

Profile and Plan Essentials

LEA Name		AUN
McKeesport Area SD		103026002
Address 1		
3590 O'Neil Boulevard		
Address 2		
City	State	Zip
McKeesport	PA	15132
Director of Special Education Name		
Jenna Mozzocio		
Director of Special Education Email		
jmozzocio@mckasd.net		
Director of Special Education Phone Number		Director of Special Education Ext
412-664-3622		3624
Chief Administrator Name		
Mr Donald MacFann		
Chief Administrator Email		
dmacfann@mckasd.net		

Special Education Students

Total Number of Students Receiving Special Education 869

School District Total Student Enrollment 3108

Percent of Students Receiving Special Education 28

Steering Committee

Name	Position/Role	Building	Email
Jenna Mozzocio	Director of Special Education	McKeesport Area SD	jmozzocio@mckasd.net
Donald MacFann	Superintendent	McKeesport Area SD	dmacfann@mckasd.net
Dean Holtzman	Other	McKeesport Area SD	dholtzman@mckasd.net
Amy Montalbano	Parent	McKeesport Area SD	amontalbano@mckasd.net
Jocelyn Sabruno	Building Principal	Francis McClure El Sch	jsabruno@mckasd.net
Erica Guadalupe	Director of Curriculum	McKeesport Area SD	eguadalupe@mckasd.net
Amy Dellapenna	Director of Curriculum	McKeesport Area SD	adellapenna@mckasd.net
Gerald McGrew	General Education Teacher	McKeesport Area SHS	gmcgrew@mckasd.net
Sarah Simsic	Special Education Teacher	Twin Rivers El Sch	ssimsic@mckasd.net
Matthew Keller	Board Member	McKeesport Area SD	mkeller@mckasd.net

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)

Improvement and Planning Activity
Implement a Centralized Evaluation Tracking System Establish a digital tracking system (such as a secure spreadsheet, database, or software like Frontline, Comply, or EdPlan) to monitor each step of the evaluation timeline, from parental consent through report completion. Assign case managers who receive automatic reminders 10, 20, and 30 days before key deadlines (especially the 60-calendar day and 30-calendar day requirements).
Increase Evaluation Capacity through Contracted or Internal Supports Hire additional part-time or contracted school psychologists and speech-language pathologists during peak evaluation periods (e.g., spring referrals for kindergarten or early intervention transitions). Build internal supports by cross-training certified special education staff to assist with parts of the evaluation process under the supervision of licensed personnel.
Establish Monthly Evaluation Review Meetings Create a standing monthly meeting between special education supervisors, school psychologists, and evaluators

to review all open evaluations. Focus the agenda on identifying at-risk cases (evaluations approaching deadlines) and reallocating resources or scheduling meetings to maintain compliance.

Secondary Transition (Indicator 13)

Improvement and Planning Activity
Create a Transition Coordinator Role with Community Partnership Oversight Designate a certified special education teacher as a Transition Coordinator responsible for overseeing the fidelity of post-secondary transition planning across the district. In addition to monitoring transition assessments, goal alignment, and Indicator 13 compliance, the Transition Coordinator will actively build and maintain partnerships with community agencies (e.g., OVR, workforce development boards, colleges, mental health providers) and develop a district-wide Transition Resource Bank accessible to students, families, and staff.
Standardize a Transition Planning Protocol and Checklist Develop a district-wide transition planning protocol with a built-in checklist for IEP teams to follow. The checklist should ensure that transition assessments are age-appropriate, post-secondary goals are individualized and measurable, and services clearly align with identified goals. The Transition Coordinator will monitor implementation through regular file reviews and provide coaching where needed.
Strengthen Student Voice through Mandatory Transition Interviews Require that each student participate in a structured transition interview before their IEP meeting, beginning no later than age 14. Provide a district-approved interview template to help staff collect meaningful information about the student's interests, strengths, and aspirations, ensuring that student voice is central to transition planning.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity
Establish a Proactive Parent and Student Communication Campaign Develop a clear communication plan that includes informational letters, phone calls, and parent meetings explaining why participation matters for students with IEPs. Emphasize that participation helps inform needed supports, protects school accountability standings, and opens post-secondary pathways (especially critical for 11th graders). Equip case managers to discuss testing during IEP meetings.
Establish a Pre-Testing Review Process for Students with IEPs Before the statewide testing window opens, require a district-led review of all students with IEPs in grades 4, 8, and 11 to ensure: Every student is properly assigned to the correct assessment (PSSA, Keystone, PASA). All accommodations listed in the IEP are accurately entered into the testing system and can be delivered faithfully. Any students at risk of non-participation (e.g., chronic absences, previous opt-outs) are flagged early, and individual support plans are developed. The District Assessment Coordinator (DAC) and Special Education leadership will collaborate to lead these reviews with building principals and case managers.
Implement Building-Level Data Monitoring and Targeted Supports Monitor participation data at each school, particularly for grades 4, 8, and 11, at least one month before and during the testing window. Identify at-risk students (those with attendance issues, medical concerns, or prior test refusals) and develop individual plans to support their participation. Building principals and special education case managers should meet regularly during the testing window to address barriers in real time.

Education Environments (Indicator 5)

Improvement and Planning Activity
Strengthen Inclusive Scheduling with an IEP and Master Schedule Review Process Bolster and emphasize Inclusive Scheduling for students with IEPs during spring scheduling. Special education case managers and general education staff will collaboratively review each student's schedule with the goal of maximizing time inside the general education classroom (aiming for 80% or more when appropriate). Build this into master schedule development at each school site, aligned to LRE expectations.
Provide Targeted Professional Development on Inclusive Practices Offer annual, differentiated professional development for general education and special education staff focused on inclusive instructional strategies, co-teaching models, collaboration techniques, and the legal foundations of LRE. Include real examples, model lessons, and opportunities for co-planning practice sessions across grade bands.

Integrate Universal Design for Learning (UDL) Across Classrooms Embed Universal Design for Learning (UDL) principles into district curriculum frameworks and instructional expectations. Train teachers with support on best practices from the AIU and PaTTAN to proactively design flexible lessons that address multiple means of representation, engagement, and expression — reducing the need for separate, specially designed environments.

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)

Improvement and Planning Activity
Develop a Senior Exit Process Focused on Post-School Planning Create a formal Senior Exit Process for all students with IEPs in their final year of school (including 12th graders and students aging out). This process should include a senior exit survey, confirmation of connections to adult agencies (such as OVR, county supports, workforce programs), a final review of post-secondary goals, and documentation of plans for education, employment, and independent living. Assign special education case managers and transition coordinators to ensure completion before graduation.
Strengthen Student Preparation for Post-School Surveys Educate students and families before graduation about the Post-School Outcomes Survey (conducted by PaTTAN approximately one year after exiting). Explain the importance of their participation, what questions they will be asked, and how their responses help improve services for future students. Provide them with a simple one-page guide at exit meetings, and encourage families to update their contact information if it changes after graduation.
Build Stronger School-to-Work and School-to-College Pathways Develop partnerships with local employers, career and technical centers, colleges, and community organizations to create more work-based learning, pre-apprenticeships, and college transition programs for students with IEPs. Incorporate these

opportunities into the transition planning process beginning in grades 9 or 10, ensuring students have real experiences that connect their education to post-secondary outcomes.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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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
Soar Support Services	Residential Setting		District	1
Auberle	Group Home		District	2
Auberle	Licensed Shelter		District	6

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.)

McKeesport Area School District complies with its obligations under Section 1306 of the Public School Code. Student enrollment and placement is the same as for students residing in the district. The district enjoys strong agency ties which are vital for the successful transition of students living in a host district. There are currently two facilities that are located within the boundaries of the McKeesport Area School District. The two facilities are Auberle and Soar Support Services. Auberle has been re-assigned and serves as a emergency family shelter facility. Soar Support Services serves as a student shelter facility. Every effort is made to keep the students at their school of origin. Students may be enrolled in the McKeesport Area School District following a Best Interest Determination for the student. The Best Interest Determination (BID) typically includes the following members: Children, Youth and Families, Guardian ad Litem, representatives of the School of Origin, representatives of the School in which the facility is located, the educational decision maker, and any/all other relevant parties. This representative group may decide that it is not in the best interest for the student to remain at the school of origin, and at that point, the student will be enrolled in the McKeesport Area School District. The McKeesport Area School District meets its obligations as host school district for students who are identified as 1306 students and are deemed eligible for receiving education while at each facility. If a student enrolls with an IEP that is not current, a new IEP is developed with information from the current Evaluation/Re-evaluation Report. If the student enrolls with an outdated Evaluation/Re-evaluation Report, the district conducts a multi-disciplinary re-evaluation on the student to identify strengths, needs, and current instructional levels, and to determine that the student is still in need of special education services. Educational guardians and parents, as well as home school districts, are included as part of this process. The team reviews current data to ensure that FAPE is provided in the least restrictive environment. Student placement decisions begin with the consideration of general education with use of supplemental aids and services. All teachers anticipate they will have students with disabilities in their classrooms and welcome ALL students. Use of the SAS tool-kit offered through PaTTAN/BSE/PDE is used for inclusion of students with more severe disabilities. Instructional methods used in classrooms incorporate multi-leveled instruction and various methods of assessment. Supplemental aids and supports are aligned with instructional strategies. Linkages between IEP goals/objectives and curriculum content are made to ensure appropriate and effective integration. The collaboration between general and special education teachers along with other specialists ensures that all students' needs are addressed and that their progress is tracked systematically via a variety of sources (grades, observations, student input, teacher input, conferences, etc.). Parents, guardians and outside agencies are always welcome in the school and are seen as an integral part of the team. If

the student has an IEP from the previous school district, the host school district must without delay convene an IEP meeting to determine whether the child's IEP should be revised, whether the student can be educated in the public schools of the host school district, or whether some other placement option is appropriate for the child. If the child's parent cannot attend the IEP meeting in person, the host school district must take steps to ensure that the parent is included in the IEP meeting, including informing the parent they can participate through a teleconference call or other appropriate means in the same way the host school district would facilitate the participation of the parents of its resident children. Until a new IEP is developed for the child by the IEP Team including the parent, the child must receive services comparable to those in the existing IEP. The host school district is responsible for monitoring the educational progress and reviewing educational services for the student on a continuous basis and at least as often as report cards are issued. The host school district is also responsible for maintaining contact with the resident school district with respect to the student's placement and progress. The parent and the host school district should, if feasible, make a decision as to the appropriate educational placement of the child before the student arrives at the facility. However, in any case, the student must be attending a school program within five (5) business days of the student's admission to the institution per 22 PA Code 11.11 (b). If the information or an individual necessary to make an informed decision about the appropriate educational placement of the child is not available within the five (5) day period, and if the parent agrees, the host school district can arrange for or authorize the child's education at a school program located at the facility until the host school district and parent can make a formal decision regarding the student's educational placement. If no parent can be identified, the child can temporarily be educated at the facility if there is a clinical recommendation that the child should not attend public school. In either case, the final decision regarding the child's educational placement must be made without delay. In making a decision about where to educate a student, consideration should be given to the courses that would be available to the child in the proposed program, the qualifications of the staff, and the program's ability to provide FAPE and comply with the other requirements of the IDEA and Title 22 of the PA Code Chapters 14,15, and 16 along with Section 504 of the Rehabilitation Act of 1973. In addition, the IEP Team should consider whether the program will prepare the student to meet any applicable promotion and/or graduation requirements based on their needs. Any student who requires services outside of the district are monitored via team meetings, progress reports and verbal communication with staff from the contracted educational facility. When the IEP team determines that behaviors are conducive to a typical school setting and re-integration can begin, supports for a successful transition are coordinated between both the district and the outside placement. The primary barrier that exists for our district is obtaining current school records for students. Often, students for which we serve as host district have a history of multiple placements. Obtaining the most updated paperwork has proved challenging. Our partnerships with agencies and other districts help with this issue.

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

On as an needed basis, Auberle staff or parents enroll the students in the district using the online enrollment process. For students in Soar Support Services the district maintains regular contact with the facility to develop a supportive relationship in the interest of the students. This is currently taking place via phone on an as needed basis. Any student who requires services outside of the district are monitored via team meetings, progress reports and verbal communication with staff from the contracted educational facility. When the IEP team determines that behaviors are conducive to a typical school setting and re-integration can begin, supports for a successful transition are coordinated between both the district and the outside placement. The primary barrier that exists for our district is obtaining current school records for students. Often, students for which we serve as host district have a history of multiple placements. Obtaining the most updated paperwork has proved challenging. Our partnerships with agencies and other districts help with this issue. Both Auberle and Soar Support Services have historically had a point person that information has been communicated to on a regular basis. Since Auberle has switched to a Family Emergency Shelter, the communication channels have switched to communicating directly with the family, or the family's assigned caseworker as an emergency contact. To facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the

facility, the host school district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least two weeks prior to the student's planned discharge from the residential program, if possible. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new host school district. Communication channels have included phone calls, emails and face to face meetings. The district works with families and agencies to ensure that dress code requirements are met, that students have the supports necessary to be successful in school, have access to transportation, and have the opportunity to participate in activities in which they are interested. Team meetings, which include the guidance counselor, building administration, social worker, SAP Liaison, special education teacher, and others as appropriate, take place on a twice monthly basis, as a minimum, to address any student concerns.

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).**

If a correctional facility was to open within the boundaries of the McKeesport Area School District, we would work cooperatively with the correctional facility and our local Intermediate Unit (AIU3) to ensure Section 1306 of the Public School Code is implemented. Students with special needs that would be assigned to the correctional facility would receive all the necessary special education services, supplementary aids and services, and related services as outlined in their IEP. The district would implement the student's existing IEP and/or fulfill the obligation of completing an initial evaluation/re-evaluation, if needed, upon their entrance into the facility. Our district would comply with the regulations of Child Find and provide the necessary access to FAPE and LRE based on the student's individualized needs while they are in the correctional facility. In terms of Child Find, the McKeesport Area School District would adhere to the "Child Find Notice" mandates by publicly providing their notice on the district's website, within a district-wide resident, "In-Community Magazine," on an annual basis, in the district school calendar, distributed to all students. Need for a Surrogate Parent: Due to federal law establishing the right to a free and appropriate public education for all children with disabilities, the LEA needs to ensure this right is realized with these procedures to support children with disabilities who are wards of the state, or whose parents are unknown, unavailable, or have had their parental rights legally terminated, have appropriate representation when educational programming decisions are made. Due to these situations, the child/student has the right to be provided with a trained and assigned surrogate parent from the Allegheny Intermediate Unit (AIU). The Coordinator of Special Education, will be notified of the need to have a surrogate parent for a child/student at "the correctional facility". The Coordinator of Special Education will submit the required application "Surrogate Parent" forms to the AIU as soon as possible. The AIU will review the application submitted by the school district and the AIU will assign the child/student at "the correctional facility" with a surrogate parent to attend all educational meetings including IEP Meetings. The surrogate parent takes on responsibilities in order to make educational decisions in the best interest of the child/student with a disability. The primary function of a surrogate parent is to represent the child/student during circumstances in which decisions are made concerning the child/student's educational program or placement.

Least Restrictive Environment

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

The data from The McKeesport Area School District varies slightly from the state averages. All attempts are made at each IEP Team Meeting to educate students in the general education curriculum and classroom with supplementary aids/supports and services. The district continues to work toward enhancing all programs in the district so that all students and families are active participants in the entire school experience. There is a continued focus on rigor and relevance. Our goal over the next three years is to meet the state averages in all targeted areas: Increase from 53.9% to 61.6% in the 80% or more inside the Regular Classroom Category. We will focus on decreasing from 17% to 10% in the Regular classless than 40% category. We also recognize that the Special Education in other settings is currently at 4.1% and the state target is 4.4%, so little change needs to occur in that category, but will need maintenance. Teachers also utilize Acadience benchmarking data to inform instruction and monitor student growth in both reading and math. These assessments offer clear, research-based indicators of where students should be performing at various points in the year. Rather than serving as definitive guarantees, the benchmarks help flag students who may benefit from additional support and increase the likelihood of academic success when met. This data-driven approach empowers teachers to adjust instruction and interventions in real time based on individual student needs. As the needs of the students are changing, as we continue in a post-pandemic environment, there will be a renewed focus on supplementary aids and services in the general education classroom. District level and building level trainings are scheduled throughout the course of the upcoming school year that will focus on supports, adaptations, accommodations, and supporting students in the general education environment.

2. **What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?**

The McKeesport Area School District recognizes two obstacles that hinder overall progress: attendance and trauma-related experiences. To address these challenges, the district has hired a social worker and an attendance officer to support the K-5 and 6-12 student populations. Over the course of the next two years, all professional district employees will be trained in universal social and emotional support strategies to better equip staff in assisting students who require additional supports. McKeesport Area School District is committed to meeting learners where they are, providing the necessary interventions to promote success, and helping each student unlock and achieve their personal potential. The district also recognizes the critical need to support all students in the areas of reading, spelling, and language development. Currently, the district has identified instructional coaching positions in ELA, math, and science to support this work. At the K-5 level, two instructional coaches (one in ELA and one in math) provide services to teachers and students. At the secondary level, the plan is to have an ELA, math, and science coach at each building, though final details, including board approval and teaching schedules, are still being determined. Additionally, the district currently employs 7.5 Title I reading specialists and one Title I math specialist who support targeted students in early literacy and numeracy development. Title I meetings are held regularly to review benchmark and progress monitoring data for identified students and to make adjustments to Title I and Ignite Reading groups as needed. These specialists also play an integral role in aligning curriculum, monitoring student progress, and supporting small-group instruction. The district utilizes NWEA/MAP testing for grades 3-5 in ELA, math, and science. Second-grade students complete NWEA assessments in reading and math at the end of the year to provide data for third-grade teachers on incoming students' areas of strength and need. NWEA MAP data is used to create individualized learning paths for students in ExactPath, with both NWEA and ExactPath data driving teacher-led small group instruction. At the 6-12 level, instructional coaches focus on supporting the implementation of research-based instructional strategies and aligning curriculum across content areas. The district will continue to monitor the coaching model closely, evaluating the ratio of coaches to students and the overall impact on student outcomes to ensure sustainability and staffing effectiveness.

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

McKeesport Area School District operates its own Pre-K Program. This program enables the district to identify students early that may be experiencing difficulties. The district also utilizes the Pre-K program to address basic skills that students should possess prior to the start of Kindergarten. Student placement decisions begin with the consideration of general education with use of supplemental aids and services. All teachers anticipate they will have students with disabilities in their classrooms and welcome ALL students. Use of the SAS Consideration tool kit offered through PaTTAN/BSE/PDE is used for inclusion of students with more severe disabilities. Instructional methods used in classrooms incorporate multi leveled instruction and various methods of assessment. Supplemental aids and supports are aligned with instructional strategies. Linkages between IEP goals/objectives and curriculum content are made to ensure appropriate and effective integration. The collaboration between general and special education teachers along with other specialists ensures that all students' needs are addressed and that their progress is tracked systematically via a variety of sources (grades, observations, student input, teacher input, conferences, etc.). Parents, guardians and outside agencies are always welcome in the school and are seen as an integral part of the team. McKeesport Area School District also operates its own new teacher induction program, coaching cycles for all professional staff, a book study, and professional development for professional staff and support staff. The district is utilizing a math and reading curriculum founded in the principles of the Science of Reading that has materials that can be easily adapted to meet the needs of all learners. Lead learning teachers, in conjunction with our instructional coaches, have also been identified to assist in this process. All teachers have been and will continue to be trained in topics that directly affect learning, such as strategies in reading, current trends in math, and outlying sources for academic frustration, such as trauma, food insecurity and attendance issues. The district will offer training hours during school hours, in-service days, after school hours, and in both synchronous and asynchronous options. Staff is provided with training opportunities during the school year on in-service days as well as after school trainings. Trainings related to topics such as discipline, differentiated instruction, co-teaching, transition, behavior plans, adaptation and modifications and the special education process have been and will continue to be offered to all staff. The district utilizes PaTTAN and AIU3 services for on and off site training and support. Behavior support, assistive technology support, team training on autism along with support from the inclusive practices program has been accessed on a regular basis. When needed, the district connects with the appropriate contact person from PaTTAN or AIU3. From there a plan is developed as to the type of assistance needed: on site training, observation, referral to alternate resource, etc. The staff and administration have found it very helpful to have these partnerships available.

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

The Supplementary Aids and Services that the district utilizes to ensure that students with disabilities are included in extracurricular activities are the same as those provided for in-school or instructional activities. Instructional personnel are available for students requiring support: interpreters, personal care, instructional assistants, occupational therapists, speech therapists, behavioral support, and Special education teachers are all available to support students so they are able to participate in sports and club activities and trips. Supplementary aids and services and related services may also include: psychological services, transportation, school health services, mental health services, assistive technology and devices, adaptive physical education, and audiological services. Summer camps that are offered to the student population, and funded through DSFG, (Dick's Sporting Goods Foundation Group) also employ special education support personnel so that all students have equal opportunities for participation.

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?

In providing or arranging for the provision of nonacademic and extracurricular services and activities—including meals, recess periods, and the services and

activities set forth in 34 CFR § 300.107—each public agency must ensure that each student with a disability participates with nondisabled students in the extracurricular services and activities to the maximum extent appropriate to the needs of that student. The public agency must ensure that each student with a disability has the supplementary aids and services determined by the student’s IEP team to be appropriate and necessary for the student to participate in nonacademic settings according to 34 CFR § 300.117 (related to Nonacademic Settings). The District attempts to bring all available supplementary aids and services to the child prior to removing the child from the regular education environment. In doing so, the district follows the following Supplementary Aids and Services Framework (SaS): A. Collaborative - Adults working together to support students (i.e. scheduled time for co-planning and team meetings, instructional supports that support collaboration, professional development related to collaboration). B. Instructional - Development and delivery of instruction that addresses diverse learning needs (i.e. providing modified curricular goals, providing alternative ways for students to demonstrate learning, provide testing accommodations). C. Physical - Adaptations and modifications to the physical environment (i.e. furniture arrangement in environments, specific seating arrangements, adjustments to sensory input). D. Social and Behavioral - Supports and services to increase appropriate behavior and reduce disruptive interfering behavior (i.e. social skills instruction, counseling supports, peer supports). The framework is utilized to determine what supplementary aids and services the students needs to be successful. Once determined, the IEP Team addresses those needs and they are put into place for the student.

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

The McKeesport Area School District offers a continuum of services currently, in an effort to meet the needs of the students in regular school buildings. the district continues to evaluate its current programming and ensure that it reflects the needs of the students. The district is currently planning to add an additional Autistic support classroom to address the increased number of Early Intervention Students requiring Full Time Autistic Support and will continue to evaluate data to determine if another in-district classroom specific to this level of support is needed. The district currently recognized the increased number of identified students that are moving into the district with support needed at the high school level. Increased co-teaching opportunities will allow these students greater access to the general education curriculum with both instructional support and content being delivered by highly qualified teachers. The district will continually review the needs of our students and make necessary changes to our services to reflect and address the needs appropriately.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Pathfinder	Other	Special Education Center	AIU 3	Autistic Support	1
Mon Valley	Other	Special Education	AIU 3	Autistic Support	8

		Center			
Friendship Academy	Approved Private School (APS)		The Watson Institute	Life Skills Support	2
Sunrise	Other	Special Education Center	AIU3	Autistic Support	4
Wesley Schools	Approved Private School (APS)		Amy Townsend, Director	Emotional Support	4
Pioneer School	Other	Center School	Pittsburgh Public Schools	Multiple Disabilities Support	2
ACLD Tillotson	Approved Private School (APS)		Donna Westbrooks-Martin CEO	Emotional Support	2
Sunrise	Other	Center School	AIU 3	Multiple Disabilities Support	9
The Children's Institute	Approved Private School (APS)		Wendy Pardee, president and CEO	Multiple Disabilities Support	6
PLEA	Other	Special Education Center	Gretchen Kelly, Executive Director	Autistic Support	4
Western PA School for the Blind	Approved Private School (APS)		Heidi Ondek, Executive Director	Blind and Visually Impaired Support	4
The Watson Institute	Approved Private School (APS)		The Watson Institute	Autistic Support	2
Pace	Approved Private School (APS)		Amira McLemore Wolfson, Chief Executive Office	Autistic Support	10
Western Pennsylvania School for the Deaf	Approved Private School (APS)		Kevin McDonough	Deaf and Hard of Hearing Support	1
Devereux TCV Day School	Approved Private School (APS)		Angela McEwen Principal and Education Director	Emotional Support	3

Positive Behavior Support

Date of Approval

2013-11-26

Uploaded Files

113.1 Positive Behavior Support.pdf

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

The McKeesport Area School District supports the emotional and social needs of students with disabilities in a variety of forums. We are committed to preparing and training all staff on implementing best practices in identifying student that requires additional supports, that may have underlying causes or issues that have not risen to the surface by the students in hopes of providing supports to prior to having overt concerns. Currently, all schools have School wide positive behavior support plans in place. As stated in the board policy, each eligible student who does not respond to classroom behavior management strategies, an individual positive behavior support plan may need to be developed as part of the IEP to address the student's behavioral needs. The positive behavior support plan that is developed within the IEP will include positive behavioral supports and reinforcement systems. Interventions and strategies shall be least restrictive and delivered in accordance with Pennsylvania regulations. The positive behavior support plan should include appropriate techniques that are conducive to the development and maintenance of skills, which would remove barriers to the student accessing a free appropriate public education (FAPE). Potential causes for the behavior problems should be reviewed and addressed as part of the development of the positive behavior support plan. A functional behavior assessment will be conducted, as a result of the decision of the IEP team, prior to the implementation of a positive behavior support plan. The district will leverage the social workers to assist in meeting extenuating student circumstance. The social worker works within the MTSS Framework as Tier II Supports for all students, prior to the referral for special education to ensure that appropriate interventions are put in place. At the secondary level the district has formed a grant supported partnership to engage Youth Engagement Services YES team program via Presley Ridge. The program real time de-escalation two teams in the district work to support 6-12 grade students in aim of preventing and reducing disciplinary infractions.

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.

The McKeesport Area School District is reimagining positive techniques to change and maintain behaviors prior to the use of more restrictive techniques. The district engages school based mental health teams, at each elementary school, including Community Care Behavioral Health systems. These masters level and bachelors level professionals provide the district staff with annual in-service training on trauma informed care. The district also has professional employees that are trainers in Crisis Prevention Intervention (CPI). Selected staff is trained and certified yearly in the CPI De-escalation and Physical intervention techniques. Consistent training is also provided on the school wide programs, restorative practices, and Mental Health First Aid. Further, the district has leverages

3. Describe the district positive school wide support programs.

Each school building and program operates under its own school wide positive support plan developed by the staff, but with the same underlying

guidelines. Francis McClure (3T's) and Twin Rivers (ROAR) are both elementary schools that focus on hallway, classroom, and bus behaviors. Founder's Hall Middle School engages in PARRT, and both the High School and East End Academy developed a program entitled PRIDE. Each of the programs focuses on appropriate behaviors, details the reward system, collects data, measure outcomes and identifies a systems of student supports. Each program was developed with the support of the AIU3, and each team continues to meet with the AIU 3 to ensure programs are being implemented with fidelity.

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

McKeesport Area School District offers a continuum of services at all of the schools. Auberle community services offers school based mental health services at each school/program, K-12. This partnership has incorporated many students that now receive services in the school, and parent meetings, to include intake meetings, can be held at the school as well. Two teams in the school district, one at each Elementary School have a classroom known as the Cool Zone. Cool Zone stands for Children Overcoming Obstacles and Limits. The district is amid vetting new model to replace and enhance the level of support and efficiency in the collaboration to support changing needs in the student population. The aim is that each team provide school and family supports. Both Cactis and Resolve have been utilized in the event of a crisis situation. Each mobile team can come to the school to provide an array of services and therapeutic interventions for a student in crisis. Each team can work with the district to provide stabilization services for a student if needed. Also the district social worker provides provides crisis teams assistance to develop plans that will provide in-school supports for students that have demonstrated a need for more support than is typically given in the school day. The social worker can also provide a parlay between outside agencies that are working with a student and a school district staff member to ensure communication is sound.

5. **Describe the district restraint procedure.**

McKeesport Area School District requires that all restraints are reported to the district's Special Education Office on the day that they occur. The special education supervisor assigned to the building will ensure that all procedures are followed within the appropriate timelines. The student must see the nurse on the same day, the incident must be reported to the family as soon as possible, and a discussion is held with the parent in regards to an IEP meeting or a waiver being issued. For all physical interventions, an IEP meeting or waiver must be signed within 10 days, of the incident. A completed RISC Form is required to be sent to the special education office within 3 days of the IEP Meeting/waiver so that it may be entered into the RISC system. Any time that police intervention is needed, and IEP Meeting is required. If a student requires physical intervention more than two times within a grading period, an IEP meeting is required as part of an internal procedure within the district. All district special education personnel is trained on these procedures annually.

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 McKeesport Area School District currently has one student who is receiving instruction within the Home. The district has no students who are at a substantial risk of waiting more than 30 days for an appropriate educational placement. In the event that the district feels that the student may wait more than 30 days for an educational placement, the district would request an interagency meeting to take place as soon as possible.

Special Education Support Services

1Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	District
School Psychologist	2	District Wide	District
Paraprofessionals	41	District Wide	District
Social Worker	2	Elementary	District
Social Worker	2	Secondary	District
Guidance Counselor	9	District Wide	District
Physical Therapist	2	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Other	5	District Wide	District
Other	1	District Wide	Contractor
Other	1	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Meeting the Needs of Students with Autism Spectrum Disorders			
Lead Person/Position		Year of Training	
AIU, Area Specific Expert		2025	
Hours Per Training	Number of Sessions	Provider	Audience
2.0	2	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Providing Behavior Support to students with Autism Spectrum Disorders			
Lead Person/Position		Year of Training	
AIU TaC Team		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2.0	1	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Positive Behavior Support

Description of Training			
Positive Behavior Support in the classroom			
Lead Person/Position		Year of Training	
Dean Holtzman, Supervisor of Special Education and TBD Supervisor of Special Education		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
2.0	3	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Conducting Functional Behavior Assessments			
Lead Person/Position		Year of Training	
Dean Holtzman Supervisor of Special Education		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
2.0	3	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

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Paraprofessional

Description of Training			
Trauma Informed Care			
Lead Person/Position		Year of Training	
Jenna Mozzocio Special Education Director		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
5	6	Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Act 91 Classroom Monitor Training			
Lead Person/Position		Year of Training	
AIU 3, TaC team		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
5	1	Intermediate Unit	Paraprofessionals

Description of Training			
Role of the Paraprofessional in the classroom			
Lead Person/Position		Year of Training	
Blazerworks Training Team		2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
First Aid and CPR Training			
Lead Person/Position		Year of Training	
Milan Kiska		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
5	3	District	Paraprofessionals

Transition

Description of Training			
Transition Planning			
Lead Person/Position		Year of Training	
Jenna Mozzocio Special Education Administrative Team		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District Intermediate Unit	Paraprofessionals Special Education Teachers

Description of Training			
Transition Roundups			
Lead Person/Position		Year of Training	
Jenna Mozzocio Special Education Administrative Team		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District Other	Paraprofessionals Special Education Teachers

Science of Literacy

Description of Training	
NWEA/MAP Test Administration and Data Interpretation	
Lead Person/Position	Year of Training
NWEA Trainers	2026
	2027

Hours Per Training	Number of Sessions	Provider	Audience
5	1	District	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Learning Walks with Instructional Strategies			
Lead Person/Position		Year of Training	
Lead Learning Teachers, Instructional Coaches		2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Post Secondary Transition			
Lead Person/Position		Year of Training	
Jenna Mozzocio Special Education Administrative Team , OVR Partner Organization		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District Other	Parents Special Education Teachers

Description of Training			
Federal programs and Special Education, Annual Public Notice			
Lead Person/Position		Year of Training	
Jenna Mozzocio, Central Office Administration Team		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Parents

IEP Development

Description of Training			
IEP Training Series			
Lead Person/Position		Year of Training	
Jenna Mozzocio Special Education Administrative Team		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	6	District Other	Special Education Teachers

Description of Training	
Co-teaching at the Secondary Level	
Lead Person/Position	Year of Training
Jenna Mozzocio Special Education Administrative Team	2026 2027

		2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Universal Design for Learning

Description of Training			
Universal Design for Learning			
Lead Person/Position		Year of Training	
AIU TaC, Jenna Mozzocio, Outside Experts		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
5	3	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 TR AF	Elementary	Full-time (1.0)	04/29/2025 08:18 AM

Building Name		
Twin Rivers El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.35

Building Name
Twin Rivers El Sch

Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 EL SPCH	Secondary	Full-time (1.0)	04/29/2025 09:22 AM

Building Name		
McKeesport Area SHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Individual and small group sessions do not exceed the approved age range		0.49

Building Name		
Founders Hall Middle Sch		
Support Type		
Speech And Language Support		

Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.23

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 TR SS	Elementary	Full-time (1.0)	04/29/2025 08:27 AM

Building Name		
Twin Rivers El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Individual and small group sessions do not exceed the approved age range		0.64

Building Name		
Twin Rivers El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 FH LC	Secondary	Full-time (1.0)	04/29/2025 08:01 AM

Building Name		
Founders Hall Middle Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		36
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.72

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 EEA DM	Multiple	Full-time (1.0)	04/28/2025 12:42 PM

Building Name

McKeesport Area SD		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 13
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 GR SPCH	Elementary	Full-time (1.0)	04/29/2025 08:36 AM

Building Name		
Twin Rivers 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 %
Individual and small group sessions do not exceed the approved age range		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 TR OP	Elementary	Full-time (1.0)	04/29/2025 08:20 AM

Building Name		
Twin Rivers El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 FH KR	Secondary	Full-time (1.0)	04/29/2025 08:03 AM

Building Name		
Founders Hall Middle Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %

	0.7
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 FH KK	Multiple	Full-time (1.0)	04/28/2025 12:42 PM

Building Name		
Founders Hall Middle Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 13
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 HS NT	Secondary	Full-time (1.0)	04/29/2025 09:22 AM

Building Name		
McKeesport Area SHS		
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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Waivers are signed for age ranges above 4 years		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 FM AO	Elementary	Full-time (1.0)	04/29/2025 08:39 AM

Building Name		
Francis McClure El Sch		
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	7 to 10
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 FM VK	Elementary	Full-time (1.0)	04/29/2025 08:42 AM

Building Name

Francis McClure El Sch		
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	9 to 11
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 HS RC	Secondary	Full-time (1.0)	04/29/2025 09:24 AM

Building Name		
McKeesport Area SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Waivers are signed for age ranges above 4 years		0.07

Building Name		
McKeesport Area SHS		
Support Type		

Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Waivers are signed for age ranges above 4 years		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 TR BE	Elementary	Full-time (1.0)	04/29/2025 08:28 AM

Building Name		
Twin Rivers El Sch		
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	Elementary	8 to 10
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 HS ST	Secondary	Full-time (1.0)	04/29/2025 09:18 AM

Building Name		
McKeesport Area SHS		
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%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Waivers are signed for age ranges above 4 years		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 FH OP1	Secondary	Full-time (1.0)	04/29/2025 08:10 AM

Building Name		
Founders Hall Middle Sch		
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	12 to 14
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 FM OP AS	Elementary	Full-time (1.0)	04/29/2025 08:43 AM

Building Name		
Francis McClure El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 TR AH	Elementary	Full-time (1.0)	04/29/2025 08:32 AM

Building Name		
Twin Rivers 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	5 to 6
Age Range Justification		FTE %
		0.15

Building Name		
Twin Rivers El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Individual and small group sessions do not exceed the approved age range		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 HS ES OP	Secondary	Full-time (1.0)	04/29/2025 09:25 AM

Building Name		
McKeesport Area SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %

	0.35
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 TR SK	Elementary	Full-time (1.0)	04/29/2025 08:13 AM

Building Name		
Twin Rivers El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.58

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 FM FH SPCH OP	Multiple	Full-time (1.0)	04/29/2025 08:56 AM

Building Name		
Francis McClure El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Individual and small group sessions do not exceed the approved age range		0.45

Building Name		
Founders Hall Middle Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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1.0 FH AO	Multiple	Full-time (1.0)	04/28/2025 12:42 PM
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Building Name		
Founders Hall Middle Sch		
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	Multiple	11 to 13
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 FM AW SPCH	Elementary	Full-time (1.0)	04/29/2025 08:56 AM

Building Name		
Francis McClure 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 8

Age Range Justification	FTE %
Individual and small group sessions do not exceed the approved age range	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 FH NL	Multiple	Full-time (1.0)	04/28/2025 12:42 PM

Building Name		
Founders Hall Middle Sch		
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%)		12
Identify Classroom	Classroom Location	Age Range
School District	Multiple	12 to 14
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 EEA BB	Multiple	Full-time (1.0)	04/28/2025 12:42 PM

Building Name		
McKeesport Area SD		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Multiple	7 to 10
Age Range Justification		FTE %
Waivers are signed for age ranges above 3 years, if needed		0.67

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 FM DP	Elementary	Full-time (1.0)	04/29/2025 08:46 AM

Building Name		
Francis McClure El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.17

Building Name	
Francis McClure El Sch	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades K-6)	
Level of Support	Case Load

Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 HS HV	Secondary	Full-time (1.0)	04/29/2025 09:33 AM

Building Name		
McKeesport Area SHS		
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	14 to 18
Age Range Justification		FTE %
Waivers are signed for age ranges above 4 years		0.9

Building Name		
McKeesport Area SHS		
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	18 to 18
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 FM PW	Elementary	Full-time (1.0)	04/29/2025 08:53 AM

Building Name		
Francis McClure El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.2

Building Name		
Francis McClure El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %

	0.08
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 HS AD	Secondary	Full-time (1.0)	04/29/2025 10:20 AM

Building Name		
McKeesport Area SHS		
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	14 to 18
Age Range Justification		FTE %
Waivers are signed for age ranges above 4 years		0.9

Building Name		
McKeesport Area SHS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 FM BR	Elementary	Full-time (1.0)	04/29/2025 08:55 AM

Building Name		
Francis McClure El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Individual and small group sessions do not exceed the approved age range		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 FH JS	Secondary	Full-time (1.0)	04/28/2025 12:42 PM

Building Name	
Founders Hall Middle Sch	
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	11 to 13
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 TR SF	Elementary	Full-time (1.0)	04/29/2025 08:33 AM

Building Name		
Twin Rivers El Sch		
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	Elementary	10 to 11
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 TR JR	Elementary	Full-time (1.0)	04/29/2025 08:15 AM

Building Name		
Twin Rivers El Sch		

Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 TK SPCH	Elementary	Full-time (1.0)	04/29/2025 08:59 AM

Building Name		
Francis McClure El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		48
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Individual and small group sessions do not exceed the approved age range		0.74

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 TR KC SPCH	Elementary	Full-time (1.0)	04/29/2025 08:35 AM

Building Name		
Twin Rivers El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		56
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.86

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 FH MR	Secondary	Full-time (1.0)	04/28/2025 12:42 PM

Building Name		
Founders Hall Middle Sch		
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	12 to 14
Age Range Justification		FTE %

	0.9
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 FH AP	Multiple	Full-time (1.0)	04/28/2025 12:42 PM

Building Name		
Founders Hall Middle Sch		
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%)		12
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 14
Age Range Justification		FTE %
Waivers are signed for age ranges above 3 years		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 HS JK	Secondary	Full-time (1.0)	04/29/2025 10:23 AM

Building Name		
McKeesport Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		47
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Waivers are signed for age ranges above 4 years		0.94

Building Name		
McKeesport Area SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Waivers are signed for age ranges above 4 years		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 FM JP	Elementary	Full-time (1.0)	04/29/2025 09:00 AM

Building Name	
Francis McClure El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	25

Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 HS KN	Secondary	Full-time (1.0)	04/29/2025 10:31 AM

Building Name		
McKeesport Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		47
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Waivers are signed for age ranges above 4 years		0.94

Building Name		
McKeesport Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18

Age Range Justification	FTE %
	0.05

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 FH KL	Multiple	Full-time (1.0)	04/28/2025 12:42 PM

Building Name		
Founders Hall Middle Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 13
Age Range Justification		FTE %
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 EEA VK	Multiple	Full-time (1.0)	04/28/2025 12:42 PM

Building Name		
McKeesport Area SD		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Multiple	14 to 18
Age Range Justification		FTE %
Waivers are signed for age ranges above 4 years, as needed		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 HS OPN LS	Secondary	Full-time (1.0)	04/29/2025 11:22 AM

Building Name		
McKeesport Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 21
Age Range Justification		FTE %
Waivers are signed for age ranges above 4 years		0.4

Building Name		
McKeesport Area SHS		
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	14 to 21
Age Range Justification		FTE %
Waivers are signed for age ranges above 4 years		0.02

Building Name		
McKeesport Area SHS		
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	14 to 21
Age Range Justification		FTE %
Waivers are signed for age ranges above 4 years		0.2

Building Name	
McKeesport Area SHS	
Support Type	
Autistic Support	
Support Sub-Type	

Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 HS MS	Secondary	Full-time (1.0)	04/29/2025 11:24 AM

Building Name		
McKeesport Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.64

Building Name		
McKeesport Area SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load

Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.08

Building Name		
McKeesport Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 FM DJ	Elementary	Full-time (1.0)	04/29/2025 09:02 AM

Building Name		
Francis McClure El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.08

Building Name		
Francis McClure El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1.0 FM KS	Elementary	Full-time (1.0)	04/29/2025 09:04 AM

Building Name		
Francis McClure El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %

	0.45
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Building Name		
Francis McClure El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.17

Special Education Facilities

Building Name		Room #
Founders Hall Middle Sch		100
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 2 inches x 21 feet, 1 inches	614sqft	21
Implementation Date		

2022-06-29
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Twin Rivers El Sch		165
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 26 feet, 0 inches	676sqft	24
Implementation Date		
2022-06-29		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
McKeesport Area SHS		140
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 5 inches x 23 feet, 8 inches	743sqft	26
Implementation Date		
2022-06-29		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
McKeesport Area SD		EEA 103
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

21 feet, 8 inches x 23 feet, 0 inches	498sqft	17
Implementation Date		
2022-06-29		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Twin Rivers El Sch		111
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 25 feet, 0 inches	825sqft	29
Implementation Date		
2022-06-29		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Twin Rivers El Sch		137
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 18 feet, 0 inches	324sqft	11
Implementation Date		
2022-06-29		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name	Room #
Francis McClure El Sch	155
School Building	Building Description

		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 1 inches x 17 feet, 2 inches	653sqft	23
Implementation Date		
2022-06-29		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
McKeesport Area SHS		113
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 5 inches x 27 feet, 9 inches	871sqft	31
Implementation Date		
2022-06-29		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Francis McClure El Sch		220
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 9 inches x 25 feet, 10 inches	846sqft	30
Implementation Date		
2022-06-29		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name	Room #
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Twin Rivers El Sch		178
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 26 feet, 0 inches	988sqft	35
Implementation Date		
2022-06-29		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Francis McClure El Sch		129
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 8 inches x 35 feet, 10 inches	848sqft	30
Implementation Date		
2022-06-29		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Founders Hall Middle Sch		111
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 4 inches x 29 feet, 11 inches	668sqft	23
Implementation Date		
2022-06-29		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
McKeesport Area SHS		200
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 6 inches x 20 feet, 10 inches	656sqft	23
Implementation Date		
2022-06-29		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Francis McClure El Sch		79
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 7 inches x 30 feet, 4 inches	442sqft	15
Implementation Date		
2022-06-29		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Founders Hall Middle Sch		210
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 5 inches x 16 feet, 11 inches	514sqft	18
Implementation Date		
2022-06-29		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Founders Hall Middle Sch		203
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
39 feet, 4 inches x 22 feet, 4 inches	878sqft	31
Implementation Date		
2022-06-29		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
McKeesport Area SHS		129
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 5 inches x 24 feet, 3 inches	810sqft	28
Implementation Date		
2022-06-29		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
McKeesport Area SHS		221
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 2 inches x 23 feet, 8 inches	737sqft	26
Implementation Date		
2022-06-29		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
McKeesport Area SD		EEA 104
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 9 inches x 21 feet, 0 inches	729sqft	26
Implementation Date		
2022-06-29		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Twin Rivers El Sch		213
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 26 feet, 0 inches	832sqft	29
Implementation Date		
2022-06-29		
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	
The location of the class has been maintained for at least 3 school years.		No

Special Education Facilities

Building Name		Room #
Twin Rivers El Sch		174
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
41 feet, 0 inches x 25 feet, 0 inches	1025sqft	36
Implementation Date		
2022-06-29		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Founders Hall Middle Sch		226
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 22 feet, 0 inches	418sqft	14
Implementation Date		
2022-06-29		
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		No
The class is located where noise will not interfere with instruction		No
The class is located only in space that is designed for purposes of instruction		No
The class is readily accessible		No
The class is composed of at least 28 square feet per student		No
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Francis McClure El Sch		223
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 7 inches x 31 feet, 4 inches	738sqft	26
Implementation Date		
2022-06-29		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Twin Rivers El Sch		166
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 26 feet, 0 inches	858sqft	30
Implementation Date		
2022-06-29		
Uploaded Files		

25 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Founders Hall Middle Sch		213
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 5 inches x 22 feet, 4 inches	433sqft	15
Implementation Date		
2022-06-29		
Uploaded Files		

26 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Founders Hall Middle Sch		239
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 10 inches x 15 feet, 9 inches	406sqft	14
Implementation Date		
2022-06-29		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Francis McClure El Sch		156
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 8 inches x 39 feet, 9 inches	662sqft	23
Implementation Date		
2022-06-29		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Francis McClure El Sch		206
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 3 inches x 24 feet, 1 inches	608sqft	21
Implementation Date		
2022-06-29		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
McKeesport Area SHS		114
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 3 inches x 27 feet, 2 inches	794sqft	28
Implementation Date		
2022-06-29		
Uploaded Files		

30Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Founders Hall Middle Sch		214
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 10 inches x 27 feet, 10 inches	607sqft	21
Implementation Date		
2022-06-29		
Uploaded Files		

31 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Francis McClure El Sch		205
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 8 inches x 13 feet, 8 inches	323sqft	11
Implementation Date		
2022-06-29		
Uploaded Files		

32 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Twin Rivers El Sch		207
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 19 feet, 0 inches	456sqft	16
Implementation Date		
2022-06-29		
Uploaded Files		

33Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
McKeesport Area SHS		216
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 23 feet, 11 inches	741sqft	26
Implementation Date		
2022-06-29		
Uploaded Files		

34 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Founders Hall Middle Sch		223
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 9 inches x 21 feet, 11 inches	630sqft	22
Implementation Date		
2022-06-29		
Uploaded Files		

35 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
McKeesport Area SHS		213
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 5 inches x 22 feet, 11 inches	811sqft	28
Implementation Date		
2022-06-29		
Uploaded Files		

36Assurance 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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Twin Rivers El Sch		231
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 14 feet, 0 inches	336sqft	12
Implementation Date		
2022-06-29		
Uploaded Files		

37 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Francis McClure El Sch		250
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 28 feet, 0 inches	1120sqft	40
Implementation Date		
2022-06-29		
Uploaded Files		

38 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
McKeesport Area SD		EEA 102
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 9 inches x 23 feet, 1 inches	502sqft	17
Implementation Date		
2022-06-29		
Uploaded Files		

39Assurance 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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Twin Rivers El Sch		231
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 14 feet, 0 inches	336sqft	12
Implementation Date		
2022-06-29		
Uploaded Files		

40Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities		No
The class is located where noise will not interfere with instruction		No
The class is located only in space that is designed for purposes of instruction		No
The class is readily accessible		No
The class is composed of at least 28 square feet per student		No
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
McKeesport Area SD		106
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 7 inches x 34 feet, 4 inches	878sqft	31
Implementation Date		
2022-06-29		
Uploaded Files		

41Assurance 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	
The location of the class has been maintained for at least 3 school years.		No

Special Education Facilities

Building Name		Room #
Twin Rivers El Sch		233
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 23 feet, 0 inches	782sqft	27
Implementation Date		
2022-06-29		
Uploaded Files		

42Assurance 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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Founders Hall Middle Sch		133
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 11 inches x 29 feet, 7 inches	914sqft	32
Implementation Date		
2022-06-29		
Uploaded Files		

43Assurance 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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Francis McClure El Sch		98
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 4 inches x 14 feet, 7 inches	442sqft	15
Implementation Date		
2022-06-29		
Uploaded Files		

44Assurance 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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
McKeesport Area SHS		208
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 5 inches x 21 feet, 1 inches	704sqft	25
Implementation Date		
2022-06-29		
Uploaded Files		

45Assurance 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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Francis McClure El Sch		78
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 6 inches x 27 feet, 9 inches	985sqft	35
Implementation Date		
2022-06-29		
Uploaded Files		

46Assurance 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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Founders Hall Middle Sch		121
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 2 inches x 29 feet, 11 inches	663sqft	23
Implementation Date		
2022-06-29		
Uploaded Files		

47Assurance 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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
McKeesport Area SHS		138
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 4 inches x 23 feet, 8 inches	741sqft	26
Implementation Date		
2022-06-29		
Uploaded Files		

48Assurance 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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
McKeesport Area SHS		111
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 2 inches x 31 feet, 6 inches	855sqft	30
Implementation Date		
2022-06-29		
Uploaded Files		

49Assurance 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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Founders Hall Middle Sch		219
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 11 inches x 20 feet, 11 inches	416sqft	14
Implementation Date		
2022-06-29		
Uploaded Files		

50 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Francis McClure El Sch		82
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2025-04-28		
Uploaded Files		

51 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Twin Rivers El Sch		103
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2025-04-29		
Uploaded Files		

52Assurance 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		No
The location of the class has been maintained for at least 3 school years.		No