



Burgettstown Area School District

DISTRICT LEVEL

COMPREHENSIVE PLAN

07/01/2017-06/30/2022

Section Contents: Special Education Plan

Special Education

Special Education Students

Total students identified: **220**

Identification Method

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

Burgettstown Area School District currently utilizes the severe discrepancy model (ability/achievement) when determining if a student meets the criteria for being identified as a student with specific learning disabilities. The District uses this process to analyze student strengths and needs and to determine if the student has a severe discrepancy between intellectual ability and academic achievement relative to the student's age or grade. A certified school psychologist administers tests of intelligence to determine the student's IQ as well as norm referenced tests of academic achievement so that the discrepancy between the scores from the two measures can be compared. Throughout the evaluation process, information is gathered from each student's classroom teacher(s) and parent(s). The District recognizes that the existence of an ability-achievement discrepancy is not enough to determine eligibility. Because of this, the evaluation team gathers information from each student's classroom teacher(s) and parent(s) to determine to what extent the student's achievement is discrepant from age or grade. In the Burgettstown Area School District, in order for a student to be identified as a student with a specific learning disability, the student must display a significant discrepancy between IQ and achievement, but must also be achieving below age or grade level. The District also assesses and documents exclusionary criteria as set forth in federal and state regulations including: vision/hearing/motor problems, intellectual disability, emotional disturbance, cultural/environmental issues, limited English proficiency, and lack of appropriate instruction by qualified personnel.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

The Burgettstown School District reviewed information from the Special Education Data Report from the 2015-16 school year in order to review identification rates for all disability categories. It suggests that the Burgettstown Area School District's identification rates are lower than the state average in the following disability categories: Emotional Disturbance and Speech and Language. The District's identification rate for students with a Specific Learning Disability and Intellectual Disability are slightly greater than the state average. Burgettstown Area School District's identification rates for students with disabilities are not significantly disproportionate. The District is following the federal and state special education guidelines for identification. The team has no specific concerns at this time.

Non-Resident Students Oversight

1. *How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?*
2. *How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?*
3. *What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?*

At this current time, the Burgettstown Area School District does not host any facilities that fall under Section 1306 of the Public School Code.

1. There are currently no facilities within the Burgettstown Area School District.
2. A Free Appropriate Public Education is provided to all students who are identified as special education. There are enrollment procedures at both the Elementary and Middle/High School buildings and through the Special Education Office. The process is reviewed annually with the District staff. When new students enroll into the district, the guidance office contacts each special education office in the previous district to ensure that all records were sent from the sending district. If records are not received from the sending district, the Special Education Office follows up with a request for records. The Guidance Office and the Special Education Office ensure that each student is enrolled within 5 business days and receives FAPE. IEPs are adopted upon enrollment and new NOREPS are issued. All decisions regarding special education students are made through the IEP process.

3. Because there are no facilities within the Burgettstown Area School District, there are no problems or barriers that exist which would limit the District's ability to meet its obligations under Section 1306 of the Public School Code.

Incarcerated Students Oversight

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 District's annual public notice is published in local newspapers, on the District's web site, and copies are available at both the Elementary Center and the Middle/High School thereby making community members aware of the available screenings and services offered by the school district. When a responsible party (parent, guardian, and legal representative) requests an evaluation for a student who resides in Burgettstown Area School District, the District conducts a Multidisciplinary Evaluation within 60 days of the permission receipt and proceeds with the special education process.

When the District is aware that a student with a disability has been incarcerated, the LEA contacts a representative of the correctional facility to expedite the process as well as forwarding all the necessary paperwork to the facility to ensure an appropriate educational program is in place for that student. When the District receives Determination of District of Residence for Students in Facilities and Institutions (Form 4605) the District verifies the family's residency and signs and returns the form. This form begins the process for the District to initiate contact with the institution and communication about the student's needs and educational programming.

Least Restrictive Environment

1. *Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.*
2. *Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)*
3. *Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of*

the district and how those placements were determined to assure that LRE requirements are met.

The IEP Team is always convened to seek a Free and Appropriate Public Education in the Least Restrictive Environment for students with disabilities. The child always remains in the general education environment unless psychological/psychiatric findings, staff/parent input, grades, standardized test scores, etc. indicate needs that require special education services in a separate location. The LEA always starts a student in the least restrictive environment and moves to a more restrictive placement when the IEP team has determined that important learning goals and adaptations cannot be achieved in the general education environment. The District maintains the procedures of pre-referral, Prior Written Notice, Permission/Consent to Evaluate, Evaluation Report, Individualized Educational Plan, and Notice of Recommended Educational Placement for all students in the Burgettstown Area School District.

Once a teacher has determined that a student is in need of further assistance, they will make the initial referral to the appropriate program: for the Middle/High School students, The Student Assistance Program (SAP) and at the Elementary Center, Child Study. These teams meet to discuss the needs of the child, and based upon their findings, an action plan is developed and implemented in the regular education classroom to try to meet the student's needs. If difficulties persist at the Middle/High school level and more information is needed, the student is then referred for a Multidisciplinary Evaluation. At the elementary level, the team meets and develops an action plan, which is implemented in the regular education classroom to try to meet the student's needs. The Child Study Team reviews cases monthly and determines if the interventions are positively impacting the student's performance or if there is no change in the student's performance. At this point, if difficulties continue to persist, the student is referred for a Multidisciplinary Evaluation. If the student is found to be eligible for special education services, every attempt is made to deliver them in the regular education classroom. Which special educational service(s) is first determined by the recommendations of the school psychologist, as stated in the evaluation report. The IEP Team translates the recommendations into which service(s) will benefit the student to make him/her successful. After the needs are identified and services determined, the IEP Team will agree on "where" the services will be implemented. The determination for placement is addressed with the question "In what environment(s) can this plan be best met for this student?" At Burgettstown, the general education environment is the recognized placement for all students, unless important learning goals and adaptations cannot be achieved in the general education environment.

District-wide students are supported in itinerant, supplemental, and full-time support programs. Many students receive the majority of their program while in the regular educational environment. They are supported with the full continuum of services in all environments. In the regular education classroom, the regular education teacher will deliver modifications and specially designed instruction as necessary. Support may be provided by a paraprofessional if needed. The student will receive instruction in the special

education classroom only if his/her needs are such that they cannot be met in the regular education classroom.

At the Elementary Center, in grades third, fourth, and fifth, a co-teaching model is being utilized. In each co-taught classroom, a general education teacher and a special education teacher work together to educate all students in the general education setting. The District's goal is for students with disabilities to be included into the regular education classroom to the maximum extent appropriate.

At all levels within the District, students with disabilities are being served in general classrooms more than ever before. Both general and special education teachers monitor the progress of students with disabilities in the general classroom. In addition, both ensure that program modifications and specially designed instruction are implemented in accordance with the IEP.

There are many opportunities for students with disabilities to interact with non-disabled peers throughout the school day. Elementary students are almost always included in the general education environment for homeroom, breakfast/lunch, Art, Computer, Gym, Library, Music, recess, assemblies and programs, and other school-wide events. High school students are almost always included in the general education environment for homeroom, breakfast, lunch, electives, rotation classes and other school wide and extra curricular programs and events. The only exceptions to these opportunities are determine by the IEP Team in consideration of the least restrictive environment for the individual. Regular Education curriculum is utilized whenever possible in both the Learning Support program and the Emotional Support program to the fullest extent. A significant portion of the students are able to complete the regular education course work with accommodations. Sometimes these accommodations can be supported in the general education classroom while at other times, the accommodations are too significant for the general education classroom environment, therefore the support classroom must be utilized to meet the individual needs of the student. Students within the District do utilize the special education curriculum when it is necessary to meet their individual learning needs. This curriculum is aligned with the Pennsylvania Standards. When this option is necessary, it is noted within the students' IEP.

When appropriate, students with disabilities who are educated outside of the District pursue regular curricula and activities, too. Their progress is evaluated regularly by the IEP Team to determine readiness for placement in a less restrictive environment.

The District uses technology in all the classrooms. For example, computers, iPads and Chromebooks are utilized in Special Education Classrooms, Speech and Language therapists utilize iPads to help facilitate instruction, E-beams and Promethean boards are available in classrooms, allowing for direct student interaction within the lesson. In grades six through nine, the District provides 1:1 Chromebooks for every student. In addition to the on-site technology devices available to District personnel for student assistance, the District will

borrow necessary items from the lending library to better meet the needs of the students within the classrooms.

When the need arises, the District will contact consultants, mainly from IU#1, for training and consultation purposes. The District has utilized the IU's TAC teams for Autism and behavior. The TAC team members have provided consultation and collaboration with District personnel by conducting on-site observations and training. The District is currently a part of PaTTAN Pittsburgh's Autism Initiative ABA Supports for our elementary autistic support program.

Indicator 5: Educational Environment based on the most recent Special Education Data Report dated Dec 1, 2015-16.

The District has improved on Indicator 5 since the last report. Still, the district did not meet SSP requirements in one of the three areas for this indicator: out of district placements. The District did meet requirements of being inside the regular class 80% or more of the day, but do not have enough data to evaluate the "less than 40%" category. While the District focuses on placing the students in the least restrictive environment as much as possible, the IEP teams make the determination of placement. The placements are determined by the individual child's needs. The District will continue to focus on LRE on an individual basis. The District is continuously reviewing and refining existing practices to increase the collaborative process between the general education and special education environments. Student data is reviewed to enable teaching staff to make connections between the needs of diverse learners. We also provide differentiated instruction to teachers as an effective instruction strategy. The District's goal continues to be to educate each child in the least restrictive environment.

Behavior Support Services

1. *Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).*
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.*
3. *If the district also has School-Based Behavioral Health Services, please discuss it.*

Burgettstown Area School District's current Board-approved Behavioral Support Policy states that positive, rather than negative measures must form the basis of behavior support programs to ensure that all students must be free from demeaning treatment, the use of aversive techniques, and the use of unreasonable restraints. The District trains para-professionals and a Crisis Response Teams annually using the Safety Cares program. Additionally, all staff receives training annually on de-escalation techniques.

Behavior support programs and plans must be based upon a Functional Behavior Assessment and utilize positive behavioral techniques. When an intervention is needed to address a problem behavior, the types of interventions chosen must be the least intrusive necessary. The use of restraints is considered as a measure of last resort, only to be used after less intrusive measures, such as de-escalating techniques. 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 Individualized Education Program, Positive Behavior Support Policy, and Board Policy. A student with a disability (except intellectual disability) may be suspended for ten consecutive and fifteen cumulative days of school per school year. Any removal from the student's regular program is considered to be a change in placement for a student with intellectual disability. Thus, a Manifestation Determination review must be conducted prior to removing the student from his/her regular school placement. If the behavior is not a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities. School personnel may remove a student with a disability, including intellectual disability, to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is a manifestation of the child's disability, if the student: (1) carries a weapon to or possesses a weapon at school, (2) knowingly possesses or uses illegal drugs at school, (3) has inflicted serious bodily injury upon another person while at school.

The Burgettstown Area School District also has a contract with Washington Communities Human Services, Inc. This contract allows a counselor as well as a psychiatrist to see their clients (students and one parent), who are unable to travel to Washington, PA, at the school on a monthly basis.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. *If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.*
2. *Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.*
3. *Discuss any expansion of the continuum of services planned during the life of this plan.*

The Burgettstown Area School District has been fortunate in resolving issues of placement for "difficult to place students" with the assistance of Intermediate Unit #1. There has been

no need to report any students in the past year as Cordero Class Members. Should the need arise, the District would contact the Interagency Coordinator to resolve and locate an appropriate educational placement for a student.

When the District suspects a student may be at risk of not having his/her IEP implemented in the public school setting, or such student may pose the challenge in terms of finding an appropriate educational placement, the District will contact the Intermediate Unit #1 Interagency Coordinator who will arrange an Interagency meeting through the local CASSP office to include all agencies that provide support to the student. The IEP team members will meet to review the IEP to determine if the student's needs are being met and to make necessary changes and/or recommendations. If the team determines that the student can no longer be served in the public educational setting, placement options will then be considered. The District will follow up with making the appropriate contacts. In the event that a placement cannot be secured, and the student has been or will be at risk of waiting 30 days or more for an appropriate educational placement, the District will report the required information utilizing the required form to the Pennsylvania Department of Education, updating the information monthly as needed until an appropriate placement has been secured. Additionally, the District will report to the Department of Education all students who are on Homebound Instruction or Instruction Conducted in the Home on the online form.

The District will maintain contacts with other child servicing agencies by participating in CASSP / Interagency meetings as necessary. The District will participate in other meetings as needed if the service provider, (i.e. hospitals, APS, RTF's) has or will have a direct relationship with the student's success in school. The Supervisor of Special Education or designee will maintain contact with the Intermediate Unit #1 Interagency Coordinator to act as a liaison when necessary between the District and the child servicing agencies. The Supervisor of Special Education or designee will maintain an ongoing relationship with the Intermediate Unit One Interagency Coordinator and request trainings as needed. Additionally, the District will be represented at seminars, workshops, and other such trainings targeted to improve the District's program capacity.

The District will utilize the Interagency meeting process to determine what resources the student may be eligible for while researching appropriate placements. The District will work with the Parent(s) to complete the necessary applications(s) if the student has never been found eligible for medical assistance. The District will make available the necessary documents to support eligibility using the appropriate procedures under the Health Insurance Portability and Accountability Act (HIPAA).

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The Burgettstown Area School District is located in rural Southwestern Pennsylvania. The District believes: that all students can be successful learners; students become life-long learners through their participation in academic, extra-curricular, and community activities; that the development of successful citizens is the shared responsibility of students, staff, home, and community.

The District continues to provide an Emotional Support Program at the Middle/High School staffed by one teacher and one licensed social worker. The District also has an Autistic Support classroom in the Elementary Center. This classroom is staffed by one teacher and one paraprofessional. The Elementary Center also houses a sensory room to meet the sensory needs of the students. The IEP team works closely with OT services to understand the sensory needs and make every attempt to follow any sensory diets developed. There is a Life Skills Program at the Middle/High School staffed by one teacher and one paraprofessional. A Learning Support Program is offered in both the Elementary Center and the Middle/High School. There are five Learning Support Teachers at the High School and five Learning Support Teachers at the Elementary Center. The District continues to provide all related services: Speech and Language Support; OT; PT; O&M, Vision Support, and Hearing Support. The Burgettstown Area School District employs eight other paraprofessionals that work in both the Elementary Center and the Middle/High School to support students in both the general education and special education settings.

The District contracts with Washington Communities Human Services, Inc. This contract allows a counselor as well as a psychiatrist to see their clients (students and one parent), who are unable to travel to Washington, PA, at the school on a monthly basis. There is co-teaching in 3rd through 12th grade, with pull-out instruction as determined by individual IEPs.

The District provides math tutoring after school at the Middle/High School one day per week. Math tutoring at the Elementary Center is offered two days a week after school. Student participation is voluntary.

The majority of the classrooms in the Elementary Center have an FM System. The FM system is utilized during all instruction.

The District currently utilizes IEPwriter and Child Count Software to facilitate IEP development and data submission. All support teachers have either been trained by Leader Service Staff Trainers or by District Staff to utilize IEPwriter.

The District offers transition services to all students ages 14 through graduation. The Transition Coordinator collaborates with outside agencies such as The Office of Vocational

Rehabilitation (OVR) and South West Training services. The Transition Coordinator and agencies work together to help students work toward achieving their goals after high school. Burgettstown also offers a Transition Course at the High School level, in which support students have the opportunity to explore career and future educational options. Other opportunities available to all students include attendance at Western Area Career and Technology Center (WACTC).

The Life Skills classroom in the Burgettstown Area School District operates a business where they prepare and deliver lunches to the staff of the District. The money that is earned is used to pay for community outings. Through the business, students learn banking skills, appropriate community behavior, and shopping skills. The class also includes Community Based Instruction, where the students go into the community and learn shopping skills. The Life Skills students are also members of FCCLA.

The District has a strong computer program with stationary computer labs and mobile computer labs in both the Elementary Center and the Middle/High School. The students in sixth through ninth grades have their own Chromebook. Many of the Elementary classrooms have E-Beams to use during instruction. Many classrooms at the Middle/High school utilize Promethean or eBeam boards. Elementary classrooms have at least two iPads and four Chromebooks.

The District utilizes the MMS grade reporting system accessible by teachers, parents, and students. This program allows the parents to access the students grades promoting communication and awareness of student progress. Many teachers also incorporate the Google Classroom to share curricular activities and assignments, to which students and parents have access.

Training opportunities are provided to faculty and staff during In-Service days and Act - 80 days. The District employs a Director of Staff Development to oversee our professional development programs and needs. Trainings are offered based upon a needs assessment inventory. Trainers may include, but are not limited to: IU Trainers, Specialists, Teacher Leaders, and Administrators.

Faculty and Staff may request to attend or may be asked to attend off campus conferences and workshops for further training opportunities. We maintain a Professional Development Committee, comprised of administrators and teachers, to oversee the out-of-district professional development and coursework requests.

Parents are offered training at least annually at the District. Training topics are based upon parent request/need through parent input surveys and hot-topics in special education. These trainings take place during the evening and during the school day. The District sends home information to parents regarding training opportunities off campus in the ways of conferences and workshops from outside providers.

The District has held parent trainings with neighboring school districts in an effort to meet a more broad range of parent needs.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of 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.
- Implementation of 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 District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of 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.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following 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.
- Assurance of 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.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
IU #1 Educational Campus at Clark	Other	Emotional Support	2
Transformation Learning	Special Education Centers	Emotional Support	1
IU #1 Educational Campus at Laboratory School	Other	Emotional Support/Autistic Support	3
Pittsburgh School for Blind Children	Approved Private Schools	Blind visually imparied Support	1
IU #1 Educational Campus at Washington Park Elementary	Other	Life Skills	1
Watson Educational Center - South	Special Education Centers	Autistic Support/Life Skills	3
Pittsburgh Public Schools Conroy School	Other	Life Skills	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	10	0.53
Locations:				
Burgettstown Middle/High School - SB	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	9	0.47
Locations:				
Burgettstown Middle/High School - SB	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS*Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	14	0.78
Locations:				
Burgettstown Middle/High School - RD	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	4	0.22
Locations:				
Burgettstown Middle/High School - RD	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	7	0.41
Locations:				
Burgettstown Middle/High School - DF	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	10	0.59
Locations:				
Burgettstown Middle/High School - DF	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	13	0.72

Justification: Students not served together				
Locations:				
Burgettstown Middle/High School - MJ	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	5	0.28
Justification: Students not served together				
Locations:				
Burgettstown Middle/High School - MJ	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #5*Operator: School District***PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 17	7	0.5
Justification: Age range waiver signed				
Locations:				
Burgettstown Middle/High School - BK	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 16	7	0.5
Locations:				
Burgettstown Middle/High School - BK	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #6*Operator: School District***PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 21	7	1
Justification: A				
Locations:				

Burgettstown Middle/High School - SM	A Junior/Senior High School Building	A building in which General Education programs are operated		
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Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	13	0.76
Locations:				
Burgettstown Middle/High School - CR	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.24
Locations:				
Burgettstown Middle/High School - CR	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 27, 2014

Reason for the proposed change: Since this is a classroom that services students K - 2 grade it is being moved to a room that has a restroom. The general education Kindergarten classes are also being moved to this wing.

Present Class Location: 126*Proposed Class Location:* 123*Length of time class has been in present location:* 5 years**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	6	0.5
Locations:				
Burgettstown Elementary Center - PE	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	6	0.5
Locations:				

Burgettstown Elementary Center - PE	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	8	1
Locations:				
Burgettstown Elementary Center - GH	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	11	1
Locations:				
Burgettstown Elementary Center - EL	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	8	0.89
Locations:				
Burgettstown Elementary Center - AS	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	1	0.11
Locations:				
Burgettstown Elementary	An Elementary	A building in which General Education programs are		

Center - AS	School Building	operated		
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Program Position #13*Operator: School District***PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 11	3	0.33
Locations:				
Burgettstown Elementary Center - NH	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 12	4	0.45
Justification: Age waiver signed				
Locations:				
Burgettstown Elementary Center - NH	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	6 to 6	2	0.22
Locations:				
Burgettstown Elementary Center - NH	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: August 27, 2014**Reason for the proposed change: This classroom services students 3 - 5. It is being moved upstairs where the 3 - 5 general education classrooms are located.**Present Class Location: 124**Proposed Class Location: 201**Length of time class has been in present location: 5 years***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	6	0.86
Locations:				
Burgettstown Elementary	An Elementary	A building in which General Education programs are		

Center - CT	School Building	operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	9 to 9	1	0.14
Locations:				
Burgettstown Elementary Center - CT	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 12	42	0.69
Justification: Students not served together				
Locations:				
Burgettstown Elementary Center - JM	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 21	19	0.31
Justification: Students not served together or age waiver signed				
Locations:				
Burgettstown Middle/High School - JM	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 19	18	0.29
Justification: Students not served together				
Locations:				
Burgettstown Middle/High School - LG	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 12	44	0.71
Justification: Students not served together				
Locations:				
Burgettstown Elementary Center - LG	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17*Operator: Intermediate Unit***PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 11	1	0.05
Locations:				
Burgettstown Elementary Center - JM	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18*Operator: Intermediate Unit***PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	7 to 10	1	0.05
Locations:				
Burgettstown Elementary Center - TF	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	15 to 19	3	0.08
Locations:				
Burgettstown Middle/High School - TF	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor of Special Education	District Wide	1
Special Education Secretary	District Wide	1
Paraprofessionals	All District Buildings	13

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Social Worker	Intermediate Unit	5 Days
School Psychologist	Intermediate Unit	5 Days
OT	Outside Contractor	20 Hours
PT	Outside Contractor	6 Hours