

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 514
School District Total Student Enrollment 4181
Percent of Students Receiving Special Education 12.3

Steering Committee

Name	Position/Role	Building	Email
Timothy Mahoney	Director of Special Education	Fox Chapel Area SD	timothy_mahoney@fcasd.edu
Mary Catherine Reljac	Superintendent	Fox Chapel Area SD	marycatherine_reljac@fcasd.edu
Ashley Constantine	Director of Curriculum	Fox Chapel Area SD	
Matthew Harris	Director of Curriculum	Fox Chapel Area SD	
Rachel Fischbaugh	Building Principal	Hartwood El Sch	
Mary Beth Dadd	Board Member	Fox Chapel Area SD	
Abby Torres	Parent	Fox Chapel Area SD	

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
UPMC Passavant Home	Residential Setting		District	3

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

The FCASD ensures that students are receiving FAPE within the LRE through appropriate evaluation and programming as outlined in PA Code 22: Chapter 14. The FCASD also plans with the home district and guardians with respect to the student.

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

The FCASD has direct communication with UPMC Passavant Home supervisors and caregivers to ensure students are receiving appropriate educational opportunities within the LRE. Communications come through annual notices as well as continuous contact and IEP team meetings.

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).

There are currently no facilities in FCASD for incarcerated students. The district would establish a set of procedures in collaboration with the educational program provider at the facility in order to identify, evaluate, and offer FAPE to incarcerated students. The procedures would include locating existing educational records. If the student has never been identified as eligible for special education services, then the records will be reviewed by FCASD to determine whether the student should be referred for a multi-disciplinary evaluation. The district in collaboration with the educational provider would assure that special education laws are followed, including the provision of a Free Appropriate Public Education.

Least Restrictive Environment

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

The Fox Chapel Area School District is above (86.9%) the state average (61.5%) of students within the regular classroom 80% or more. This is representative of quality MTSS supports and meeting the needs of students within the LRE. The district is below (5.5%) the state average (9.6%) of students within the regular education class less than 40% of the time as students are continuously educated within the inclusive environment and LRE. The district is currently above (5.5%) the state average (4.8%) students in other settings. This enrollment within the home setting can be improved through increased training and support within emotional and behavioral supports within the district.

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 implements a K-12 scope of Multi Tiered Systems of Support (MTSS) to meet the academic and social/emotional needs of all students. This includes rigorous core academic programs with systematic interventions to address need based on data, as well as universal K-12 SEL programs through Second Step and 7 Mindsets.

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

Academic programs are built to meet the needs of students based on multiple qualifying criteria including teacher recommendations, benchmark data, classroom data, and parent input. Academic supports include specific, alternative, interventions as well as tiered support within the core program. Teachers complete ongoing training within the curriculum and tiers as well as ongoing disability training in the schools.

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

The district currently participates in K-12 Best Buddies programs to support social inclusion within the school setting. The district also participates in Unified Sports 6-12 and continuously collaborates with activities chairs, athletic directors, and teachers to identify opportunities to meaningfully participate. The supplementary aids and services the district utilizes is 1:1 or small group support within the activity, pre-teaching, specialized equipment, pacing, planning and collaboration, and additional training among other considerations.

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?

IEP teams meet annually to discuss programming, the types of support, and progress towards goals within the placement. The district also shares opportunities within the K-12 environment that may allow students an opportunity to participate in extracurricular clubs and activities. These clubs are also shared in building mailings as well as posted on the district website.

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 Fox Chapel Area School District will need to build additional internal capacity to support students with significant emotional and behavioral needs. By developing more substantial emotional support services, the district may be able to meet the needs of students within the home building and provide an opportunity to participate more regularly with non-disabled peers.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
The Children's Institute	Approved Private School (APS)		The Children's Institute	Life Skills Support	7
Friendship Academy	Approved Private School (APS)		The Watson Institute	Emotional Support	3
The Education Center	Approved Private School (APS)		The Watson Institute	Autistic Support	6
WISCA	Licensed Private Academic		The Watson Institute	Autistic Support	2
Western Pa. School for the Blind	Approved Private School (APS)		Western Pa. School for the Blind	Blind and Visually Impaired Support	4
Pressley Ridge Day School for Autism	Approved Private School (APS)		Pressley Ridge	Autistic Support	1
The School at McGuire Memorial	Approved Private School (APS)		McGuire Memorial	Multiple Disabilities Support	2
Sunrise School	Approved Private School (APS)		AIU3	Autistic Support	4

Positive Behavior Support

Date of Approval

2022-01-10

Uploaded Files

113.2_Behavior_Support (2).pdf

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

The District has implemented K-12 social and emotional wellness programs for students in a tiered approach. Through tier I, students are instructed within the Second Step curriculum (K-8) and 7Mindsets (9-12). Tier II supports are provided through small group lessons focused on group thinking and in coordination with the scope of SEL lessons presented within the curriculum. Tier III support is presented within individualized services through the University of Pittsburgh MAPS program, school counselors, school-based mental health through Family Behavioral Resources, school psychologists, special education teachers, and behavioral specialists. Students move through tiers of support based on individualized data responses and IEP team meetings when a need is presented to the team.

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.

Ongoing training is provided by AIU3, PaTTAN, consultants and district staff. As mentioned previously, the District also utilizes Safety Care training through QBS inc. This program encompasses, 6 certified trainers in the district, as well as building level teams trained annually on de-escalation and response to behavior that may require immediate intervention. All paraprofessionals also complete full-day and a half certification or half-day re-certification, annually, in Safety Care to address the needs of students with whom they work.

3. Describe the district positive school wide support programs.

Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class 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 a disability shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations. In addition to the district policy, there are several initiatives in place that address student behavior in a proactive manner in the schools. The district utilizes a system of Multi-Tiered Systems of Support for academic, social/emotional, and behavioral supports. Buildings utilize a School-Wide Positive Behavior Supports (SWPBS) systems that are structurally similar, but unique based on the student population within the building. The MTSS programs utilize consultants from the AIU3 to provide ongoing professional development to all administrators and faculty in order to implement the SWPBS and MTSS systems. Additionally, the district has implemented the Olweus Bullying Program K-8 as a structured method for addressing bullying in a proactive manner over the past several years. The high school has a team that meets periodically to address bullying and behavioral issues and continuously works to improve the systems in place at the high school level. There is an anonymous bullying report system in place K-12 to promote the reporting of bullying in a safe manner for students. Various methods of data are used to make

sound decisions/plans for each student in order to meet their needs prior to them being evaluated for special education. The district has K-12 Student Assistance Program (SAP) in place in which each building has a trained SAP team that meets bi-weekly. The district contracts with Maximizing Adolescent Potentials (MAPS) through the University of Pittsburgh to provide liaisons who is part of each SAP team. This liaison(s) conducts any recommended mental health or drug and alcohol assessments and provides resources to parents. Parents are an integral part of this process and are informed and involved in their child's programming from the onset. Additionally, the district has added school-based mental health in conjunction with Family Behavioral Resources. Students are able to access licensed mental health care during the school day. Finally, the district has a team of various personnel in each of the five buildings that are certified in Comprehensive Crisis Management (CCM). These teams are available to address those behaviors of students that require immediate intervention that may involve de-escalation or the possible need for restraint. Every year, these teams receive updated training in order to keep their certification active from trainers within the district who have been certified by Western Psychiatric Institute and Clinic (WPIC). Only those certified on the team are permitted to restrain students if necessary. Each building has a system in place if the need should arise. the district follows the proper guidelines when conducting restraints and if the child is identified as a child with a disability, then the proper IEP protocol is followed after the restraint takes place. For those students with IEPs who exhibit behavioral issues, the IEP team follows the proper process for addressing these concerns. A formal or informal Functional Behavioral Assessment (FBA) may be recommended in order to design an appropriate Positive Behavioral Support Plan (PBSP) that will better meet the child's needs. All special education teachers and building administrators have received training on how to conduct, write and implement effective FBAs and PBSPs. If discipline is necessary for a student with a disability, the appropriate discipline process is followed according to IDEA and Chapter 14: Special Education Services of the Pennsylvania School Code. All building administrators receive ongoing training on issues related to discipline and special education. In summary, the Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. 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 students' opportunity for learning and self-fulfillment. A functional assessment of behavior requires parental consent (permission to evaluate or re-evaluate). Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP. When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.

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

The District provides School-Based Behavioral and Mental Health Services through partnerships with the University of Pittsburgh, Maximizing Adolescent Potentials (MAPS) program and Family Behavioral Resources (FBR). There is also coordination with Allegheny County, PDE, PaTTAN, AIU3, University of Pittsburgh, the STAR Center, Family Behavioral Resources, and the Watson Institute for continued training and consultation for all of our students and staff. We are initiating the Stand Together Program to reach our middle school students for early education and reduction of stigma and increasing our efforts within the district to teach students about mental health and how to access supports within the school.

5. Describe the district restraint procedure.

Physical Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a

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

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

Mechanical Restraints Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

Aversive Techniques The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:

1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Suspensions constituting a pattern as defined in state regulations.
7. Treatment of a demeaning nature.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Prone restraints, which are restraints by which a student is held face down on the floor.

Intensive Interagency

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

The Fox Chapel Area School District has been successful in providing a Free Appropriate Public Education to students with disabilities. At the present time, the Fox Chapel Area School District has no unresolved issues with locating and ensuring FAPE for any individual student, or for a particular disability category.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 37	Secondary	Full-time (1.0)	05/16/2022 01:46 PM

Building Name		
Fox Chapel Area HS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	19 to 19
Age Range Justification		FTE %
		0.02

Building Name		
Fox Chapel Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.04

Building Name		
Fox Chapel Area HS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	27	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification	FTE %	
	0.54	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 36	Secondary	Full-time (1.0)	05/16/2022 01:44 PM

Building Name		
Fox Chapel Area HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support	Case Load	
Itinerant (20% or Less)	1	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification	FTE %	
	0.08	

Building Name	
Fox Chapel Area HS	
Support Type	
Emotional Support	

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.04

Building Name		
Fox Chapel Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 35	Secondary	Full-time (1.0)	05/16/2022 01:42 PM

Building Name		
Fox Chapel Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.34

Building Name		
Fox Chapel Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 34	Secondary	Full-time (1.0)	05/16/2022 03:26 PM

Building Name		
Fox Chapel Area HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1

Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.07

Building Name		
Fox Chapel Area HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
Special education students at Fox Chapel Area High School have the opportunity to remain in school until they are 21 years of age. To best support students within the LRE, some students may be in a classroom where there is greater than a 4-year age gap in the secondary setting.		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 33	Secondary	Full-time (1.0)	05/16/2022 01:36 PM

Building Name
Fox Chapel Area HS
Support Type
Autistic Support
Support Sub-Type
Autistic Support

Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.08

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 32	Secondary	Full-time (1.0)	05/16/2022 01:33 PM

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

Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.02

Building Name		
Fox Chapel Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 31	Secondary	Full-time (1.0)	05/16/2022 01:32 PM

Building Name		
Fox Chapel Area HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17

Age Range Justification	FTE %
	0.25

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

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

Building Name		
Fox Chapel Area 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)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.13

Building Name		
Fox Chapel Area HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.25

Building Name		
Fox Chapel Area HS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 18
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 30	Secondary	Full-time (1.0)	05/16/2022 01:28 PM

Building Name		
Fox Chapel Area HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.08

Building Name		
Fox Chapel Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 29	Secondary	Full-time (1.0)	05/16/2022 01:26 PM

Building Name		
Fox Chapel Area HS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.04

Building Name		
Fox Chapel Area 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
Position 28	Secondary	Full-time (1.0)	05/16/2022 01:23 PM

Building Name		
Dorseyville MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.17

Building Name		
Dorseyville MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.02

Building Name		
Dorseyville MS		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.04

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 27	Secondary	Full-time (1.0)	05/16/2022 01:14 PM

Building Name		
Dorseyville MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load

Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.33

Building Name		
Dorseyville MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.12

Building Name		
Dorseyville MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.04

Building Name		
Dorseyville MS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	18	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification	FTE %	
	0.36	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 26	Secondary	Full-time (1.0)	05/16/2022 01:11 PM

Building Name		
Dorseyville MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support	Case Load	
Itinerant (20% or Less)	2	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification	FTE %	
	0.04	

Building Name	
Dorseyville MS	
Support Type	
Learning Support	

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 25	Secondary	Full-time (1.0)	05/16/2022 01:10 PM

Building Name		
Dorseyville MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.12

Building Name		
Dorseyville MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 24	Secondary	Full-time (1.0)	05/16/2022 01:08 PM

Building Name		
Dorseyville MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.02

Building Name		
Dorseyville MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15

Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 23	Secondary	Full-time (1.0)	05/16/2022 01:05 PM

Building Name		
Dorseyville MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.08

Building Name		
Dorseyville MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12

Age Range Justification	FTE %
	0.04

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 22	Secondary	Full-time (1.0)	05/16/2022 01:03 PM

Building Name		
Dorseyville MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.25

Building Name		
Dorseyville MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.12

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

Building Name		
Dorseyville 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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 21	Secondary	Full-time (1.0)	05/16/2022 12:57 PM

Building Name	
Dorseyville MS	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	Case Load
Itinerant (20% or Less)	2
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	FTE %
	0.03

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 20	Elementary	Full-time (1.0)	05/16/2022 12:56 PM

Building Name	
Hartwood El Sch	
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	Elementary	6 to 8
Age Range Justification		FTE %
		0.12

Building Name		
Kerr El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 19	Elementary	Full-time (1.0)	05/16/2022 12:52 PM

Building Name		
OHara El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		

Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		37
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Students receive direct services at scheduled times specific to grade levels. To support students within the K-5 building, caseloads may include students with greater than a 3 year age difference.		0.57

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 18	Elementary	Full-time (1.0)	05/16/2022 03:28 PM

Building Name		
Fairview El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.26

Building Name		
Hartwood El Sch		
Support Type		
Speech And Language Support		

Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 17	Elementary	Full-time (1.0)	05/16/2022 12:45 PM

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

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

Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 16	Elementary	Full-time (1.0)	05/16/2022 12:44 PM

Building Name		
OHara El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.04

Building Name		
OHara El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10

Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 15	Elementary	Full-time (1.0)	05/16/2022 12:42 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 14	Elementary	Full-time (1.0)	05/16/2022 12:41 PM

Building Name	
OHara 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	8 to 9
Age Range Justification		FTE %
		0.24

Building Name		
OHara El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 13	Elementary	Full-time (1.0)	05/16/2022 12:36 PM

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

Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.26

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 12	Elementary	Full-time (1.0)	05/16/2022 12:34 PM

Building Name		
Hartwood El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11

Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 11	Elementary	Full-time (1.0)	05/16/2022 12:33 PM

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

Building Name		
Hartwood El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8

Age Range Justification	FTE %
	0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 10	Elementary	Full-time (1.0)	05/16/2022 12:31 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 9	Elementary	Full-time (1.0)	05/16/2022 12:30 PM

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

Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.62

Building Name		
Hartwood El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 12
Age Range Justification		FTE %
		0.08

Building Name		
Hartwood El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 8	Elementary	Full-time (1.0)	05/16/2022 12:27 PM

Building Name		
Hartwood El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.62

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

Building Name		
Hartwood El Sch		
Support Type		

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 7	Elementary	Full-time (1.0)	05/16/2022 12:25 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 6	Elementary	Full-time (1.0)	05/16/2022 12:23 PM

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

Building Name		
Kerr El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.02

Building Name		
Kerr El Sch		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 5	Elementary	Full-time (1.0)	05/16/2022 03:28 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 4	Elementary	Full-time (1.0)	05/16/2022 12:18 PM

Building Name	
Kerr El Sch	
Support Type	

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.1

Building Name		
Kerr El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 3	Elementary	Full-time (1.0)	05/16/2022 12:16 PM

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

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 2	Elementary	Full-time (1.0)	05/16/2022 12:15 PM

Building Name		
Fairview El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 1	Elementary	Full-time (1.0)	05/16/2022 12:13 PM

Building Name

Fairview El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.18

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

Building Name		
Fairview El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range

School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.04

Special Education Facilities

Building Name		Room #
Dorseyville MS		136
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 32 feet, 0 inches	800sqft	28
Implementation Date		
2022-05-16		
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 #
Dorseyville MS		110
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 24 feet, 0 inches	552sqft	19
Implementation Date		
2022-05-16		
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 #
Dorseyville 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
28 feet, 6 inches x 28 feet, 6 inches	812sqft	29
Implementation Date		
2022-05-16		
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 #
Dorseyville MS		231
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 24 feet, 0 inches	576sqft	20
Implementation Date		
2022-05-16		
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 #
Dorseyville MS		129
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 4 inches x 19 feet, 6 inches	377sqft	13
Implementation Date		
2022-05-16		
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 #
Fox Chapel Area HS		237
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
31 feet, 0 inches x 26 feet, 0 inches	806sqft	28
Implementation Date		
2022-05-16		
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 #
Fox Chapel Area HS	246

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
25 feet, 0 inches x 26 feet, 0 inches	650sqft	23
Implementation Date		
2022-05-16		
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 #
Fox Chapel Area HS		250
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
25 feet, 0 inches x 20 feet, 0 inches	500sqft	17
Implementation Date		
2022-05-16		
Uploaded Files		

8Assurance Check

Assurance Check	Yes	No

The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Fox Chapel Area HS		182
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 33 feet, 0 inches	792sqft	28
Implementation Date		
2022-05-16		
Uploaded Files		

9Assurance Check

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

Building Name		Room #
Fox Chapel Area HS		193
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 17 feet, 0 inches	374sqft	13
Implementation Date		
2022-05-16		
Uploaded Files		

10 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 #
Fox Chapel Area HS	190
School Building	Building Description
Senior High	A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement
17 feet, 0 inches x 12 feet, 0 inches	204sqft
Max # of students in classroom	7
Implementation Date	
2022-05-16	
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 #
Fox Chapel Area HS		128
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
25 feet, 0 inches x 18 feet, 0 inches	450sqft	16
Implementation Date		
2022-05-16		
Uploaded Files		

12Assurance 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 #
Fox Chapel Area HS		235
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
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29

Implementation Date
2022-05-16
Uploaded Files

13Assurance Check

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

Building Name		Room #
Fox Chapel Area HS		257
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
25 feet, 0 inches x 20 feet, 0 inches	500sqft	17
Implementation Date		
2022-05-16		
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	
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Building Name		Room #
Kerr El Sch		239
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 24 feet, 0 inches	264sqft	9
Implementation Date		
2022-05-16		
Uploaded Files		

15Assurance Check

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

Building Name		Room #
Kerr El Sch		315
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 24 feet, 0 inches	264sqft	9
Implementation Date		
2022-05-16		

Uploaded Files

16 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 #
Kerr El Sch		311
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 24 feet, 0 inches	264sqft	9
Implementation Date		
2022-05-16		
Uploaded Files		

17 Assurance Check

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

Building Name		Room #
Kerr El Sch		120
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 24 feet, 0 inches	264sqft	9
Implementation Date		
2022-05-16		
Uploaded Files		

18Assurance 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 #
Kerr El Sch		241
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 24 feet, 0 inches	264sqft	9
Implementation Date		
2022-05-16		
Uploaded Files		

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19 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 #
Kerr El Sch		116
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 24 feet, 0 inches	264sqft	9
Implementation Date		
2022-05-16		
Uploaded Files		

20 Assurance Check

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

Building Name		Room #
Kerr El Sch		117
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 17 feet, 0 inches	204sqft	7
Implementation Date		
2022-05-16		
Uploaded Files		

[21Assurance 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 #
OHara El Sch		211
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 19 feet, 0 inches	342sqft	12
Implementation Date		
2022-05-16		
Uploaded Files		

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22Assurance Check

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

Building Name		Room #
OHara El Sch		122
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 16 feet, 0 inches	432sqft	15
Implementation Date		
2022-05-16		
Uploaded Files		

23Assurance Check

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

Building Name		Room #
OHara El Sch		116
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 29 feet, 0 inches	696sqft	24
Implementation Date		
2022-05-16		
Uploaded Files		

24Assurance Check

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

Building Name		Room #
OHara El Sch		226
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 32 feet, 0 inches	736sqft	26
Implementation Date		
2022-05-16		
Uploaded Files		

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25Assurance Check

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

Building Name		Room #
OHara El Sch		210
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 18 feet, 0 inches	252sqft	9
Implementation Date		
2022-05-16		
Uploaded Files		

26Assurance Check

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

Building Name		Room #
OHara El Sch		216
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 0 inches x 19 feet, 0 inches	190sqft	6
Implementation Date		
2022-05-16		
Uploaded Files		

27Assurance Check

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

Building Name		Room #
Fairview El Sch		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
27 feet, 0 inches x 33 feet, 0 inches	891sqft	31
Implementation Date		
2022-05-16		
Uploaded Files		

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28 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 #
Fairview El Sch		125
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 30 feet, 0 inches	750sqft	26
Implementation Date		
2022-05-16		
Uploaded Files		

29 Assurance Check

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

Building Name		Room #
Fairview El Sch		127
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 24 feet, 0 inches	576sqft	20
Implementation Date		
2022-05-16		
Uploaded Files		

30Assurance 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 #
Hartwood El Sch		204
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
43 feet, 0 inches x 25 feet, 0 inches	1075sqft	38
Implementation Date		
2022-05-16		
Uploaded Files		

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31 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 #
Hartwood El Sch		203
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 35 feet, 0 inches	1225sqft	43
Implementation Date		
2022-05-16		
Uploaded Files		

32 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 #
Hartwood El Sch		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
38 feet, 0 inches x 23 feet, 0 inches	874sqft	31
Implementation Date		
2022-05-16		
Uploaded Files		

33Assurance Check

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

Building Name		Room #
Hartwood El Sch		300
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 30 feet, 0 inches	1020sqft	36
Implementation Date		
2022-05-16		
Uploaded Files		

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34 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 #
Hartwood El Sch		405
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 37 feet, 0 inches	888sqft	31
Implementation Date		
2022-06-13		
Uploaded Files		

35 Assurance Check

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

Special Education Support Services

36Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	District
Paraprofessionals	58	District Wide	District
School Psychologist	2	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	3	District Wide	Contractor
Social Worker	3	District Wide	Contractor
Behavior Specialist	2	Elementary	District
Guidance Counselor	14	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
PaTTAN Autism Initiative			
Lead Person/Position		Year of Training	
Timothy Mahoney/Director of Special Education and Pupil Services		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
8	9	PaTTAN Other	Building Administrators Special Education Teachers

Positive Behavior Support

Description of Training			
Safety Care			
Lead Person/Position		Year of Training	
Timothy Mahoney/Director of Special Education and Pupil Services		2022, 2023	
Hours Per Training	Number of Sessions	Provider	Audience
7	2	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
School-Wide PBIS			
Lead Person/Position		Year of Training	
Timothy Mahoney/Director of Special Education and Pupil Services		2022	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Building Administrators

		Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers
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Paraprofessional

Description of Training			
CPR/First Aid			
Lead Person/Position			Year of Training
Timothy Mahoney/Director of Special Education and Pupil Services			2022, 2023, 2024
Hours Per Training	Number of Sessions	Provider	Audience
4	4	Other	Paraprofessionals

Description of Training			
ABA Basics for Supporting Students			
Lead Person/Position			Year of Training
Timothy Mahoney/Director of Special Education and Pupil Services			2022, 2023, 2024
Hours Per Training	Number of Sessions	Provider	Audience
4	1	PaTTAN	Paraprofessionals

Transition

Description of Training			
Secondary team will provide a series of transition trainings for staff, parents and students			
Lead Person/Position			Year of Training
Timothy Mahoney/Director of Special Education and Pupil Services			2022, 2023, 2024
Hours Per Training	Number of Sessions	Provider	Audience

2	18	District	Building Administrators General Education Teachers Parents Special Education Teachers
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Description of Training			
Staff training on transition-age IEP development			
Lead Person/Position			Year of Training
Timothy Mahoney/Director of Special Education and Pupil Services			2022
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District	Special Education Teachers

Science of Literacy

Description of Training			
Primary Teacher Academy			
Lead Person/Position			Year of Training
Dana Simile/Director of Literacy			2022
Hours Per Training	Number of Sessions	Provider	Audience
68	10	District	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Foundations Training			
Lead Person/Position			Year of Training
Jackie Koziatek/Reading Chair			2022
Hours Per Training	Number of Sessions	Provider	Audience

32	4	District	Building Administrators General Education Teachers Special Education Teachers
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Parent Training

Description of Training			
Life after graduation. Parent information on post-secondary outcomes and expectations			
Lead Person/Position			Year of Training
Timothy Mahoney/Director of Special Education and Pupil Services			2022, 2023
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District	Parents

Description of Training			
IEP and 504 refresher for parents			
Lead Person/Position			Year of Training
Timothy Mahoney/Director of Special Education and Pupil Services			2022, 2023, 2024
Hours Per Training	Number of Sessions	Provider	Audience
2	6	District	Parents

IEP Development

Description of Training			
IEPWriter Regional Workshop			
Lead Person/Position			Year of Training
Timothy Mahoney/Director of Special Education and Pupil Services			2022, 2023, 2024
Hours Per Training	Number of Sessions	Provider	Audience

4	3	Other	Central Office Administrators Special Education Teachers
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Description of Training			
Incorporating Social and Emotional Learning into the IEP			
Lead Person/Position		Year of Training	
Timothy Mahoney/Director of Special Education and Pupil Services		2022, 2023	
Hours Per Training	Number of Sessions	Provider	Audience
4	2	District	General Education Teachers Special Education Teachers

Signatures & Affirmations

Approval Date

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- 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

