

Profile and Plan Essentials

LEA Name		AUN	
Burgettstown Area SD		101631203	
Address 1			
100 Bavington Rd			
Address 2			
City	State	Zip	
Burgettstown	PA	15021	
Director of Special Education Name			
Michele Burton			
Director of Special Education Email			
mburton@burgettstown.k12.pa.us			
Director of Special Education Phone Number		Director of Special Education Ext	
724-947-8104			
Chief Administrator Name			
Mr Stephen P Puskar			
Chief Administrator Email			
spuskar@burgettstown.k12.pa.us			

Special Education Students

Total Number of Students Receiving Special Education 205

School District Total Student Enrollment 998

Percent of Students Receiving Special Education 20.5

Steering Committee

Name	Position/Role	Building	Email
Michele Burton	Director of Special Education	Burgettstown Area SD	mburton@burgettstown.k12.pa.us
Stephen P. Puskar	Superintendent	Burgettstown Area SD	spuskar@burgettstown.k12.pa.us
Brian Fadden	Building Principal	Burgettstown MS/HS	bfadden@burgettstown.k12.pa.us
Melissa Mankey	Building Principal	Burgettstown El Ctr	mmankey@burgettstown.k12.pa.us
Melissa Ferencuha	Other	Burgettstown Area SD	mferencuha@burgettstown.k12.pa.us
Christopher Rocini	Special Education Teacher	Burgettstown MS/HS	crocini@burgettstown.k12.pa.us
Anita Boni	Parent	Burgettstown Area SD	bradenkaden@yahoo.com
Alissa Nardone	General Education Teacher	Burgettstown El Ctr	anardone@burgettstown.k12.pa.us
Amy Lemmon	Board Member	Burgettstown Area SD	alemmon@burgettstown.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)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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

The Burgettstown Area School District is not a host district under section 1306 of the Public School Code. In the event that the District were to become a host District, the Burgettstown Area School District would establish a working connection with the facility. The District would share with the facility and with the student's family its Child Find procedures. Upon the enrollment of a student in the facility, the District would contact the student's home district for educational paperwork. The District would review documents, if the student entered with an existing IEP, the District would meet with the necessary IEP team members, revise or develop a new IEP or any necessary documents, and then implement special education services as appropriate. Student progress would be monitored and reported as indicated in the IEP. The District recognizes it cannot allow the facility to bundle services. The Burgettstown Area School District is aware that just because a student resides at a facility, it does not mean that the student must attend the on grounds school at the facility. The IEP team would meet to determine the individual student's least restrictive environment, whether that be a classroom in the facility or a District classroom. If it was determined by a multidisciplinary team that a student's educational needs were not being met, a special education evaluation would occur after receiving permission from the parent. If special education services were recommended by the evaluation, an IEP meeting would be held to develop an appropriate IEP. During the IEP meeting the least restrictive environment for the child to receive services would be determined. The District would ensure that FAPE was being provided to students who were in the facility by following the steps explained above, and that all determined services were being provided by certified teachers.

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

The Burgettstown Area School District is not a host district under section 1306 of the Public School Code. In the event that the District were to become a host District, the District personnel would communicate regularly with the enrolled families and home districts. When planning for discharge, all parties would be notified, and the Burgettstown Area School District would ensure all parties have copies of all current school records, including updated special education paperwork and progress monitoring data.

Incarcerated Students Oversight

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

No

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

The Burgettstown Area School District is not currently a host District for any correctional facilities which houses incarcerated students. In the event that the District were to become a host District, the District personnel would establish a working connection with the facility. The District would contact the student's home district for educational paperwork. The District would review documents, meet with the necessary IEP team members, revise any necessary documents, and then implement the special education services as appropriate. Student progress would be monitored and reported as indicated in the IEP. The Burgettstown Area School District understands its responsibility for Child Find and would work with the facility to identify students who may meet the eligibility for special education services, but have yet to be identified.

Least Restrictive Environment

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

At each IEP meeting, the IEP team reviews the student's present educational levels, needs, and goals to determine if their needs and goals can be met in the regular classroom setting with supplementary aids and services. Additional classroom support may include paraprofessional support, support from related service providers, special education teacher support, or other certified teacher support. If it is determined that the student requires a more specialized educational program, then the student may be programmed in a more restrictive environment so that the student may be provided instruction required for the student to make meaningful progress. Those students instructed outside the general education setting, require a research-based remedial curriculum and/or an extensively modified curriculum. The District continues to evaluate the LRE percentages of special education students and continues to meet Indicator 5 targets on the State Performance Plan. This has resulted in a LRE percentage of 74.5% for the 2019-2020 school year for those students educated inside the regular class 80% or more of the time, which is greater than the percentage of 61.5%. Additionally, the LEA's group size is so small for the number of students being educated inside the regular class, less than 40% of the time, that this data is not reported, which is significant when compared to the state data of 9.6%. The LEA's group size is also so small for the number of students being educated in other settings that this data is not reported, which is significant when compared to the state data of 4.5%. The District changed the provider for school-based mental health services during the 2021-22 school year to help address some of the placements being made outside the district for emotional support needs. All students placed outside of the district are multiple disabilities or are students with severe behavioral challenges, including aggressive and self-injurious behaviors.

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 utilizes the following universal practices -scheduled time for collaboration and team meetings -instructional arrangements that support collaboration (co teaching, paraeducator support) -professional development related to meeting students' academic and social/emotional needs, - collaboration with community agencies via SAP teams, - providing alternate ways for students to demonstrate learning - providing test modification - providing alternate materials/curriculum -changing method of presentation -providing instructional adaptations (-, non examples, repeating directions) - Grades K-5 Sensory Room -assistive technology and communication devices -social skills instruction -social work services/counseling -individualized behavior support plans - modification of rules and expectations

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 is committed to educating every student in the least restrictive environment and assumes all students will be educated with the general education curriculum unless the team has data to determine otherwise. During the 2021/2022 school year, the District received a grant through PaTTAN and is participating in the MTSS Statewide EELO Series. The District's K-2 teachers are being trained on enhancing early literacy outcomes that will include Enhancing Core Reading Instruction (ECRI). During the 2020/21 school year the 8th grade Reading and English teachers participated in the training that came with Secondary MTSS: Enhancing ELA Outcomes (5-9) Grant. As a result of the participation in the Secondary MTSS: Enhancing ELA Outcomes grant during the 2020/21 school year, the 8th grade English and 8th grade Reading teacher are using the following researched based instruction programs for all students to improve reading and ELA outcomes: Step-Up-To-Writing, Sentence Senses, StartPAW, Vocabulary Surge, and Building Comprehension in Adolescence. During the 2021/22 school year, the 8th grade ELA and Reading teachers used benchmark to create an intervention group that includes both

general education and special education students. During the Intervention time, they are utilizing Third Quest to improve reading skills. The District continues to participate in the Secondary MTSS: Enhancing ELA Outcomes (5-9) Grant for the 2021/22 school year. The District is also working with Rob Bair, IU#1 TAC, who is providing training and consultation to district teachers on research based math intervention strategies. General education teachers attend each IEP meeting, and the LEA is available at that time to solicit feedback from the teachers on what additional support is needed to assist the student. Each student is assigned to a special education teacher who serves as a case manager. The case manager is a single point of contact with the general education teachers and families to problem solve if meaningful progress is not being achieved. Regular progress monitoring is conducted, and IEP revisions are made to modify SDIs, related services, and supplementary aids/services as needed.

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

All students are encouraged to participate in extracurricular activities. When required, the District has provided professional development to coaches and/or club sponsors, 1:1 paraprofessionals to attend activities with students, specialized transportation to ensure participation. We have had students with disabilities participate in all sports, chorus, the annual musical, Drum Line, and various clubs.

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?**

The IEP team carefully determines students' LRE needs even when they are placed in private institutions. It is not automatically assumed students should remain in a full-time special education environment. When appropriate, students may participate in the career and technical center, work release, and/or community-based instruction. When it is in the best interest of the student's needs, the student may attend the public school for a full or partial day. All students attending an out-of-district placement or residing in a private institution are welcome to continue to participate in district lead extracurricular activities. Appropriate transportation and supplementary services/aids needed for the student to participate will be provided by the district.

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 recognizes its need to build capacity in the area of serving students with severe autism, mental health and emotional needs. The District has provided professional development and utilizes both inclusive practices in the general education environment and emotional support classes to serve students, but this population of students comprises the majority of the out-of-district placements. The District continues to improve in this area and strategize ways to offer a wider continuum of services within the district.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Transformation Learning	Licensed Private Academic		Transformation Learning, Inc.	Multiple Disabilities Support	2
Watson Institute South	Licensed Private Academic	IU Public School - Separate Facility	Watson Institute	Multiple Disabilities Support	3
Bradley Center	Licensed Private Academic		Lisa Fox	Emotional Support	1
Pathfinder	Other	Other Public Facility Non Residential	Allegheny Intermediate Unit (3)	Life Skills Support	1
Transitional Employment Consultants	Licensed Private Academic	Other Private Facility	Kendra Casella	Multiple Disabilities Support	1
ACLD Tilloston	Approved Private School (APS)		Donna Westbrooks-Martin	Learning Support	1

Positive Behavior Support

Date of Approval

2021-01-11

Uploaded Files

Behavior Support Policy.pdf

Behavior Support Policy_430e53c3.pdf

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

The District is focused on meeting the emotional and social needs of students with disabilities. The District has a full-time social worker who provides social work services as a related service when needed. The Burgettstown Area School District employs one school guidance counselor at the elementary level and three school guidance counselors at the middle/high school level. To help deal with the emotional/mental health needs of the District's students, a mental health counselor is employed two days a week to help support students at both the elementary and middle/high school. The District contracts with the IU for one school psychologist who can consult with faculty and staff on behavioral interventions, assist with conducting FBAs, and write positive behavior support plans. Positive, rather than negative, measures form the basis of the District's behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraints. Behavior support programs must include research-based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning. Positive Behavior Support Plans (PBSP) must be based on functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student shall be as least intrusive as necessary.

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.**

Staff and faculty are trained annually in confidentiality and behavior support at the beginning of the school year. Additionally, , select administrators, special education teachers, and paraprofessionals are trained in Safety Cares. Safety Cares teaches de-escalation strategies and physical restraints.

3. **Describe the district positive school wide support programs.**

Burgettstown's approach to student discipline is restorative and intended to modify the inappropriate behavior. The general sequence presented below is not intended to be rigidly followed. The actual sequence of disciplinary action may vary depending on the individual case and the process will be initiated at the step deemed appropriate. In general, these steps are followed: 1. Teacher and student address issue 2. Teacher and parent/guardian address issue; student, as well as student's school counselor may be included If the behavior does not resolve or improve: 3. Teacher submits a formal behavioral referral to administration to which the Principal, parent/guardian, student and other school personnel are involved to address issue If the behavior continues, the following may occur: 4. An administrative review occurs with the principal 5. A superintendent's review occurs with the administrative staff, the superintendent or designee 6. School Board hearing Misbehaviors and interventions according to degree of seriousness and frequency of occurrence.

Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities, and/or actions injurious to themselves or others shall be disciplined in accordance with their IEP, PBSP, and Board Policy. A Positive Behavior Support Plan (PBSP) is a plan for students with disabilities who require specific intervention to address behavior that interferes with learning. The PBSP is developed by the IEP team and is based on functional behavior assessment. The PBSP, upon its completion, becomes part of the child's IEP. A PBSP should provide educators with a framework for building inclusive, proactive classrooms where students are taught to make responsible choices. According to IDEA and the PA School Code, the plan must include the following: -Focus on positive measures which are researched based -Teach alternative skills to replace inappropriate behavior -Use interventions that are least intrusive -Avoid the use of aversive techniques, restraints, or punishments -Use techniques, procedures, and methods for which the staff has been adequately trained -Include a functional assessment and manifestation determination as appropriate. The Districts also provides students with the following school wide positive supports: 7 Mindsets, Wellness Homerooms, access to School-based counseling, social work services, CHAMPS Program, Tuesday Talks, and Anti-bullying assemblies for the students.

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

The District has a comprehensive program within the district to offer behavioral health services with a full time IU#1 social worker and school psychologist. The District employs one guidance counselor at the elementary school and three guidance counselors at the middle/high school. The district employs a mental health counselor two days a week to work with elementary and middle/high school students. The social worker offers individual and group therapy as a related service. School counselors offer guidance groups to promote students building pro social skills and resiliency when faced with challenges such as grief, blended families, and other experiences outside the school day. The District works closely with Washington County's Behavioral Health Department and makes referrals for CASSP meetings as appropriate. The District also contracts with the IU#1 to provide school-based outpatient therapy and collaborates with CCR/Washington County's Base Service Unit for SAP services.

5. Describe the district restraint procedure.

The use of restraints is considered a measure of last resort only to be used after other less restrictive measures, including de-escalation techniques have been attempted. The District utilizes the Safety Cares for de-escalation and restraint practices. This program focuses on de-escalation techniques as a general practice to assist with behavioral concerns. The use of physical restraints will only occur for very dangerous behaviors that have a significant likelihood of causing serious harm and not as a substitute for lack of staffing or other reasons. Only trained staff shall engage in physical restraints. When a restraint occurs, the building administrator will notify the parent/guardian as soon as practical, and no later than the end of the work day, that a restraint was utilized. The staff member who initiated the restraint will complete the restraint documentation form and will provide the original to the building administrator and copies to the student's case manager and the special education office. The Supervisor of Special Education will schedule an IEP within ten days unless the parent/guardian agrees in writing to waive the meeting. At the IEP meeting, the team will review the restraint, the IEP team shall consider whether the student needs an FBA, re-evaluation, a new or revised PBSP, or a change of placement to address the unsafe behavior.

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.

At this time, we do not have any 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.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 15	Secondary	Full-time (1.0)	05/16/2022 04:57 PM

Building Name		
Burgettstown MS/HS		
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	15 to 18
Age Range Justification		FTE %
Students are educated in the general education classroom with same aged peers. The teacher works with students in small groups and does not exceed the age range within the groupings.		0.3

Building Name		
Burgettstown MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %

The teacher works with students in small groups and does not exceed the age range within the groupings	0.3
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 14 (CW)	Secondary	Full-time (1.0)	05/06/2022 06:17 PM

Building Name		
Burgettstown MS/HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
Students are educated in the general education classroom with same aged peers. The teacher works with students in small groups and does not exceed the age range within the groupings		0.28

Building Name		
Burgettstown MS/HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range

School District	Secondary	12 to 17
Age Range Justification		FTE %
The teacher works with students in small groups and does not exceed the age range within the groupings		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 13 (LO)	Secondary	Full-time (1.0)	05/06/2022 06:17 PM

Building Name		
Burgettstown MS/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	11 to 13
Age Range Justification		FTE %
Students are educated in the general education classroom with same aged peers. The teacher works with students in small groups and does not exceed the age range within the groupings		0.16

Building Name	
Burgettstown MS/HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load

Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
The teacher works with students in small groups and does not exceed the age range within the groupings		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 12 (SM)	Secondary	Full-time (1.0)	05/06/2022 06:17 PM

Building Name		
Burgettstown MS/HS		
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	Secondary	14 to 17
Age Range Justification		FTE %
Students are educated in the general education classroom with same aged peers. The teacher works with students in small groups and does not exceed the age range within the groupings		0.22

Building Name
Burgettstown MS/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	16 to 16
Age Range Justification		FTE %
The teacher works with students in small groups and does not exceed the age range within the groupings		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 11 (DF)	Secondary	Full-time (1.0)	05/06/2022 05:53 PM

Building Name		
Burgettstown MS/HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
The teacher works with students in small groups and does not exceed the age range within the groupings		0.05

Building Name		
Burgettstown MS/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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
The teacher works with students in small groups and does not exceed the age range within the groupings		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 10 (SB)	Secondary	Full-time (1.0)	05/06/2022 05:50 PM

Building Name		
Burgettstown MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
Student are educated in the general education classroom with same aged peers. The teacher works with students in small groups and does not exceed the age range within the groupings		0.24

Building Name
Burgettstown MS/HS
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
The teacher works with students in small groups and does not exceed the age range within the groupings		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 9 (CB)	Secondary	Full-time (1.0)	05/06/2022 06:17 PM

Building Name		
Burgettstown MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
Students are educated in the general education classroom with same aged peers. The teacher works with students in small groups and does not exceed the age range within the groupings.		0.28

Building Name
Burgettstown MS/HS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
The teacher works with students in small groups and does not exceed the age range within the groupings		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 8 (EM)	Multiple	Full-time (1.0)	05/16/2022 04:57 PM

Building Name		
Burgettstown Area SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		45
Identify Classroom	Classroom Location	Age Range
School District	Multiple	6 to 12
Age Range Justification		FTE %
The teacher works with students in small groups and does not exceed the age range within the groupings.		0.69

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 7 (JM)	Multiple	Full-time (1.0)	05/16/2022 04:57 PM

Building Name		
Burgettstown Area SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		45
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 15
Age Range Justification		FTE %
The teacher works with students in small groups and does not exceed the age range within the groupings.		0.69

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 6 (PE)	Elementary	Full-time (1.0)	05/06/2022 05:27 PM

Building Name		
Burgettstown El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9

Age Range Justification	FTE %
The teacher works with students in small groups and does not exceed the age range within the groupings	0.16

Building Name		
Burgettstown El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
The teacher works with students in small groups and does not exceed the age range within the groupings		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 5 (GH)	Elementary	Full-time (1.0)	05/06/2022 05:24 PM

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

The teacher works with students in small groups and does not exceed the age range within the groupings	0.02
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Building Name		
Burgettstown El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
The teacher works with students in small groups and does not exceed the age range within the groupings		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 4 (CO)	Elementary	Full-time (1.0)	05/06/2022 05:22 PM

Building Name		
Burgettstown El Ctr		
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	8 to 11
Age Range Justification		FTE %
The teacher works with students in small groups and does not exceed the age range within the groupings		0.2

Building Name		
Burgettstown El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
The teacher works with students in small groups and does not exceed the age range within the groupings		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 3 (MS)	Elementary	Full-time (1.0)	05/10/2022 05:18 PM

Building Name		
Burgettstown El Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %

Students are educated in the general education setting with same aged peers. The teacher works with students in small groups and does not exceed the age range within the groupings.	0.25
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Building Name		
Burgettstown El Ctr		
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 12
Age Range Justification		FTE %
The teacher works with students in small groups and does not exceed the age range within the groupings		0.25

Building Name		
Burgettstown El Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 2 (AS)	Elementary	Full-time (1.0)	05/06/2022 05:06 PM

Building Name		
Burgettstown El Ctr		
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 12
Age Range Justification		FTE %
The teacher works with students in small groups and does not exceed the age range within the groupings		0.24

Building Name		
Burgettstown El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
The teacher works with students in small groups and does not exceed the age range within the groupings		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 1 (RB)	Elementary	Full-time (1.0)	05/11/2022 07:58 AM

Building Name		
Burgettstown El Ctr		
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	9 to 11
Age Range Justification		FTE %
The teacher works with students in small groups and does not exceed the age range within the groupings		0.24

Building Name		
Burgettstown El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
The teacher works with students in small groups and does not exceed the age range within the groupings		0.35

Special Education Facilities

Building Name		Room #
Burgettstown El Ctr		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
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2022-05-26		
Uploaded Files		
first floor BAEC.pdf		

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 #
Burgettstown El Ctr		112
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2022-05-26		
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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 #
Burgettstown El Ctr		123
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2022-05-26		
Uploaded Files		
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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 #
Burgettstown El Ctr		121A
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 24 feet, 0 inches	360sqft	12
Implementation Date		
2022-05-26		
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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 #
Burgettstown El Ctr		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
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2022-05-26		

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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 #
Burgettstown El Ctr		212
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2022-05-26		
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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	
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Building Name		Room #
Burgettstown El Ctr		201
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2022-05-26		
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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 #
Burgettstown MS/HS		231
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 31 feet, 0 inches	713sqft	25
Implementation Date		

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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 #
Burgettstown MS/HS		228
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 26 feet, 0 inches	598sqft	21
Implementation Date		
2022-05-26		
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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 #
Burgettstown MS/HS		226
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 26 feet, 0 inches	598sqft	21
Implementation Date		
2022-05-26		
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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 #
Burgettstown MS/HS		207
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 26 feet, 0 inches	598sqft	21

Implementation Date
2022-05-26
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11 Assurance Check

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

Building Name		Room #
Burgettstown MS/HS		200
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 33 feet, 0 inches	759sqft	27
Implementation Date		
2022-05-26		
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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 #
Burgettstown MS/HS		209
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 26 feet, 0 inches	598sqft	21
Implementation Date		
2022-05-26		
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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 #
Burgettstown MS/HS		108
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

23 feet, 0 inches x 33 feet, 0 inches	759sqft	27
Implementation Date		
2022-05-26		
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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	

Building Name		Room #
Burgettstown El Ctr		121B
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 24 feet, 0 inches	360sqft	12
Implementation Date		
2022-05-26		
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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	

Special Education Support Services

16Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Other	1	District Wide	District
School Psychologist	1	District Wide	Contractor
Social Worker	1	District Wide	Contractor
Physical Therapist	.08	District Wide	Contractor
Other	.19	Elementary	Contractor
Paraprofessionals	4	Elementary	District
Paraprofessionals	3	Secondary	District
Paraprofessionals	1	District Wide	District
Occupational Therapist	.17	District Wide	Contractor
Other	.03	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Autism overview/sensory strategies			
Lead Person/Position		Year of Training	
District Autistic Support Teacher/IU OT			
Hours Per Training	Number of Sessions	Provider	Audience
1	1		Paraprofessionals Special Education Teachers Other

Description of Training			
ABA - what is ABA - preview of what ABA is and how it supports students with Autism			
Lead Person/Position		Year of Training	
District Autistic Support Teacher			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Safety Cares - verbal de-escalation techniques/physical restraints			
Lead Person/Position		Year of Training	
Supervisor of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
12	2	District	Other

Description of Training			
De-escalation techniques for general education			
Lead Person/Position		Year of Training	
Supervisor of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	2		General Education Teachers Paraprofessionals

Description of Training			
Trauma Informed Schools K-12			
Lead Person/Position		Year of Training	
Melissa Ferencuha			
Hours Per Training	Number of Sessions	Provider	Audience
3 - 4 hours	1		Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Safety Cares - verbal de-escalation techniques			
Lead Person/Position		Year of Training	
Supervisor of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
3	4	District	Paraprofessionals

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Transition

Description of Training			
Transition - discussion of services after high school			
Lead Person/Position		Year of Training	
Supervisor of Special Education/OVR/Southwest Training			
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	District	Paraprofessionals Special Education Teachers

Science of Literacy

Description of Training			
ECRI - teachers will learn to use the ECRI strategies with the Wonders Reading Curriculum			
Lead Person/Position		Year of Training	
PaTTAN Staff			
Hours Per Training	Number of Sessions	Provider	Audience
3	5	District	General Education Teachers

Description of Training			
Common Lit. Training ELA (6-12)			
Lead Person/Position		Year of Training	
Melissa Ferencuha			
Hours Per Training	Number of Sessions	Provider	Audience
2 hours	1	District	General Education Teachers Special Education Teachers

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Description of Training			
Science of Reading K-6			
Lead Person/Position		Year of Training	
Melissa Ferencuha			
Hours Per Training	Number of Sessions	Provider	Audience
6	5 day series	District	General Education Teachers Special Education Teachers

Description of Training			
Middle School Reading in Content Grades 6-8			
Lead Person/Position		Year of Training	
Melissa Ferencuha			
Hours Per Training	Number of Sessions	Provider	Audience
6	3 day series	District	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Transition - Services available after High School			
Lead Person/Position		Year of Training	
Supervisor of Special Education, OVR, Southwest Training, Washington County BHDS			
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Parents Special Education Teachers

Description of Training			
Special Education Process			
Lead Person/Position		Year of Training	
Supervisor of Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Parents

IEP Development

Description of Training			
Writing IEPs and RRs that are Individualized and in Compliance			
Lead Person/Position		Year of Training	
Supervisor of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Special Education Teachers

Description of Training			
Progress Monitoring			
Lead Person/Position		Year of Training	
Supervisor of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers Special Education Teachers

Signatures & Affirmations

Approval Date

2022-06-20

Uploaded Files

SPED Affirm.pdf

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

Superintendent/Chief Executive Officer

Stephen P. Puskar

Date

2022-08-18

