Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 523
School District Total Student Enrollment 4052
Percent of Students Receiving Special Education 12.9

Steering Committee

Name	Position/Role	Building	Email
Cassandra Doggrell	Director of Special Education	Upper St. Clair SD	cdoggrell@uscsd.k12.pa.us
Colleen Czekaj	Other	Upper St. Clair SD	cczekaj@uscsd.k12.pa.us
Jodi Mosler	Special Education Teacher	Boyce MS	jmosler@uscsd.k12.pa.us
Melissa Randolph	Parent	Upper St. Clair SD	melis.randolph1981@gmail.com
Amy Bemm	Parent	Upper St. Clair SD	amybemm@gmail.com
Kelsey Morgan	Special Education Teacher	Eisenhower El Sch	kmorgan@uscsd.k12.pa.us
Cara Senger	Building Principal	Upper Saint Clair HS	csenger@uscsd.k12.pa.us
Erin Peterson	Building Principal	Fort Couch MS	epeterson@uscsd.k12.pa.us
Amie Carpenter	Other	Upper St. Clair SD	acarpenter@uscsd.k12.pa.us
Patrick McClintock-Comeaux	Building Principal	Baker El Sch	pmcclintockcomeaux@uscsd.k12.pa.us
Kara Manion	General Education Teacher	Baker El Sch	kmanion@uscsd.k12.pa.us
Michelle Zirngibl	Other	Upper Saint Clair HS	mzirngibl@uscsd.k12.pa.us
Sarah McKnight	Special Education Teacher	Upper Saint Clair HS	smcknight@uscsd.k12.pa.us
Laura Moeller	General Education Teacher	Upper Saint Clair HS	lmoeller@uscsd.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

Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

   Yes

24 P.S. §1306 facilities

Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Southwood Psychiatric Hospital	Other	Psychiatric Hospital	Other	82

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 Upper St. Clair School District serves as the host district to a location that falls under Section 1306 of the Public School Code. Due to the nature of the identified location, the majority of students have an acute stay of 5-7 days. For students under acute care, the Upper St. Clair School District is not notified by the hospital of the student's admittance. However, the resident district is notified upon admittance if the parent, guardian, and/or student provides a signature on the appropriate release(s) of information. When a student begins to approach an extended period of stay at about 25-30 days, the USCSD is notified of the student's admittance. Once USCSD is notified, the following items occur to ensure students with disabilities are educated in the least restrictive environment for the length of stay in the hospital setting. 1. A 4605 form is issued to the student's district of residency. A letter from the USCSD accompanies the 4605 form asking the resident district to send specific student information and documentation to the USCSD Director of Special Education. 2. If a student has an IEP or 504, the parents or CYF designee are contacted, the district of residency is contacted, and a meeting is held. At times, multiple attempts to identify the district of residency occurs. 3. The IEP/504 team meets to review placement. Due to the medical recommendations and significant needs of the students, it is determined through answering the questions of supplementary aids and services that the location is the least restrictive environment to provide FAPE. In addition, IEP revisions may occur to ensure the goals, SDIs, and related services are appropriate for the setting. Further, if a student is admitted when their annual date of implementation is due, the IEP is updated and an IEP meeting is held with the team. It is important to note that each case is very unique and individualized to that student. Therefore, one process is not followed step by step since it is necessary to be responsive in different ways for each student. 4. If a student is cleared medically and a placement determination needs to be considered, the IEP team would reconvene. Options would be discussed to determine the least restrictive environment. Options may include placement in a private setting or within an USCSD school. It is important that medical recommendations be part of this deciding factor in order for students to continue to make progress toward their treatment goals while at this location. 5. In order for students to receive educational benefit during their length of stay in the hospital setting, the facility employs certified teachers to provide daily on-site instruction. The USCSD partners with the facility's teaching staff to ensure meaningful education is provided to patients during their course of treatment. Some individual school districts have contracts with the facility and work collaboratively with facility teachers and staff regarding educational work for students. When a school district does not have an active contract with the facility the USCSD is billed for services rendered. Then the district of residency identified through the 4605 process is billed by the USCSD for payment of the services

rendered. 6. The USCSD supports the facility's teaching staff to ensure materials are available and that students have the opportunity to receive education during their length of stay. Students are scheduled to receive two hours of instruction daily during their admittance. This amount of time is appropriate for most students, however, the length of instruction can be adjusted through the IEP/504 process to best support student needs. Also, the USCSD supports the process of ESY eligibility and services for students that are admitted during the ESY timeframe. For students that qualify for ESY, the IEP is updated and services are provided in the facility. 7. Additionally, to strengthen the partnership between the facility and the host district, the Director of Special Education participates in update meetings with personnel from the facility to identify potential discharge dates and/or receive status updates on student needs and progress. 8. If a student is placed at the facility for an extended period of time and does not have an active IEP, the USCSD works collaboratively with the facility personnel, parents/guardians, and the resident school district to begin the evaluation process under Child Find.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school? To strengthen the partnership and communication between the facility and the host district, the Director of Special Education participates in update meetings with personnel from the facility to identify potential discharge dates and/or receive status updates on student needs and progress. Also, during these scheduled meetings the USCSD helps to provide instructional support to the teaching staff. These meetings occur at least monthly. Beyond the monthly meetings, the USCSD staff is readily available to communicate with facility personnel and/or resident district as needed. Given the medical needs of the students in the facility, the students are often discharged to another facility or location and do not transition directly back to their resident school. The recommendations for discharging students to a new location or back to the resident school are decided through the student's medical treatment team and not educational decision-makers. The resident district is notified by the facility when a student is discharged and provided information about their discharge location. When a student is discharged back to their resident school consideration of supplementary aids and services and their current academic performance/functional performance helps determine necessary and appropriate programming in the resident school. The USCSD is available for communication and collaboration with resident districts to provide this information and contribute to the discussion for planning student reentry or transition.

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).

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.
   The USCSD remains committed to providing inclusionary learning experiences and educating students in the least restrictive environment setting. USCSD provides various services and supports to ensure that students with disabilities are educated alongside students without disabilities to the greatest extent possible. Members of IEP Teams consider the least restrictive environment with the provision of necessary supports and services for each individual student. The intentional determination of LRE is evident in the District's Special Education Data Report over the past several years. The SEDR reports for 2019-2020, 2018-2019, and 2017-2018 were reviewed to determine similarities and trends. The percentages for Indicator 5: Educational Environments across the three-year span were similar. The District's SEDR for the school year 2019-2020 shows that 71.5% of students receiving special education services were educated in regular education classes for 80% or more of their school day. The PA state average was 61.5%. The District recognizes that a small number of students may require a more restrictive educational setting to receive FAPE. As shown in the SEDR for the school year 2019-2020, 5.6% of students received their education in other settings outside of the district. The state average was 4.8%. This report also revealed that the percentage of students being educated in the regular class setting less than 40% of the day was not reportable due to small group size. An area of improvement for the USCSD is to consider possible ways to create opportunities for students to be educated in the regular class setting for less than 40% of their school day. By making progress in this area, the number of students educated in other settings may decrease. Further, this improvement may help the District offer a more robust continuum of placements for students within the district. Overall, the SEDR highlights USCSD steadfast commitment to providing opportunities for students to be educated in the least restrictive environment.
2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?
   The District implements a number of universal practices to support the academic and social/emotional needs of all students that receive accommodation in their learning environment. Across the District, a continuum of levels of support for participation in general education classrooms is offered to students. The levels of support are based on an inclusionary model. Based on the level of student need, students may participate in one or more of the following for core content classes: general education class with special education personnel consultation, general education class with paraprofessional support, or general education class with various co-teaching models. In addition to the inclusion models, the District offers resource classes in core content for students in need of direct instruction and remedial instruction. The resource setting may also include the use of paraprofessional support for the student roster or specific student needs. Also, within each building across the District, an enrichment and intervention block of time is part of the daily master schedule for students. During this time of the day, students are assigned to specific learning environments and provided individualized support for their academic or enrichment needs or social/emotional development. This support block is customized support for all students. The District's service delivery model of school counseling throughout K-12 supports the social/emotional needs of all students. The counseling department provides specific counseling classes, large group instruction, small group instruction, and individual counseling in all buildings. The District has a well-established Student Assistance Program (SAP) Partnership and student support referral process to ensure the needs of students are identified and addressed within their learning environments. Further, staff participate and engage in a professional learning community to strengthen their capacities to address the needs of all students.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.
   There are many options for academic programming across the District to support student needs and interests. The teachers, curriculum leaders, and administrators jointly share responsibilities to determine curriculum and individual course offerings. A planned sequence of teacher initiatives, curriculum leader, and administrative guidance lead to recommendations for curriculum change. Instructional staff members are directly involved in planning curriculum and implementing new instructional programs through school staff meetings, district curriculum committees, department meetings, and summer curriculum projects. This curriculum process helps to ensure that a vast number of options for student participation in the general education curriculum exists. In addition to the District's established curriculum process, the District's Student Support Services team works closely and collaboratively with building administrators to ensure that students with disabilities have access to a comprehensive continuum of services and supports and educational placement options. The District utilizes a variety of evidence-based and research-based instructional approaches and programs in core academic areas to support participation in the general education curriculum. Both general education students and special education students are supported in the general education curriculum with various supplemental programs and services as student needs warrant. Students who require supplemental aids and supports within the general education setting may utilize the following: nursing services, personal care assistant, instructional paraprofessionals, assistive technology, hearing support, vision support, physical therapy, occupational therapy, speech and language therapy, positive behavior support plan, psychological services, etc. Special education teachers participate in the District's established Curriculum Department Meetings to collaborate with their colleagues regarding student participation and engagement with the general education curriculum. This time is dedicated to teacher learning and discussion about designing and delivering differentiated instruction in various content areas. This is also a time that professional development and training can be offered to staff. Additionally, throughout the year paraprofessional staff receives specific training related to their role and supporting students in the general education curriculum. The District continues to partner with PaTTAN, the intermediate unit (AIU3), and additional outside agencies to deliver site-based training, consultation, and technical assistance to staff. Finally, the District regularly contracts with outside agencies to provide on-going training and support to staff in order for students to remain and make progress in the general education classroom.
4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.
   There is a range of supplementary aids and services offered to students with disabilities to ensure meaningful participation in extracurricular activities across the USCSD. The IEP Team and case manager for the students help to identify, plan, and communicate the needed support for the students' participation and engagement in the extracurricular activities. Consideration by the IEP Team is given in a variety of areas and supplementary aids and services are designed to support students in their extracurricular activities. The following represents considerations and some examples of supplementary aids and services implemented across the district to support students with disabilities in extracurricular activities. Depending on a student's specific needs the following may be considered: environmental needs (preferential seating or planned physical space for accessibility) level of support staff (providing paraprofessional support, providing nursing services, providing vision/hearing teacher services) specialized equipment (use of assistive technology, specialized transportation, adapted sports equipment) pace and presentation style of activity (offering breaks, offering customized schedule for participation, offering visuals to supplement) accessibility to materials (use of assistive technology for accessing, Braille materials) social interactions (providing social stories, peer-assisted support,

intentional cooperative groups, explicit teaching of skills prior to) executive functioning (creating and reviewing a schedule of events, allowing for additional transition time, creating organizational systems)

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 District procedures for evaluation/reevaluation and IEP team development and collaboration ensure that students with disabilities attending private institutions are educated with non-disabled children to the maximum extent possible and have the opportunity to participate in district-sponsored extracurricular activities. Prior to a student being referred to a private institution, an IEP team meeting is held. All required members of the IEP team are invited to participate in determining the appropriate placement of the student who has not been successful within District programming. During this meeting, the team reviews relevant student data including progress reports, behavior data, work samples, grades, parent input, teacher input, and related service provider input. The IEP team also discusses the types of supplementary aids and support in place and the outcomes of implementing the supports. If the IEP team determines additional data is needed to make a decision about educational placement, a Permission to Reevaluate (PTR) is issued. If the IEP team concludes it has all the necessary data needed to make the decision regarding educational placement, a new IEP is developed and a Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN) is issued to the parents. Upon parental approval and acceptance by the private institution, the student's new placement will begin. The USCSD Director of Special Education and/or USCSD Special Education Curriculum Leader maintains close contact with the private institution on the progress the student is making. The USCSD Director of Special Education and/or USCSD Special Education Curriculum Leader participate in all student IEP meetings or parent/school meetings. During these meetings, opportunities for extracurricular participation are considered and opportunities for students to be educated with non-disabled children. Additionally, parents receive District communications regularly about extracurricular activities available within the District. The District works collaboratively with the private institutions and parents to provide the support needed for students to engage in the identified opportunities (i.e.,: enrollment at vo-tech school, community-based work, participation in specific District courses, District sponsored sports teams). When a student is no longer in need of the private institution, a transition plan is developed and implemented to ensure a successful transition back to the student's District school and programming. The District works diligently with all stakeholders to transition students back into District programming when appropriate for the student. The District continually strives to transition our students to the least restrictive environment and meet their educational and post-secondary needs.
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)
   As our students' needs continue to evolve, the District should assess for areas of need within programming to ensure a continuum of services is provided and available to students. One area the District should examine is the continuum of Emotional Support programming across K-12. Providing a continuum of services across all ages will better support student needs, especially by offering an early intervention component to programming. Further, assessing our continuum of Life Skills programming and aligning the programming K-12 will ensure that students' programming reflects their needs as students matriculate through the District. Given the number of students with autism receiving education in out-of-district placement, it should also be investigated the impact of the District offering Autism Support programming K-12 or designing additional Life Skills programming. Overall, it will be beneficial for the district to evaluate the continuum of types of support within different programming and determine if changes within programming and type of support would better serve our students.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
The Bradley School	Licensed Private Academic		The Bradley Center	Emotional Support	2
ACLD Tillotson School	Approved Private School (APS)		ACLD	Learning Support	3
The Day School at the Children's Institute	Approved Private School (APS)		The Children's Institute	Autistic Support	3
The Pathfinder School	Other	Special Education Centers	Allegheny Intermediate Unit	Autistic Support	1
The Pathfinder School	Other	Special Education Centers	Allegheny Intermediate Unit	Multiple Disabilities Support	2
Total Learning Centers	Other	Privately Owned	Total Learning Centers	Emotional Support	1
Watson Institute Education Center South	Approved Private School (APS)		Watson Institute	Life Skills Support	9
Watson Institute Social Center for Academic Achievement (WISCA)	Other	Special Education School Program	Watson Institute	Autistic Support	3
Wesley K-8	Approved Private School (APS)		Wesley Family Services	Emotional Support	1
Wesley High School	Approved Private School (APS)		Wesley Family Services	Emotional Support	4

Positive Behavior Support

Date of Approval
2021-02-22

Uploaded Files
113.2 - Behavior Support.pdf

1. How does the district support the emotional, social needs of students with disabilities?
   The District takes a multifaceted approach to support students' emotional and social needs. One way the District supports students is through curriculum and programming. School counselors K-12 provided direct teaching to all students through classroom counseling lessons. The classroom lessons and delivery of services use the ASCA Student Standards: Mindset and Behaviors as a guide. School counselors provide specific counseling classes, large group instruction, small group instruction, and individual counseling. The District has increased school counselor staffing availability over the past few years to support this area. The District's student support services referral process and the use of tiered interventions also supports the emotional and social development of students. All students receive tier 1 level universal support within their general education classroom. The general education teacher and school counselor collaboratively support tier 1. Students demonstrating a targeted level of need receive small group counseling support focused on identified areas of student need. Then students in need of tier 3 intensive supports receive direct and individual support from school counselors and/or school psychologists. Students that are in need of more intensive and comprehensive programming receive this level of support through the District's Emotional Support programming. Additionally, student led supports, such as Natural Helpers, Peer Tutoring, Peer Buddy Programs, and Lunch Bunch, help foster a culture of social and emotional wellness across the District.
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.
   Annually, staff members who are certified Comprehensive Crisis Management (CCM) trainers receive a two-day recertification training on-site. Quarterly training is provided to selected staff to be certified in CCM. Selected staff is identified by the student support services leadership and building administrators to provide behavioral support to students and professional development to staff. The CCM training focuses on de-escalation techniques and safety response protocols. The District's School Board Policies 113.1 Discipline of Students with Disabilities and 113.2. Behavior Support provides guidelines and explanations about positive behavior support district-wide. Further to enhance the District's capacity to offer behavioral supports, identified staff receive direct professional development about the design of positive behavior supports through District professional development offerings and through consultation from the District's contracted behavior specialist with board certified behavior analyst (BCBA) certification. The District also uses the Student Assistance Program (SAP) and the SAP Liaison to provide another layer of social, emotional, and behavioral support to students and families. Through the student support services referral process, the SAP Liaison will partner and collaborate with the District and family to ensure students are receiving appropriate care for their needs. Identified District staff have also participated in Youth Mental First Aid Training and trauma-informed practices through Trauma-Sensitive Schools. All district faculty have received training in suicide prevention and awareness as a means of behavioral support to students.

3. Describe the district positive school wide support programs.
   The District infuses positive school-wide support programs throughout the buildings K-12. The main tenets of creating a safe school climate, a connected school community, and valuing student voice create a cohesive culture across the District. The use of the Collaborative for Academic, Social, and Emotional, Learning (CASEL) framework guides efforts at the building level K-12. The CASEL framework supports the design of school-wide programs at each building. Depending on the needs of the students and school community, the following school wide support programs may be offered -Academic Resource Time -Student Clubs -Student Council -No Place for Hate -Peer Tutoring -Peer Mentoring -Peer Buddy Programs -Best Buddies -Natural Helpers -Advisor Time -Community Service Projects -Taking Action Projects -Panther Program -Leadership Academy
4. Describe the district school-based behavior health services.
   Currently, the District operates effective Emotional Support programs at Boyce Middle School (Grades 5 and 6), Ft. Couch Middle School (Grades 7 and 8), and High School (Grades 9-12). The Emotional Support program at the High School is supported by a special education teacher, paraprofessional, and a contracted social worker. At Ft. Couch Middle School the Emotional Support program includes a special education teacher and school psychologist. The Boyce Middle School Emotional Support program is supported by a special education teacher and school counselors. The Special Education Curriculum Leader provides administrative oversight and support to the Emotional Support programming grades 5-12 . The Emotional Support teams within each building provide academic, social, emotional, and behavioral skills programming to students within the least restrictive environment. The District also has an established and ongoing contract with a professor through the University of Pittsburgh to have guidance with additional resources and supports for teams, students, and families. In addition to the Emotional Support programs, the school counselors, and at times the school psychologists across the District, provide social, emotional, and behavioral skills development instruction for targeted students.
5. Describe the district restraint procedure.
   Administrators, teaching staff, and support staff utilizing restraint procedures are certified in Comprehensive Crisis Management (CCM) and trained by certified CCM trainers. These individuals are trained in the use of procedures and techniques regarding de-escalation and physical restraint. The District also provides training regarding the development of positive behavior support plans to relevant staff and personnel. Restraints are only to be considered as a measure of last resort, only after other less restrictive measures have been used. Restraints may only be used when the student is acting in a manner as to be a clear and present danger to himself/herself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. If and when the use of restraints occurs the District follows the special education regulations and provisions put forth in 22 Pa. Code Chapter 14 and Chapter 711. In these circumstances, the District notifies the parent and conducts an IEP team meeting within 10-school days unless the parent waives the need for a meeting in writing. The IEP Team also reviews the established criteria of when the use of restraints may be included in a student's IEP and determines if this is necessary to add to the student's IEP. The IEP Team further considers if there is a need to conduct a functional behavioral assessment and update or create a positive behavior support plan for the student. Lastly, the District remains compliant with reporting the use of restraints quarterly in the RISC portal for students placed in the District and outside of the District.

Intensive Interagency

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

The District utilizes an interagency process of collaborative consultation with community agencies and parents to problem-solve ways of educating difficult to serve students in the least restrictive environment. The District relies on the Intensive Interagency Coordinator through the local intermediate unit as well as Allegheny County's Department of Human Services to assist in interagency planning. This process helps to eliminate barriers to appropriate educational placements. It manages time efficiently and effectively and is responsible for the implementation of service from an established continuum of programs that are solution-oriented. Metting participants may include the student, parents, educational advocates, psychiatrists, psychologists, social workers, teachers, and when appropriate probation, Child and Youth representatives, mental health providers, school administration, and school counselors. The District has been fortunate to work closely with area educational and mental health agencies. At this time, there is not a need to expand the coordination services process. There is a need to expand the number of facilities that can offer educational placement to students in this part of the state. It seems there are limited options for placements in the western region.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 32	Multiple	Full-time (1.0)	05/23/2022 11:31 AM

Building Name		
Baker El Sch		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Elementary	8 to 9
Age Range Justification		**FTE %**
		0.07

Building Name		
Boyce MS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.13

Building Name
Eisenhower El Sch

Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Elementary	9 to 10
Age Range Justification		**FTE %**
		0.04

Building Name		
Eisenhower El Sch		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Elementary	7 to 8
Age Range Justification		**FTE %**
		0.07

Building Name		
Fort Couch MS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Secondary	12 to 13

Age Range Justification	FTE %
	0.07

Building Name		
Upper Saint Clair HS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Secondary	14 to 15
Age Range Justification		**FTE %**
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 31	Elementary	Part-time (0.5)	05/23/2022 11:26 AM

Building Name		
Baker El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Elementary	6 to 8
Age Range Justification		**FTE %**
		0.04

Building Name		
Eisenhower El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Elementary	8 to 9
Age Range Justification		**FTE %**
		0.02

Building Name		
Boyce MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		4
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 30	Elementary	Full-time (1.0)	05/23/2022 11:13 AM

Building Name

Baker El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		65
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 10
Age Range Justification		**FTE %**
The Speech and Language Therapist serves all eligible students in the K-4 building. Students that are beyond the age range are not serviced in the same instructional group.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 29	Multiple	Full-time (1.0)	05/23/2022 11:07 AM

Building Name		
Eisenhower El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		53
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 10
Age Range Justification		**FTE %**

The Speech and Language Therapist serves all eligible students in the K-4 building. Students that are beyond the age range are not serviced in the same instructional group.	0.82

Building Name		
Upper Saint Clair HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Services students in the high school life skills program, students may receive services up to age 21.		0.09

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Program Position 28	Multiple	Full-time (1.0)	05/23/2022 11:15 AM

Building Name		
Boyce MS		
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**
Intermediate Unit	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.69

Building Name		
Fort Couch MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		20
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.31

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Program Position 27	Elementary	Full-time (1.0)	05/23/2022 11:10 AM

Building Name		
Streams El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		65
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 10
Age Range Justification		**FTE %**
The Speech and Language Therapist serves all eligible students in the K-4 building. Students that are beyond the age range are not		1

serviced in the same instructional group.	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 26	Secondary	Part-time (0.5)	05/17/2022 04:05 PM

Building Name		
Upper Saint Clair HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	18 to 21
Age Range Justification		**FTE %**
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 25	Secondary	Full-time (1.0)	05/17/2022 03:59 PM

Building Name	
Upper Saint Clair HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.1

Building Name		
Upper Saint Clair HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.9

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Program Position 24	Secondary	Full-time (1.0)	05/17/2022 03:54 PM

Building Name		
Upper Saint Clair HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		10
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	14 to 18
Age Range Justification		**FTE %**
		0.2

Building Name		
Upper Saint Clair HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 18
Age Range Justification		**FTE %**
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 23	Secondary	Full-time (1.0)	05/17/2022 04:01 PM

Building Name		
Upper Saint Clair HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**

	0.1

Building Name		
Upper Saint Clair HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.65

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Program Position 22	Secondary	Full-time (1.0)	05/17/2022 04:17 PM

Building Name		
Upper Saint Clair 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	14 to 18
Age Range Justification		**FTE %**
		0.1

Building Name		
Upper Saint Clair HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
The age range is justified and supported through the IEP process, IEP Waiver form completed		0.25

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Program Position 21	Secondary	Full-time (1.0)	05/17/2022 04:16 PM

Building Name		
Upper Saint Clair HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.14

Building Name
Upper Saint Clair HS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.85

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Program Position 20	Secondary	Full-time (1.0)	05/17/2022 04:08 PM

Building Name		
Upper Saint Clair 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 %**
		0.22

Building Name
Upper Saint Clair HS
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.5

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Program Position 19	Secondary	Full-time (1.0)	05/17/2022 03:43 PM

Building Name		
Upper Saint Clair 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	14 to 18
Age Range Justification		**FTE %**
		0.28

Building Name
Upper Saint Clair 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	14 to 18
Age Range Justification		**FTE %**
		0.3

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Program Position 18	Secondary	Full-time (1.0)	05/17/2022 04:11 PM

Building Name		
Upper Saint Clair 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	15 to 18
Age Range Justification		**FTE %**
		0.24

Building Name	
Upper Saint Clair HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	12

Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 17	Secondary	Part-time (0.5)	05/17/2022 03:40 PM

Building Name		
Fort Couch MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.04

Building Name		
Fort Couch MS		
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	12 to 14

Age Range Justification	FTE %
	0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 16	Secondary	Full-time (1.0)	05/17/2022 03:39 PM

Building Name		
Fort Couch MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.02

Building Name		
Fort Couch MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 15	Secondary	Full-time (1.0)	05/17/2022 03:38 PM

Building Name		
Fort Couch MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.2

Building Name		
Fort Couch MS		
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	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 14	Secondary	Full-time (1.0)	05/17/2022 03:36 PM

Building Name		
Fort Couch MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.02

Building Name		
Fort Couch MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 13	Secondary	Full-time (1.0)	05/17/2022 03:35 PM

Building Name		
Fort Couch MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.06

Building Name		
Fort Couch MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 12	Secondary	Full-time (1.0)	05/17/2022 03:33 PM

Building Name		
Fort Couch MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.06

Building Name		
Fort Couch MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 11	Elementary	Full-time (1.0)	05/17/2022 03:31 PM

Building Name

Boyce MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.28

Building Name		
Boyce MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 10	Secondary	Full-time (1.0)	05/17/2022 03:29 PM

Building Name
Boyce MS
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	10 to 12
Age Range Justification		**FTE %**
		0.22

Building Name		
Boyce MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	10 to 12
Age Range Justification		**FTE %**
		0.15

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Program Position 9	Elementary	Full-time (1.0)	05/17/2022 03:27 PM

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

Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.1

Building Name		
Boyce MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.55

Building Name		
Boyce MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 8	Elementary	Full-time (1.0)	05/17/2022 03:25 PM

Building Name		
Boyce MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 7	Elementary	Full-time (1.0)	05/17/2022 03:22 PM

Building Name	
Streams El Sch	
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	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.28

Building Name		
Streams El Sch		
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	6 to 8
Age Range Justification		**FTE %**
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 6	Elementary	Full-time (1.0)	05/17/2022 03:15 PM

Building Name		
Streams El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10

Age Range Justification	FTE %
	0.1

Building Name		
Streams El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 5	Elementary	Full-time (1.0)	05/17/2022 03:12 PM

Building Name		
Eisenhower El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 9
Age Range Justification		**FTE %**
The age range is justified and supported through the IEP process, IEP Waiver form completed		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 4	Elementary	Full-time (1.0)	05/17/2022 03:08 PM

Building Name		
Eisenhower El Sch		
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	5 to 9
Age Range Justification		**FTE %**
The age range is justified and supported through the IEP process, IEP Waiver form completed		0.16

Building Name		
Eisenhower El Sch		
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	6 to 10
Age Range Justification		**FTE %**
The age range is justified and supported through the IEP process, IEP Waiver form completed		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 3	Elementary	Full-time (1.0)	05/17/2022 02:56 PM

Building Name		
Eisenhower El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.24

Building Name		
Eisenhower El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 2	Elementary	Full-time (1.0)	05/17/2022 02:51 PM

Building Name		
Baker El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 9
Age Range Justification		**FTE %**
		0.1

Building Name		
Baker El Sch		
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 9
Age Range Justification		**FTE %**
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 1	Elementary	Full-time (1.0)	05/17/2022 02:47 PM

Building Name		
Baker El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 9
Age Range Justification		**FTE %**
The age range is justified and supported through the IEP process, IEP Waiver form completed		0.12

Building Name		
Baker El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 9
Age Range Justification		**FTE %**
The age range is justified and supported through the IEP, IEP Waiver completed		0.45

Special Education Facilities

Building Name		**Room #**
Baker El Sch		106
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
24 feet, 4 inches x 26 feet, 5 inches	642sqft	22
Implementation Date		
2022-05-27		
Uploaded Files		

1Assurance Check

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

Building Name		**Room #**
Baker El Sch		7
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
35 feet, 6 inches x 23 feet, 2 inches	822sqft	29
Implementation Date		
2022-05-27		
Uploaded Files		

2Assurance 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 #**
Eisenhower El Sch		206
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
38 feet, 0 inches x 22 feet, 0 inches	836sqft	29
Implementation Date		
2022-05-27		
Uploaded Files		

3Assurance 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 #
Eisenhower El Sch		107
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
18 feet, 6 inches x 22 feet, 0 inches	407sqft	14
Implementation Date		
2022-05-27		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Eisenhower El Sch		109
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
18 feet, 6 inches x 22 feet, 0 inches	407sqft	14
Implementation Date		
2022-05-27		
Uploaded Files		

5Assurance 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 #**
Streams El Sch		116
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
36 feet, 0 inches x 23 feet, 0 inches	828sqft	29
Implementation Date		
2022-05-27		
Uploaded Files		

6Assurance 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 #**
Streams El Sch	211

School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
35 feet, 6 inches x 23 feet, 0 inches	816sqft	29
Implementation Date		
2022-05-27		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Boyce MS		27
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2022-05-27		
Uploaded Files		

8Assurance Check

Assurance Check	Yes	No

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

Building Name		**Room #**
Boyce MS		42
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2022-05-27		
Uploaded Files		

9Assurance Check

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

Building Name	**Room #**
Boyce MS	43
School Building	**Building Description**
Middle	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 21 feet, 0 inches	693sqft	24
Implementation Date		
2022-05-27		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Fort Couch MS		139
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
31 feet, 0 inches x 29 feet, 6 inches	914sqft	32
Implementation Date		
2022-05-27		
Uploaded Files		

11Assurance 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 #**
Fort Couch MS		146
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
31 feet, 0 inches x 31 feet, 0 inches	961sqft	34
Implementation Date		
2022-05-27		
Uploaded Files		

12Assurance Check

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

Building Name		**Room #**
Fort Couch MS		136
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
29 feet, 0 inches x 27 feet, 10 inches	807sqft	28

Implementation Date
2022-05-27
Uploaded Files

13Assurance Check

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

Building Name		**Room #**
Fort Couch MS		207
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
27 feet, 0 inches x 19 feet, 0 inches	513sqft	18
Implementation Date		
2022-05-27		
Uploaded Files		

14Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	

Building Name		**Room #**
Upper Saint Clair HS		104D
School Building		**Building Description**
Senior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
14 feet, 0 inches x 37 feet, 5 inches	523sqft	18
Implementation Date		
2022-05-27		
Uploaded Files		

15Assurance Check

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

Building Name		**Room #**
Upper Saint Clair HS		104A
School Building		**Building Description**
Senior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
24 feet, 0 inches x 34 feet, 0 inches	816sqft	29
Implementation Date		
2022-05-27		

Uploaded Files

16Assurance 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 #
Upper Saint Clair HS		104B
School Building		**Building Description**
Senior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
27 feet, 0 inches x 30 feet, 0 inches	810sqft	28
Implementation Date		
2022-05-27		
Uploaded Files		

17Assurance 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 #**
Upper Saint Clair HS		104E
School Building		**Building Description**
Senior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2022-05-27		
Uploaded Files		

18Assurance Check

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

Building Name		**Room #**
Upper Saint Clair HS		206
School Building		**Building Description**
Senior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
44 feet, 0 inches x 22 feet, 0 inches	968sqft	34
Implementation Date		
2022-05-27		
Uploaded Files		

19Assurance 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 #**
Upper Saint Clair HS		318
School Building		**Building Description**
Senior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
43 feet, 0 inches x 27 feet, 0 inches	1161sqft	41
Implementation Date		
2022-05-27		
Uploaded Files		

20Assurance 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 #**
Upper Saint Clair HS		409
School Building		**Building Description**
Senior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 0 inches x 29 feet, 0 inches	725sqft	25
Implementation Date		
2022-05-27		
Uploaded Files		

21Assurance Check

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

Building Name		**Room #**
Baker El Sch		11 and 12
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 2 inches x 15 feet, 3 inches	383sqft	13
Implementation Date		
2022-05-27		
Uploaded Files		

22Assurance Check

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

Building Name		**Room #**
Boyce MS		6
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 0 inches x 30 feet, 0 inches	750sqft	26
Implementation Date		
2022-05-27		
Uploaded Files		

23Assurance Check

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

Building Name		**Room #**
Eisenhower El Sch		117
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 6 inches x 30 feet, 6 inches	808sqft	28
Implementation Date		
2022-05-27		
Uploaded Files		

24Assurance Check

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

Building Name		**Room #**
Streams El Sch		115
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
17 feet, 3 inches x 23 feet, 0 inches	396sqft	14
Implementation Date		
2022-05-27		
Uploaded Files		

25Assurance Check

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

Building Name		**Room #**
Boyce MS		28
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
30 feet, 0 inches x 15 feet, 0 inches	450sqft	16
Implementation Date		
2022-05-27		
Uploaded Files		

26Assurance Check

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

Building Name		**Room #**
Fort Couch MS		125
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
14 feet, 9 inches x 10 feet, 0 inches	147sqft	5
Implementation Date		
2022-05-27		
Uploaded Files		

27Assurance Check

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

Building Name		**Room #**
Fort Couch MS		246
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
31 feet, 0 inches x 31 feet, 0 inches	961sqft	34
Implementation Date		
2022-05-27		
Uploaded Files		

28Assurance 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 #**
Fort Couch MS		247
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
31 feet, 0 inches x 31 feet, 0 inches	961sqft	34
Implementation Date		
2022-05-27		
Uploaded Files		

29Assurance 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

30Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Director of Pupil Services	1	District Wide	District
Other	1	District Wide	District
Other	.5	Elementary	District
Transition Coordinator	.5	Secondary	District
School Psychologist	4	District Wide	District
Physical Therapist	2	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Social Worker	1	Secondary	Contractor
Behavior Specialist	.4	District Wide	Contractor
Guidance Counselor	8	Secondary	District
Guidance Counselor	5	Elementary	District
Other	4	District Wide	Contractor
Paraprofessionals	49	District Wide	District
Other	2	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
This training will provide information about supporting students with autism in the general education classroom and curriculum. Participants will gain an understanding about interventions and strategies to use to accommodate and support students with autism in an inclusive environment.			
Lead Person/Position		**Year of Training**	
Director of Special Education/Student Support Services Leadership Staff		Through June 30, 2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	District	General Education Teachers

Description of Training			
The training will provide information about the Picture Exchange Communication System (PECS). Information presented will focus on the benefits, targeted student population for use, and implementation of PECS.			
Lead Person/Position		**Year of Training**	
Director of Special Education/Student Support Services Leadership Staff		Through June 30, 2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	2	District PaTTAN	General Education Teachers

Positive Behavior Support

Description of Training			
This training will provide information about how to respond to behavioral challenges in the classroom. The participants will gain an understanding of the nature and function of challenging behaviors. Participants will also be provided with effective and positive strategies for behavior management and skill instruction.			
Lead Person/Position		**Year of Training**	
Director of Special Education/Student Support Services Leadership Staff		Through June 30, 2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**

2	2	District PaTTAN	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
This training will review the procedures and processes for conducting and writing a Functional Behavior Assessment (FBA). The training will also provide information and strategies about designing and implementing Positive Behavior Support Plans (PBSP). The training will highlight goal writing, data collection, and behavioral interventions to support student needs. Participants will develop a comprehensive understanding of the processes involved and further their skill sets with conducting FBA, designing PBSP, and collecting data on PBSP.			
Lead Person/Position		**Year of Training**	
Director of Special Education/Student Support Services Leadership Staff		Through June 30, 2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	2	District Other	Special Education Teachers

Paraprofessional

Description of Training			
This training will provide information about hierarchy of prompting and effective practices for giving verbal and visual cues. Participants will be provided the science behind prompting and implementation examples based on student area of need. Participants will have the opportunity to practice and also receive support with data collection strategies.			
Lead Person/Position		**Year of Training**	
Director of Special Education/Student Support Services Leadership Staff		Through June 30, 2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	District	Paraprofessionals

Description of Training

Training opportunities will provide paraprofessionals with continued knowledge and skills in relationship to students' academic and behavioral needs as well as self-identified areas of interest/need.			
Lead Person/Position		**Year of Training**	
Director of Special Education/Student Support Services Leadership Staff		Through June 30, 2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	2	District Intermediate Unit PaTTAN	Paraprofessionals

Transition

Description of Training			
This training will focus on the goals and development of individualized transition plans. The training will provide participants with a process for development of transition plans and detailed information about how to support post-secondary goals.			
Lead Person/Position		**Year of Training**	
Director of Special Education/Student Support Services Leadership Staff		Through June 30, 2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	2	District Intermediate Unit	Building Administrators Special Education Teachers

Science of Literacy

Description of Training	
Language Essentials for Teachers of Reading and Spelling (LETRS) will be provided. This training will provide teachers with an understanding of: 1. How students learn to read and write, 2. The reasons why some students fail to learn to read, spell or write, 3. The instructional strategies best supported by research	
Lead Person/Position	**Year of Training**
Director of Special Education/Student Support Services Leadership	Through June 30, 2024

Staff			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
8	3	District Intermediate Unit	Special Education Teachers

Parent Training

Description of Training			
This training will provide parents with information about The Pennsylvania Office of Vocational Rehabilitation (OVR). Participants will develop an understanding of how OVR supports vocational rehabilitation services to help persons with disabilities prepare for, obtain, or maintain employment.			
Lead Person/Position		**Year of Training**	
Director of Special Education/Student Support Services Leadership Staff		Through June 30, 2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	2	District Other	Parents Special Education Teachers

IEP Development

Description of Training			
This training will provide instruction on required elements for each section of the Individualized Education Program (IEP) as well as best practice considerations when preparing for and conducting an IEP team meeting. Participants will focus on essentials of IEP writing.			
Lead Person/Position		**Year of Training**	
Director of Special Education/Student Support Services Leadership Staff		Through June 30, 2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	12	District PaTTAN	Building Administrators Special Education Teachers

Signatures & Affirmations

Approval Date
2022-06-27

Uploaded Files
affirmation_statement_specialeducation.docx

- 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
John T. Rozzo
Date
2022-06-29