

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 286
School District Total Student Enrollment 1787
Percent of Students Receiving Special Education 16

Steering Committee

| Name | Position/Role | Building | Email |
|----------------|-------------------------------|---------------------|----------------------------------|
| Gregory Egnor | Director of Special Education | Burrell SD | gegnor@burrell.k12.pa.us |
| Travis Welch | Building Principal | Charles A Huston MS | travis.welch@burrell.k12.pa.us |
| Deanna Lott | Special Education Teacher | Stewart El Sch | deanna.lott@burrell.k12.pa.us |
| Hannah Cress | Special Education Teacher | Burrell HS | hannah.cress@burrell.k12.pa.us |
| Janet Menhart | Parent | Bon Air El Sch | jmenhart@gmail.com |
| Shannon Wagner | Superintendent | Burrell SD | swagner@burrell.k12.pa.us |
| Autumn Turk | Director of Curriculum | Burrell SD | autumn.turk@burrell.k12.pa.us |
| Kelly Sinclair | General Education Teacher | Charles A Huston MS | kelly.sinclair@burrell.k12.pa.us |
| Pam Key | Board Member | Burrell SD | pam.key@burrell.k12.pa.us |

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Improvement and Planning Activity

In an effort to focus on transition goal writing, as well as explore post secondary options more thoroughly, all 9th grade IEP's will include the transition consultant from the WIU TaC team to consult and review the IEP.

Transition goal writing will be addressed during yearly scheduled IEP writing professional development

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

Multi Tiered System of Supports (MTSS), has been established in an effort to help support behavioral and mental health needs in district

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 |
|-----------------|-------------------------------------|
| | |

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

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

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

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

Non-Resident Students Oversight

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

No

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

Burrell School District currently has no facility or institution that would meet criteria for Section 1306 of the Pennsylvania School Code. However, under Section 1306 of the Pennsylvania School Code, the host school district (where the facility is located), is responsible for providing the educational program for students, including students with disabilities, who are placed in that facility, and for ensuring the provision of a free appropriate public education (FAPE) for eligible children with Individualized Education Programs. For a child with an IEP or Service Agreement, when not prohibited by court order, the host district must consider the educational placement options to educate the student in the host district's public schools. If, through the IEP and Service Agreement process, the host district and parent determine that an alternative educational setting will more appropriately address the student's educational needs, the host school district is responsible for providing the student with a free and appropriate public education (FAPE) and any needed special services. For students eligible for services under Chapter 14, this means the host school district is responsible for making decisions regarding IEP goals, specially designed instruction, and educational placement for each student through the IEP team process. The host district is responsible for monitoring the educational progress and reviewing educational services for the student on a continuous basis and at least as often as report cards are issued. The host school district is also responsible for maintaining contact with the resident school district with respect to the student's placement and progress. Similarly, the host district is responsible for conferring or meeting with the family and for developing a Service Agreement for a "qualified handicapped student" pursuant to Chapter 15. In addition to ensuring that an appropriate educational program is provided, the host school district has Child Find responsibility for children thought to be eligible for special education services and/or accommodations within the host school district's jurisdiction. This responsibility includes locating and evaluating all Section 1306 students with suspected disabilities, including but not limited to evaluating students for whom a request for an evaluation has been made.

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

The resident school district, where the student's parent(s) resides, has a duty to cooperate regarding transfer of records and a role in student monitoring and educational planning. The host district is responsible for maintaining contact with the student's district of residence for the purpose of keeping the district of residence informed of its plans for educating the student and seeking the advice of the district with respect to the student. In the event a student returns to our home district from a 1306 placement, records are requested by the school district in order to plan for an appropriate placement of that student, and communication between the host and resident district will take place to ensure the smooth transition back to the home district. Burrell School District has and will continue to meet its obligations under Section 1306. There are no problems or barriers that limit the District's ability to meet its responsibilities under Section 1306 of the Public School Code.

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).

Burrell School District is responsible for complying fully with the requirements of IDEA and Chapter 14 regarding the evaluation, placement and provision of special education services for an exceptional or thought to be exceptional student who is incarcerated. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense. Specifically, school districts providing special education services to incarcerated school-age individuals are required to: Upon incarceration of any student, the School District would be notified by the Juvenile Probation Office. The school district provides all pertinent school records, including special education records and/or a positive behavioral support plan, to the juvenile probation office in a timely manner. The LEA or district administrator attends all court hearings concerning the possible adjudication of students. The juvenile probation officer is also included in meetings relating to any student receiving juvenile probation services. Supports required to meet the needs of an incarcerated student would be provided by the School District or in cooperation with the district of that specific location. The school district seeks to provide a free and appropriate education to any such students, in a least restrictive environment, who may be subject to such a determination. Upon notification of a student's impending release from a correctional institution, records are requested by the school district in order to plan for an appropriate placement of that student. District personnel also meet with the facility to plan the transition back to the home school. In regard to Child Find, the LEA follows the district's Child Find procedures by placing information in the newspaper yearly, in the district's yearly newsletter, as well as on the district website.

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.
Burrell School District ensures that, to the maximum extent appropriate, children with disabilities are educated with their non disabled peers. Currently, the district educates children in the following environments: SE Inside Regular Class 80% or more (Burrell 68.5%, state average 61.5%) Burrell School District strives to educate students with IEPs in the least restrictive environment. The District is above state averages in SE Inside Regular Class 80% or more. Students are supported in the general education environment by specially designed instruction outlined in individual education program plans. SE Inside Regular Class less than 40% (Burrell <1%, state average 9.6%) Burrell School District is well below the state average of 9.6%. The district does not house a full time learning support classroom, as the commitment to the least restrictive environment extends to every student in Burrell School District. LRE is provided to students enrolled in historically full time support classroom such as Autism Support or Life Skills Support, are still engaged in learning with their typically developing peers in the general education setting to the maximum extent possible. Co-teaching is available to support students with IEP's in the general education setting SE in Other Settings (Burrell 7.2%, state average 4.8%) Burrell School District is above the state average for special education students in other settings. Current efforts to continually address this effort include providing Life Skills support at the secondary level in district to help provide LRE to students in need of this level of support. The majority of early intervention students enter the school age program with the support of elementary learning support classrooms. Students transitioning from early intervention are supported with current learning support classrooms, except for students with multiple disabilities, or significant autism who continue with their previous support placements. Additionally, students on the autism spectrum and/ or with emotional support needs have been placed at an approved private school because they required specific behavioral interventions. The IEP team chose these more specialized setting because: The student will receive greater benefit from education in a specialized setting than in a general education class (building); The student is so disruptive as to significantly impair the education of the other students in the class. In an effort to avoid educating students in an outside placement, the district has planned an increase in supplementary aids and services that are intended to provide support that allows the IEP team to develop a program that can be implemented in the regular school, or general education environment.
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 district has implemented an MTSS model that address's the academic and social/emotional needs of all students, as well as student in need of accommodations in their learning environments. IEP teams are able to utilize tiered services/ interventions including tier 1 programs like PBIS, in an effort to help remove barriers to learning and educate students in the least restrictive environment.
3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.
The district has adopted a Professional Learning Communities (PLC) process that allows staff to evaluate the learning of all students, including students with disabilities. Our MTSS model outlines various interventions that can be used in addition to core instruction. Universal screening is used to review learning and response to instruction. Staff are trained in the use of assistive technology when needed. Also, plans have been established to train teachers of reading in the Language Essentials for Teachers of Reading and Spelling (LETRS) program.
4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.
Students with disabilities, including those in outside placements, are encouraged to participate in various extracurricular activities. Staff are included in IEP team discussions, and are trained in needs the students may have, and how to support those needs. Paraprofessional support is provided if needed. Additionally, plans are in place to implement full inclusion sports for disabled and non disabled peers to participate in together.

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?

Burrell School District ensures that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled peers, and that removal from a general education environment occurs only when education in that setting with supplementary aids and services, cannot be achieved satisfactorily. District IEP teams adhere to the following principles when making educational placement decisions: IEP teams will determine whether the goals in the student's IEP can be implemented in general education classroom with supplementary aids and services before considering removal from a general education classroom. IEP teams consider the full range of supplementary aids and services in general education classroom, based on peer-reviewed research to the extent practicable, including modification. When students with disabilities, including students with significant cognitive disabilities, need specially designed instruction or other supplementary aids and services to benefit from participating in general education classroom, as required in their IEP, the District will ensure that those services are provided; Students will not be removed from general education classrooms merely because of the severity of their disabilities;

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

The district has plans to expand supplementary aids and services to support students with Autism and Emotion/ Behavioral needs so that they may be better educated with their non disabled peers. As these supports are implemented, staff will need trained in their use. Additionally, staff need trained about the challenges of these disabilities, how to identify issues related to the disabilities, and how to ensure learning despite the disability.

Out of District Placements

| Facility Name | Facility Type | Other | Operated By | Service Type | Number of Students Placed |
|------------------------------------|-------------------------------|--------------------------|--------------------------------|----------------------------------|---------------------------|
| Clairview School | Other | Intermediate Unit School | Westmoreland Intermediate Unit | Emotional Support | 4 |
| Children's Institute of Pittsburgh | Approved Private School (APS) | | | Autistic Support | 1 |
| Western PA School for the Deaf | Approved Private School (APS) | | | Deaf and Hard of Hearing Support | 2 |
| Sunrise School | Other | Intermediate Unit School | Allegheny Intermediate Unnit | Autistic Support | 2 |

| | | | | | |
|------------------|---------------------------|--|--|-------------------|---|
| Merakey School | Licensed Private Academic | | | Emotional Support | 1 |
| New Story School | Licensed Private Academic | | | Autistic Support | 1 |

Positive Behavior Support

Date of Approval
2019-10-15

Uploaded Files
BoardDocs® PL.pdf

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

The Burrell School District supports the emotional and social needs of students with disabilities through a Multi Tiered System of Support (MTSS) program that provides various supports as deemed necessary through a universal screening process, or by the IEP team. Also, the district provides Social Emotional Learning to all students, at the Tier I level in Kindergarten through grade 12 using the "Choose Love" program. Additionally, Positive Behavioral Interventions & Supports (PBIS), as well as Positive Behavior Support Plan (PBSP) are used in an effort to reinforce desired behaviors among all students, as well as special education student needing this specific intervention.

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.

All special education staff, as well as necessary general education staff and paraprofessionals, are trained in the use of physical restraints and de-escalation techniques through the Crisis Prevention Institute (CPI). Also, a district contracted behavior specialist assist in the development of Positive Behavior Support Plans, which in turn provides embedded professional development regarding behavior, causes of behavior, behavior reinforcement. Additionally, all staff are trained on the buildings PBIS plan. The Westmoreland Intermediate Unit provides behavioral specialists to assist via consultation in conducting functional behavior assessments and creating positive behavior plans when students exhibit needs. The behavioral specialists also provide on-site training for staff and parents. Various in-service training and parent training have been conducted over the past several school years to ensure parents and staff are aware of such plans. These trainings have been conducted by the aforementioned experts.

3. Describe the district positive school wide support programs.

The district school wide support programs have been developed in conjunction with the TaC team from the WIU to implement evidence based practices rooted in Positive Behavioral Interventions and Support (PBIS), as well as positive reinforcement. Each building has a PBIS team that reviews the implementation of the positive school wide supports. The PASS Screener is used as universal screening of social emotional learning as well as the affect of PBIS and school wide positive supports.

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

The Burrell School District employs a school social worker, and contracts for behavioral and counseling support/ interventions. In conjunction with the school psychologist and the Director of Student Services, they work together as a Pupil Service Team. This team works to help remove barriers to learning due to social, behavioral, emotional concerns. When students experience social, behavioral or emotional difficulties, the pupil service team provides intervention and staff consultation as the primary provision of behavioral support. Also, the Burrell School District utilizes student assistance programs (SAP) in all K-12 buildings to help provide social, behavioral, emotional support. SAP teams work to connect families and students to community supports. These programs

are done in conjunction with St. Vincent College Prevention Project and Wesley/ Family Services. When students experience behavioral or emotional difficulties, they can be referred to the SAP team for support. Upon referral, students receive an initial evaluation from a SAP liaison through Westmoreland Case Management Incorporated (WCSI). We also partner with Wesley/ Family Services to offer school based behavioral health. Along with this program the Westmoreland Intermediate Unit provides behavioral specialists to assist via consultation in conducting functional behavior assessments and creating positive behavior plans when students exhibit needs.

5. Describe the district restraint procedure.

Restraints to control aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective (de-escalation). In the event a restraint is used the Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a Functional Behavioral Assessment, or a revised Positive Behavior Support Plan (PBSP), or a change of placement to address the inappropriate behavior. Also, documentation of restraints are entered into the state RISC reporting system.

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.

Burrell School District currently does not have students that receive Instructed Provided in the Home, or have we had a student at substantial risk of waiting more than 30 days for an appropriate educational placement. The district has been able to successfully locate and secure placements for “hard to place students”. Nevertheless, if a situation arises concerning barriers to appropriate educational placement, the Burrell School District would collaborate through the interagency approach to ensure FAPE for the identified student(s). When appropriate, the team recommends the involvement of outside agencies. Primarily, the district will work with the SAP liaison from Westmoreland Casemanagement Services Incorporated (WCSI) in an effort to help support situations like this. Additionally, the district may reach out to the Bureau of Special Education for support.

Education Program (Caseload FTE)

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------|--------------------|----------------------------------|---------------------|
| Speech 2 | Elementary | Part-time (0.5) | 05/11/2022 03:50 PM |

| | | |
|---|---------------------------|------------------|
| Building Name | | |
| Burrell SD | | |
| 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 |
| Intermediate Unit | Elementary | 5 to 10 |
| Age Range Justification | | FTE % |
| Speech services provided to students from Kindergarten to 5th grade | | 0.49 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------|--------------------|----------------------------------|---------------------|
| Speech 1 | Multiple | Full-time (1.0) | 05/11/2022 03:49 PM |

| | | |
|-----------------------------|--|------------------|
| Building Name | | |
| Burrell SD | | |
| 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 |
| Intermediate Unit | Multiple | 5 to 18 |
| Age Range Justification | | FTE % |
| Speech service provided to student from Kindergarten to 12th grade | | 1 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| BHS-4 | Secondary | Full-time (1.0) | 05/10/2022 09:21 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Burrell HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 30 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 18 |
| Age Range Justification | | FTE % |
| | | 0.6 |

| | | |
|--|--|------------------|
| Building Name | | |
| Burrell HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 8 |

| | | |
|--------------------------------|---------------------------|------------------|
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 18 |
| Age Range Justification | | FTE % |
| | | 0.4 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| BHS-3 | Secondary | Full-time (1.0) | 05/10/2022 09:19 PM |

| | |
|--------------------------------|---------------------------|
| Building Name | |
| Burrell HS | |
| Support Type | |
| Learning Support | |
| Support Sub-Type | |
| Learning Support | |
| Level of Support | Case Load |
| Itinerant (20% or Less) | 30 |
| Identify Classroom | Classroom Location |
| School District | Secondary |
| Age Range Justification | FTE % |
| | 0.6 |

| | |
|--|---------------------------|
| Building Name | |
| Burrell HS | |
| Support Type | |
| Learning Support | |
| Support Sub-Type | |
| Learning Support | |
| Level of Support | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | 8 |
| Identify Classroom | Classroom Location |
| | |

| | | |
|--------------------------------|-----------|--------------|
| School District | Secondary | 14 to 18 |
| Age Range Justification | | FTE % |
| | | 0.4 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| BHS-2 | Secondary | Full-time (1.0) | 05/10/2022 09:16 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Burrell HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 30 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 18 |
| Age Range Justification | | FTE % |
| | | 0.6 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Burrell HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 8 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 18 |

| | |
|--------------------------------|--------------|
| Age Range Justification | FTE % |
| | 0.4 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| BHS-1 | Secondary | Full-time (1.0) | 05/10/2022 06:33 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Burrell HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 30 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 18 |
| Age Range Justification | | FTE % |
| | | 0.6 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Burrell HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 8 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 18 |
| Age Range Justification | | FTE % |
| | | |

| | |
|--|-----|
| | 0.4 |
|--|-----|

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| BHS-LS | Secondary | Full-time (1.0) | 05/11/2022 03:51 PM |

| | | |
|-----------------------------------|---------------------------|------------------|
| Building Name | | |
| Burrell HS | | |
| Support Type | | |
| Life Skills Support | | |
| Support Sub-Type | | |
| Life Skills Support (Grades 7-12) | | |
| Level of Support | | Case Load |
| Full-Time (80% or More) | | 12 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 18 |
| Age Range Justification | | FTE % |
| | | 0.8 |

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

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|------------|--------------------|----------------------------------|---------------------|
| HMS-Sci/SS | Secondary | Full-time (1.0) | 05/10/2022 05:46 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Charles A Huston MS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 37 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 10 to 14 |
| Age Range Justification | | FTE % |
| | | 0.74 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Charles A Huston 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 | 10 to 14 |
| Age Range Justification | | FTE % |
| | | 0.25 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------|--------------------|----------------------------------|---------------------|
| HMS-Math | Secondary | Full-time (1.0) | 05/10/2022 05:34 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Charles A Huston MS | | |
| 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 | 10 to 14 |
| Age Range Justification | | FTE % |
| | | 0.4 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Charles A Huston MS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 12 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 10 to 14 |
| Age Range Justification | | FTE % |
| | | 0.6 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------|--------------------|----------------------------------|---------------------|
| HMS-ELA | Secondary | Full-time (1.0) | 05/10/2022 05:23 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Charles A Huston MS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 12 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 10 to 14 |
| Age Range Justification | | FTE % |
| | | 0.6 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Charles A Huston MS | | |
| 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 | 10 to 14 |
| Age Range Justification | | FTE % |
| | | 0.4 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| HMS-LS | Secondary | Full-time (1.0) | 05/10/2022 05:19 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Charles A Huston MS | | |
| 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 | 10 to 14 |
| Age Range Justification | | FTE % |
| | | 0.4 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Charles A Huston MS | | |
| Support Type | | |
| Life Skills Support | | |
| Support Sub-Type | | |
| Life Skills Support (Grades K-6) | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 4 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 10 to 14 |
| Age Range Justification | | FTE % |
| | | 0.2 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Charles A Huston 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%) | | 8 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 10 to 14 |
| Age Range Justification | | FTE % |
| | | 0.4 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| St-5 | Elementary | Full-time (1.0) | 05/10/2022 05:14 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Stewart El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 25 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 9 to 11 |
| Age Range Justification | | FTE % |
| | | 0.5 |

| |
|----------------------|
| Building Name |
|----------------------|

| | | |
|--|---------------------------|------------------|
| Stewart El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 10 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 9 to 11 |
| Age Range Justification | | FTE % |
| | | 0.5 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| St-4 | Elementary | Full-time (1.0) | 05/10/2022 05:12 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Stewart El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 25 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 9 to 11 |
| Age Range Justification | | FTE % |
| | | 0.5 |

| | | |
|----------------------|--|--|
| Building Name | | |
| Stewart El Sch | | |

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

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| K,1 | Elementary | Full-time (1.0) | 05/10/2022 11:26 AM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Bon Air El Sch | | |
| 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 | Elementary | 5 to 8 |
| Age Range Justification | | FTE % |
| | | 0.24 |

| | | |
|----------------------|--|--|
| Building Name | | |
| Bon Air El Sch | | |
| 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 | 5 to 8 |
| Age Range Justification | | FTE % |
| | | 0.75 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| 2,3 | Elementary | Full-time (1.0) | 05/13/2022 10:42 AM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Bon Air El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 25 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 6 to 9 |
| Age Range Justification | | FTE % |
| | | 0.5 |

| | | |
|----------------------|--|--|
| Building Name | | |
| Bon Air El Sch | | |
| Support Type | | |
| Learning Support | | |

| | | |
|--|---------------------------|------------------|
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 10 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 7 to 9 |
| Age Range Justification | | FTE % |
| | | 0.5 |

Special Education Facilities

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Bon Air El Sch | | 202 |
| 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 34 feet, 0 inches | 816sqft | 29 |
| Implementation Date | | |
| 2022-05-12 | | |
| 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 # |
| Bon Air El Sch | | 221 |
| School Building | | Building Description |
| Elementary | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 21 feet, 0 inches x 42 feet, 0 inches | 882sqft | 31 |
| Implementation Date | | |
| 2022-05-12 | | |
| Uploaded Files | | |
| | | |

2 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 # |
| Stewart El Sch | | 10 |
| 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 26 feet, 0 inches | 624sqft | 22 |
| Implementation Date | | |
| 2022-05-12 | | |
| Uploaded Files | | |
| | | |

3 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 # |
| Stewart El Sch | | 9 |
| School Building | | Building Description |
| Middle | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 24 feet, 0 inches x 30 feet, 0 inches | 720sqft | 25 |
| Implementation Date | | |
| 2022-05-12 | | |
| 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 # |
| Charles A Huston MS | | 206 |
| School Building | | Building Description |
| Middle | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 24 feet, 0 inches x 32 feet, 0 inches | 768sqft | 27 |
| Implementation Date | | |
| 2022-05-12 | | |

| |
|-----------------------|
| Uploaded Files |
| |

5 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 # |
| Charles A Huston MS | | 104 |
| School Building | | Building Description |
| Middle | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 24 feet, 0 inches x 37 feet, 0 inches | 888sqft | 31 |
| Implementation Date | | |
| 2022-05-12 | | |
| Uploaded Files | | |
| | | |

6 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 # |
| Charles A Huston MS | | 109 |
| School Building | | Building Description |
| Middle | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 24 feet, 0 inches x 32 feet, 0 inches | 768sqft | 27 |
| Implementation Date | | |
| 2022-05-12 | | |
| 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 # |
| Charles A Huston MS | | 219 |
| School Building | | Building Description |
| Middle | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 24 feet, 0 inches x 30 feet, 0 inches | 720sqft | 25 |
| Implementation Date | | |
| 2022-05-12 | | |

| |
|-----------------------|
| Uploaded Files |
| |

8 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 # |
| Burrell HS | | 110 |
| School Building | | Building Description |
| Senior High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 24 feet, 0 inches x 17 feet, 0 inches | 408sqft | 14 |
| Implementation Date | | |
| 2022-05-12 | | |
| Uploaded Files | | |
| | | |

9 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 # |
| Burrell HS | | 106 |
| School Building | | Building Description |
| Senior High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 24 feet, 0 inches x 30 feet, 0 inches | 720sqft | 25 |
| Implementation Date | | |
| 2022-05-12 | | |
| 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 # |
| Burrell HS | | 204 |
| School Building | | Building Description |
| Senior High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 24 feet, 0 inches x 36 feet, 0 inches | 864sqft | 30 |
| Implementation Date | | |
| 2022-05-12 | | |

| |
|-----------------------|
| Uploaded Files |
| |

11 Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Burrell HS | | 112 |
| School Building | | Building Description |
| Senior High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 24 feet, 0 inches x 32 feet, 0 inches | 768sqft | 27 |
| Implementation Date | | |
| 2022-05-12 | | |
| Uploaded Files | | |
| | | |

12 Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Burrell HS | | 109 |
| School Building | | Building Description |
| Senior High | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 24 feet, 0 inches x 37 feet, 0 inches | 888sqft | 31 |
| Implementation Date | | |
| 2022-05-12 | | |
| Uploaded Files | | |
| | | |

13 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 # |
| Bon Air El Sch | | 10 |
| 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 15 feet, 0 inches | 180sqft | 6 |
| Implementation Date | | |
| 2022-05-12 | | |

| |
|-----------------------|
| Uploaded Files |
| |

14Assurance 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

15Special Education Support Services

| Special Education Support Services | Numerical Value | Primary Location | Contractor or District |
|------------------------------------|-----------------|------------------|------------------------|
| Director of Pupil Services | 1 | District Wide | District |
| Paraprofessionals | 13 | District Wide | Contractor |
| School Psychologist | 1 | District Wide | Contractor |
| Physical Therapist | 1 | District Wide | Contractor |
| Occupational Therapist | 1 | District Wide | Contractor |
| Social Worker | 1 | District Wide | District |
| Behavior Specialist | 1 | District Wide | Contractor |
| Guidance Counselor | 6 | District Wide | District |

Special Education Personnel Development

Autism

| | | | |
|---|---------------------------|-----------------------------|--|
| Description of Training | | | |
| Understanding behaviors of students with Autism | | | |
| Lead Person/Position | | Year of Training | |
| Director of Student Services | | 2023 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 1 | Intermediate Unit PaTTAN | General Education Teachers Special Education Teachers |

| | | | |
|--|---------------------------|---|--|
| Description of Training | | | |
| Instructing students with Autism; best practices | | | |
| Lead Person/Position | | Year of Training | |
| Director of Student Services | | 2023 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 1 | District Intermediate Unit PaTTAN | General Education Teachers Special Education Teachers |

| | | | |
|--|---------------------------|-------------------------|---|
| Description of Training | | | |
| Applied Behavioral Analysis (ABA) Supports | | | |
| Lead Person/Position | | Year of Training | |
| Director of Student Services | | | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 3 | 2 | District PaTTAN | Paraprofessionals Special Education Teachers |

Positive Behavior Support

| Description of Training | | | |
|-------------------------------------|--------------------|-------------------|---|
| Understanding the ABC's of behavior | | | |
| Lead Person/Position | | Year of Training | |
| Director of Student Services | | 2022 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 3 | 1 | District Other | General Education Teachers Paraprofessionals Special Education Teachers |

| Description of Training | | | |
|---|--------------------|-------------------------------|---|
| Positive Behavioral Interventions and Supports (PBIS) | | | |
| Lead Person/Position | | Year of Training | |
| Director of Student Services | | 2022 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 3 | 1 | District Intermediate Unit | General Education Teachers Paraprofessionals Special Education Teachers |

Paraprofessional

| Description of Training | | | |
|--|--------------------|------------------|-------------------|
| Behavior support | | | |
| Lead Person/Position | | Year of Training | |
| Director of Student Services, Director of Curriculum and Development | | 2022 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 4 | 3 | Other | Paraprofessionals |

Transition

| Description of Training | | | |
|------------------------------|--------------------|-------------------|----------------------------|
| Indicator 13 training | | | |
| Lead Person/Position | | Year of Training | |
| Director of Student Services | | 2025 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 6 | 1 | Intermediate Unit | Special Education Teachers |

| Description of Training | | | |
|------------------------------|--------------------|------------------|----------------------------|
| Work training/ PAES Lab | | | |
| Lead Person/Position | | Year of Training | |
| Director of Student Services | | 2022 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 4 | 1 | Other | Special Education Teachers |

Science of Literacy

| Description of Training | | | |
|--|--------------------|-------------------|---|
| LETRS Training | | | |
| Lead Person/Position | | Year of Training | |
| Director of Curriculum and Development | | 2022 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 6 | 8 | Intermediate Unit | General Education Teachers Special Education Teachers Other |

| | | | |
|--|---------------------------|-------------------------|---|
| Description of Training | | | |
| Enhanced Core Reading Instruction (EECRI) training | | | |
| Lead Person/Position | | Year of Training | |
| Director of Curriculum and Development | | 2022 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 6 | 4 | Other | General Education Teachers Special Education Teachers Other |

| | | | |
|--------------------------------|---------------------------|-------------------------|----------------------------|
| Description of Training | | | |
| Sunday System training | | | |
| Lead Person/Position | | Year of Training | |
| Director of Student Services | | 2022 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 6 | 2 | Other | Special Education Teachers |

Parent Training

| | | | |
|---------------------------------------|---------------------------|--|-----------------|
| Description of Training | | | |
| Transition and Post Secondary options | | | |
| Lead Person/Position | | Year of Training | |
| Director of Student Services | | 2022 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1.5 | 2 | District Intermediate Unit Other | Parents |

| | | | |
|--------------------------------|---------------------------|-------------------------|-----------------|
| Description of Training | | | |
| Mental health and learning | | | |
| Lead Person/Position | | Year of Training | |
| Director of Student Services | | 2023 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1.5 | 2 | District Other | Parents |

| | | | |
|-------------------------------------|---------------------------|-------------------------------|-----------------|
| Description of Training | | | |
| Active participation on an IEP team | | | |
| Lead Person/Position | | Year of Training | |
| Director of Student Services | | 2024 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1.5 | 2 | District Intermediate Unit | Parents |

IEP Development

| | | | |
|---|---------------------------|-------------------------|----------------------------|
| Description of Training | | | |
| Educational Benefit Review (EBR) of IEP's | | | |
| Lead Person/Position | | Year of Training | |
| Director of Student Services | | 2022 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 3 | 1 | District | Special Education Teachers |

| | | | |
|--------------------------------|---------------------------|----------------------------|----------------------------|
| Description of Training | | | |
| IEP writing best practices | | | |
| Lead Person/Position | | Year of Training | |
| Director of Student Services | | 2022 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 1 | District Intermediate Unit | Special Education Teachers |

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

