-03-04 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Riverside El Sch East  | 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** |
| 16 feet, 0 inches x 27 feet, 0 inches | 432sqft | 15 |
| **Implementation Date** |
| 2018-09-05 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Riverside El Sch East  | 102 |
| **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 27 feet, 0 inches | 432sqft | 15 |
| **Implementation Date** |
| 2018-09-05 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Riverside El Sch East  | 303 |
| **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 14 feet, 0 inches | 448sqft | 16 |
| **Implementation Date** |
| 2020-09-09 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Riverside El Sch East  | 304 |
| **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 14 feet, 0 inches | 448sqft | 16 |
| **Implementation Date** |
| 2020-09-09 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Riverside El Sch East  | 401 |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 26 feet, 0 inches x 27 feet, 0 inches | 702sqft | 25 |
| **Implementation Date** |
| 2020-09-09 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Riverside El Sch East  | 325 |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 6 feet, 0 inches x 10 feet, 0 inches | 60sqft | 2 |
| **Implementation Date** |
| 2013-09-04 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Riverside El Sch East  | SUPPORT |
| **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** |
| 2020-09-09 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Riverside JSHS  | 114 |
| **School Building** | **Building Description** |
| Junior High  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 19 feet, 0 inches x 22 feet, 0 inches | 418sqft | 14 |
| **Implementation Date** |
| 2000-09-06 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Riverside El Sch East  | 116 |
| **School Building** | **Building Description** |
| Junior High  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 23 feet, 0 inches x 19 feet, 0 inches | 437sqft | 15 |
| **Implementation Date** |
| 2000-09-06 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Riverside JSHS  | 307 |
| **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** |
| 23 feet, 0 inches x 40 feet, 0 inches | 920sqft | 32 |
| **Implementation Date** |
| 2010-09-08 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Riverside JSHS  | 218 |
| **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** |
| 22 feet, 0 inches x 19 feet, 0 inches | 418sqft | 14 |
| **Implementation Date** |
| 2000-09-06 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Riverside JSHS  | 2220A |
| **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 15 feet, 0 inches | 450sqft | 16 |
| **Implementation Date** |
| 2000-09-06 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Riverside JSHS  | 2220B |
| **School Building** | **Building Description** |
| Senior High  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 15 feet, 0 inches x 27 feet, 0 inches | 405sqft | 14 |
| **Implementation Date** |
| 2000-09-06 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Riverside JSHS  | 222A |
| **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** |
| 14 feet, 0 inches x 27 feet, 0 inches | 378sqft | 13 |
| **Implementation Date** |
| 2014-09-03 |
| **Uploaded Files** |
|  |

Assurance Check

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

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Riverside El Sch West  | 148 |
| **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 25 feet, 0 inches | 625sqft | 22 |
| **Implementation Date** |
| 2022-09-07 |
| **Uploaded Files** |
|  |

Assurance Check

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

# Special Education Support Services

Special Education Support Services

|  |  |  |  |
| --- | --- | --- | --- |
| Special Education Support Services | Numerical Value | Primary Location | Contractor or District |
| Director of Special Education  | 1  | District Wide  | District  |
| Paraprofessionals  | 11  | Elementary  | District  |
| Paraprofessionals  | 5  | Secondary  | District  |
| School Psychologist  | 1  | District Wide  | District  |
| Occupational Therapist  | 1  | District Wide  | District  |
| Guidance Counselor  | 1  | District Wide  | District  |
| Guidance Counselor  | 2  | Secondary  | District  |

# Special Education Personnel Development

## Autism

|  |
| --- |
| **Description of Training** |
| Behaviors of Autism |
| **Lead Person/Position** | **Year of Training** |
| PATTAN | 2022,2023 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 6 | 1 | DistrictPaTTAN | Special Education Teachers |

## Positive Behavior Support

|  |
| --- |
| **Description of Training** |
| TACT 2 Deescalation/Theraputic Behavior Management |
| **Lead Person/Position** | **Year of Training** |
| Kristin Samsell Riverside School DIstrict Special Education Director | 2022-2023, 2023-2024 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 6 | 1 | District | Building AdministratorsGeneral Education TeachersParaprofessionalsSpecial Education Teachers |

|  |
| --- |
| **Description of Training** |
| School Wde POsitive Behavior Support Training |
| **Lead Person/Position** | **Year of Training** |
| Nicole VAnLuvender RIverside School DIstrict ELementary Pricipal | 2022-2023, 2023-2024 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | District | Building AdministratorsGeneral Education TeachersParaprofessionalsSpecial Education Teachers |

|  |
| --- |
| **Description of Training** |
|  |
| **Lead Person/Position** | **Year of Training** |
|  |  |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
|  |  |  |  |

## Paraprofessional

|  |
| --- |
| **Description of Training** |
| Foundations of Special Education |
| **Lead Person/Position** | **Year of Training** |
| Kristin Samsell Riverside Special Education Director | 2022-2023 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | PaTTAN | Paraprofessionals |

|  |
| --- |
| **Description of Training** |
| Development and Characteristics of Learners |
| **Lead Person/Position** | **Year of Training** |
| Kristin Samsell Riverside Special Education Director | 2022-2023 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | PaTTAN | Paraprofessionals |

|  |
| --- |
| **Description of Training** |
| Individual Learning Differences |
| **Lead Person/Position** | **Year of Training** |
| Kristin Samsell Riverside Special Education Director | 2022-2023 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | PaTTAN | Paraprofessionals |

|  |
| --- |
| **Description of Training** |
| Instructional Strategies |
| **Lead Person/Position** | **Year of Training** |
| Kristin Samsell Riverside Special Education Director | 2022-2023 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | PaTTAN | Paraprofessionals |

|  |
| --- |
| **Description of Training** |
| Learning Environments and Social Interactions |
| **Lead Person/Position** | **Year of Training** |
| Kristin Samsell Riverside Special Education Director | 2022-2023 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | PaTTAN | Paraprofessionals |

|  |
| --- |
| **Description of Training** |
| Language |
| **Lead Person/Position** | **Year of Training** |
| Kristin Samsell Riverside Special Education Director | 2023-2024 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | PaTTAN | Paraprofessionals |

|  |
| --- |
| **Description of Training** |
| Instructional |
| **Lead Person/Position** | **Year of Training** |
| Kristin Samsell Riverside Special Education Director | 2023-2024 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | PaTTAN | Paraprofessionals |

|  |
| --- |
| **Description of Training** |
| Assessment |
| **Lead Person/Position** | **Year of Training** |
| Kristin Samsell Riverside Special Education Director | 2023-2024 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | PaTTAN | Paraprofessionals |

|  |
| --- |
| **Description of Training** |
| Professional and Ethical Practice |
| **Lead Person/Position** | **Year of Training** |
| Kristin Samsell Riverside Special Education Director | 2023-2024 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | PaTTAN | Paraprofessionals |

|  |
| --- |
| **Description of Training** |
| Collaboration |
| **Lead Person/Position** | **Year of Training** |
| Kristin Samsell Riverside Special Education Director | 2023-2024 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | PaTTAN | Paraprofessionals |

|  |
| --- |
| **Description of Training** |
| Alternate Eligible Content for Science: What Paraprofessionals Need to Know |
| **Lead Person/Position** | **Year of Training** |
| Kristin Samsell Riverside Special Education Director | 2024-2025 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | PaTTAN | Paraprofessionals |

|  |
| --- |
| **Description of Training** |
| Cultivating Equity in the Classroom |
| **Lead Person/Position** | **Year of Training** |
| Kristin Samsell Riverside Special Education Director | 2024-2025 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | PaTTAN | Paraprofessionals |

|  |
| --- |
| **Description of Training** |
| Progress Monitoring and Data Collection |
| **Lead Person/Position** | **Year of Training** |
| Kristin Samsell Riverside Special Education Director | 2024-2025 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | PaTTAN | Paraprofessionals |

|  |
| --- |
| **Description of Training** |
| The PaPBS Network Overview and Highlights of PBIS |
| **Lead Person/Position** | **Year of Training** |
| Kristin Samsell Riverside Special Education Director | 2024-2025 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | PaTTAN | Paraprofessionals |

|  |
| --- |
| **Description of Training** |
| Traums and Its Impact on the Educational Settings |
| **Lead Person/Position** | **Year of Training** |
| Kristin Samsell Riverside Special Education Director | 2024-2025 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | PaTTAN | Paraprofessionals |

|  |
| --- |
| **Description of Training** |
| Trauma Informed Practices |
| **Lead Person/Position** | **Year of Training** |
| Kristin Samsell Riverside Special Education Director | 2024-2025 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | PaTTAN | Paraprofessionals |

## Transition

|  |
| --- |
| **Description of Training** |
| IEP Transition Grid |
| **Lead Person/Position** | **Year of Training** |
| Gena Bensinger NEIU TAC Team | 2023 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 2 | Intermediate Unit | ParaprofessionalsSpecial Education Teachers |

|  |
| --- |
| **Description of Training** |
| Indicator 14 Training |
| **Lead Person/Position** | **Year of Training** |
| PATTAN | 2022-2023 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 2 | 1 | PaTTAN | Other |

## Science of Literacy

|  |
| --- |
| **Description of Training** |
| AIMSWEB |
| **Lead Person/Position** | **Year of Training** |
| Vendor Facilitators | 2022, 2023 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 6 | 1 | Other | Special Education Teachers |

|  |
| --- |
| **Description of Training** |
| Read 180 |
| **Lead Person/Position** | **Year of Training** |
| Vendor Facilitators | 2022.2023 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | Other | Special Education Teachers |

## Parent Training

|  |
| --- |
| **Description of Training** |
| Designing a Transition plan for your child |
| **Lead Person/Position** | **Year of Training** |
| OVR-Shawna Perry | 2022-2023 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | Other | Parents |

## IEP Development

|  |
| --- |
| **Description of Training** |
| Functional Behavior Assessment |
| **Lead Person/Position** | **Year of Training** |
| Whitney Jones Riverside School Psychologist | 2023 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | District | ParaprofessionalsSpecial Education Teachers |

|  |
| --- |
| **Description of Training** |
| IEP Writing and re-evaluation report writing |
| **Lead Person/Position** | **Year of Training** |
| Kristin Samsell Riverside Special Education Director | 2022 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 2 | District | ParaprofessionalsSpecial Education Teachers |

# Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date