

Profile and Plan Essentials

LEA Name		AUN	
Wilkinsburg Borough SD		103029803	
Address 1			
718 Wallace Ave			
Address 2			
City	State	Zip	
Wilkinsburg	PA	15221	
Director of Special Education Name			
Jeanette Mosso			
Director of Special Education Email			
mossoj@wilkinsburgschools.org			
Director of Special Education Phone Number		Director of Special Education Ext	
412-371-9667		2121	
Chief Administrator Name			
Dr Joe L Maluchnik			
Chief Administrator Email			
maluchnikj@wilkinsburgschools.org			

Special Education Students

Total Number of Students Receiving Special Education 204

School District Total Student Enrollment 807

Percent of Students Receiving Special Education 25.3

Steering Committee

Name	Position/Role	Building	Email
Dr. Joe L. Maluchnik	Superintendent	Wilkinsburg Borough SD	maluchnikj@wilkinsburgschools.org
Jeanette Mosso	Director of Special Education	Wilkinsburg Borough SD	mossoj@wilkinsburgschools.org
Kerry McClellan	Building Principal	Turner Intermediate Sch	mcclellank@wilkinsburgschools.org
Rachel Gardocky	Building Principal	Kelly Primary Sch	gardockyr@wilkinsburgschools.org
Summer Pendro	Director of Curriculum	Wilkinsburg Borough SD	pendros@wilkinsburgschools.org
Edward J. Donovan	Board Member	Wilkinsburg Borough SD	donovane@wilkinsburgschools.org
Jennifer Marazas	Special Education Teacher	Kelly Primary Sch	marazasj@wilkinsburgschools.org
Michael Kosor	General Education Teacher	Turner Intermediate Sch	kosorm@wilkinsburgschools.org
Amanda Barber	Parent	Kelly Primary Sch	amb102481@gmail.com
Danielle Pricer	Other	Wilkinsburg Borough SD	pricerd@wilkinsburgschools.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Improvement and Planning Activity
Special Education in Other Settings - District has reduced special education placements outside of the district from 16.0% to 14.4%, with the State recommendation holding at 4.4% (Special Education Data Reports 2021-2022 and 2022-2023). Improvement and Planning Activity: Review student documents, conduct observations in other settings, and reconvene Individualized Education Program (IEP) Teams to review and ensure appropriate educational placements within education environments. Training on procedures for the development of the Individualized Education Program (IEP) including consideration of Least Restrictive Environment (LRE) and evaluation of current needs for in-district programs and services.
District continues to identify LRE for each student. In an effort to support more students in our neighborhood schools, the district has added a Life Skills program and an Emotional Support program at Turner Intermediate (Grades 3-6).
District continues to provide paraprofessional staff and has increased the number of paraprofessionals to support students in the district as indicated in the IEP.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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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
Family Links Pathways to Independence Program	Group Home		District	4

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

The Wilkinsburg Borough School District consults with facilities where special education eligible students are placed that are within the district. Currently, there is one facility, Family Links Pathways to Independence Program, that is operating within the school district's boundaries. If a student is evaluated and found eligible for services while in placement (per the Child Find process, Chapter 14, and District policies and procedures) or if the student transfers with an existing Individualized Education Program (IEP), the WBSD LEA Representative participates in the IEP process to ensure FAPE (Free Appropriate Public Education) is being provided in the least restrictive environment (LRE) to the eligible student. This educational oversight works in conjunction with collaboration of the student's district of residence for communication and educational planning.

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

The Wilkinsburg Borough School District collaborates with appropriate agency representatives for support and assistance to ensure that there is communication among all parties involved, and that there is as smooth a transition as possible with FAPE delivered in the LRE for any students including students with disabilities. In compliance with 1306 of the PA School Code, the educational rights of students, who are residing in a children's institution where the parents are not residents of the school district in which the institution is located, are a priority for protection. As stated above, the educational oversight of the 1306 facilities is part of a larger collaboration with the student's home district of residence for ongoing communication and educational planning, including ensuring successful transition experiences.

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).**

While there are no facilities for incarcerated students (adult correctional facilities that house juveniles) within the geographical boundaries of the Wilkinsburg Borough School District at this time, if there were to be a facility, the District would fully comply with the requirements of the IDEA and Chapter 14. The District would implement the Child Find process and District policies and procedures related to the identification and evaluation of students for eligibility of special education programs and services. If a student was found to be eligible or if a student transferred to the facility with an existing Individualized Education Program, the LEA Representative would ensure that the placement and provision of special education services would be offered as free appropriate public education (FAPE).

Least Restrictive Environment

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

The most recent Special Education Data Report reviewed by the Steering Committee of the Special Education Planning process, showed a total enrollment of 473 and total special education enrollment of 204, resulting in a special education enrollment of 43.12%. Because of the unique situation of the partnership between Wilkinsburg Borough School District and Pittsburgh Public Schools for students in Grades 7-12 attending PPS schools with WBSD paying tuition, a discrepancy was found not in the total enrollment of students receiving special education, but with the total enrollment number of the district. The total enrollment of 473 is for only grades K-6. The actual total enrollment from 12/1/21 is 807. Using this as the total enrollment (807) with the same special education enrollment (204) yields a 25.3% special education enrollment. Moving forward, the district will need to be cognizant of the actual enrollment numbers for accurate data reporting. The overall percentage of 25.3 is 6.1% over the state percentage, so continued review and monitoring of internal evaluation procedures is imperative to ensure appropriate identification of students with disabilities. Reviewing the data for educational environments shows the following compared to state averages: Special Education Inside Regular Class 80% or more (WBSD to State, a difference of); Special Education Inside Regular Class <40% (WBSD to State not a statistically significant difference of), and Special Education in Other Settings (WBSD 14.4% to State 4.4%, a difference of 10%, and reduction of nearly 2% from the prior year). These data points highlight the need for a shift for more students to be included in the LRE for 80% or more of the school day as well as having fewer students placed out of the school district in other settings for educational placements. While the number of outside placements have been reduced over the last few years, this continues to be an area for improvement. As we know from research (IDEA Data Center, 2020), increasing access to core instruction with peers without disabilities allows students with disabilities to access content and standards, which in turn can contribute to improvements in their educational outcomes. The Special Education Planning process has been an effective way to review the current data and plan for improvement for the students of the district. The district is committed to integrating students with disabilities into regular education environments. Inclusive settings are considered first when determining the least restrictive environment. Additional training will promote evidence-based and inclusive practices to ensure that students with IEPs are receiving free appropriate public education in the least restrictive environment.

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

Universal practices to address the academic and social/emotional needs of all students in need of accommodations to their learning environments include the Multi-Tiered System of Supports (MTSS), School-Wide Positive Behavior Interventions and Supports (SWPBIS), Mental Health Supports including School-Based Mental Health, and Social Emotional Learning (SEL). For the MTSS Framework in Wilkinsburg Borough School Districts, students are part of a small class size (15:1 at most) with evidence-based core instruction in academics with math and literacy coaches, OASIS tutoring opportunities from retired members of the community who are approved and

trained to provide academic review, with full-day Pre-K (ages 3-5) and full-day Kindergarten programs. After school, there is free programming from 3:30 - 6:30 p.m. with meals, transportation, tutoring, homework assistance, and engaging activities in both Kelly Primary School and Turner Intermediate School. STEAM is offered from Pre-K-6 during the school year and summer enrichment is available for all students. All students have access to learning Spanish on a weekly basis. For academic areas, students are identified at the tiers based on universal screening data in reading & math, other district achievement measures, and PSSA scores resulting in students receiving research-based reading or math interventions based on student need. Areas of reading interventions are based on phonemic awareness, phonics, fluency, vocabulary, comprehension, and/or writing. Areas of math interventions include numbers & operations, algebraic concepts, geometry, measurement, data, and probability, and problem solving. Classroom teachers, interventionists, and paraprofessionals receive ongoing training in order to provide support through small group instruction, homework, repetition of lesson, or review. Behavioral supports and intervention will also follow the MTSS framework K-12. Schools will implement a Positive Behavior Reward Systems for Tier I. In both tier 2 & 3, behavior strategies and interventions will be implemented. Students will be monitored weekly and quarterly to assess if the behavioral interventions are helping them to make necessary gains. If gains are being made a student may remain in intervention or exit out or if they are not, a new behavioral intervention may be put in place. Data will be reviewed at the classroom level, at data meetings, and for students with IEPs, at the IEP Team meetings.

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

The District has arranged for educators to participate in trainings provided by PaTTAN and the Allegheny Intermediate Unit focusing on topics such as co-teaching, differentiated instruction, classroom management, universal design for learning, and the provision of supplementary aids and services within the general education classroom. The Allegheny Intermediate Unit's Training and Consultation (TaC) Team consultants have provided ongoing training and consultation within the district and will continue to support training efforts during the 2023-2024 and 2024-2025 school years. There has also been ongoing consultation from the AIU TaC consultants regarding the differentiation of math instruction, structured literacy training as well as assistive technology supports. The District's current goals for both regular and special education staff are to develop effective inclusionary practices and classroom management that address differentiation of instruction, as well as research-based behavioral interventions. The District school psychologist provides additional consultation to school personnel for maintaining a systems approach to school-wide behavioral support and student-centered planning based on comprehensive evaluations. Training sessions include a review of supplementary aids and services and the implementation of services in the least restrictive environment (LRE) in order to provide FAPE. The District has adopted the Credential of Competency for special education paraprofessionals which provides the mandated 20 hours per year and ensures our paraprofessionals meet the state qualifications in all ten identified standards. The special education paraprofessionals are instrumental in students maintaining inclusion in the general education environment. The central office and building level administrators facilitate and support the delivery of

supplementary aids and services to ensure students receive a free and appropriate education in the LRE through working closely with general and special education teachers, paraprofessionals, and parents, serve as liaisons to outside agencies, and provide direct support related to ensuring meaningful participation of students with disabilities in the general education curriculum.

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

The District has actively pursued opportunities to establish authentic nonacademic and extracurricular activities that support and encourage the participation of children with disabilities in with their peers without disabilities. At the elementary level, students are provided with opportunities to participate in all extracurricular opportunities available to all students attending the school as well as students/families attending out of district placements. Students with disabilities are provided the same opportunities to participate in academic, nonacademic, or extracurricular activities. IEP teams ensure meaningful participation of students with disabilities in extracurricular activities by engaging in conversation at IEP meetings regarding the student's participation in extracurricular activities and what supports may be necessary in order for the student to participate. If it is determined that supplementary aids and services are necessary in order to participate in extracurricular activities, the District would provide the supports deemed necessary by the IEP team which could include assistance from a paraprofessional, specialized meals, assistive technology, or accessible transportation. If support is necessary for a student to participate in an extracurricular activity, the District ensures that the appropriate support is readily provided to allow the student to participate in the activity. A n example of this would be the provision of paraprofessional support to provide a student with extra supervision, repetition of directions, and more guidance allowing them to successfully participate in an activity. The District also will provide training to any staff who are supervising activities so that they are aware of the supports that the student needs to participate in the extracurricular activity.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

The student's IEP team makes a determination of placement that is most appropriate in supporting students in the least restrictive environment (LRE) to make meaningful progress on IEP goals and academic standards. Placements are based on the continuum of special education services to meet the student's needs and on the nature and severity of the disability with consideration of least restrictive environment and educational opportunities with non-disabled children. All students placed in private institutions are eligible to participate in district-led extracurricular activities in accordance with district policy. Students attending private institutions who are eligible for participation in extracurricular activities are provided with necessary supports including but not limited to collaboration, paraprofessional support, adaptive equipment, assistive technology, sensory support, transportation from the private institution to the location of the activity, and environmental adaptations. Students are notified through the district website, newsletters, emails, and

district social media outlets. Participation in district led extracurricular activities is discussed at the student's IEP meeting, and information regarding extracurricular activities is often provided to the student and their family at those meetings.

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 Wilkinsburg Borough School District benefits from the ongoing consultation, training, and technical assistance from PaTTAN and the Allegheny Intermediate Unit with regard to increasing the District's capacity to expand the programs and services available to students. In response to the needs of students, the District has been gradually expanding programming available for students within our autistic support program. The District has also utilized paraprofessionals in order to provide more support to students within the general education classroom. Reviewing the data for educational environments shows the following compared to state averages: Special Education Inside Regular Class 80% or more (WBSD 47.1% to State 61.8%, a difference of 14.7%); Special Education Inside Regular Class <40% (WBSD 10.7% to State 9.9%, not a statistically significant difference of .8%), and Special Education in Other Settings (WBSD 16.0% to State 4.4%, a difference of 11.6%). These data points highlight the need for a shift for more students to be included in the LRE for 80% or more of the school day as well as having fewer students placed out of the school district in other settings for educational placements. While the number of outside placements have been reduced over the last few years, this continues to be an area for improvement. The district is committed to integrating students with disabilities into regular education environments. Inclusive settings are considered first when determining the least restrictive environment. Additional training will promote evidence-based and inclusive practices to ensure that students with IEPs are receiving free appropriate public education in the least restrictive environment. Building capacity and expanding programs and services in an effort to provide a robust continuum of services is vitally important as part of the district's planning over the 2024-2027 school years. Another area of growth for the District is increasing the consistency with which district-wide initiatives such as Positive Behavior Interventions and Supports, Social-Emotional Learning, and Multi-Tiered Systems of Supports are implemented. At the beginning of the 2023-2024 school year, Pressley Ridge defaulted on their contract to provide full-time Emotional Support in an in-district classroom at Turner Intermediate. The district took over the classroom and provided a full-time special education teacher and two paraprofessionals. Students in the classroom are able to receive the Emotional Support programming in their IEPs while benefitting from being in the district's Turner Intermediate building where they eat lunch with their peers, participate in assemblies, activities, and field trips with their same-age peers.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Mon Valley School	Other	Public Facility	Allegheny Intermediate Unit as a Public Facility	Autistic Support	3
Pressley Ridge Day School	Approved Private School (APS)		Pressley Ridge as an Approved Private School	Emotional Support	1
Conroy Education Center	Other	Public Facility	Pittsburgh Public Schools as a Public Facility	Life Skills Support	2
New Story School	Licensed Private Academic		New Story as a Licensed Private Academic School	Emotional Support	2
Watson Institute Social Center for Academic Achievement (WISCA)	Licensed Private Academic		Watson Institute as a Licensed Private Academic School	Autistic Support	1
City Connections	Approved Private School (APS)	Public Facility	Pittsburgh Public Schools as a Public Facility	Autistic Support	1
PLEA School	Licensed Private Academic		PLEA Agency as a Licensed Private Academic School	Autistic Support	5
Sunrise School	Other	Public Facility	Allegheny Intermediate Unit as a Public Facility	Autistic Support	6
Pioneer Education Center	Other	Public Facility	Pittsburgh Public Schools as a Public Facility	Multiple Disabilities Support	1
Western PA School for the Deaf	Approved Private School (APS)		WPSD as an Approved Private School	Deaf and Hard of Hearing Support	3
The Day School at the Children's Institute	Approved Private School (APS)		Children's Institute is an Approved Private School	Multiple Disabilities Support	1
Friendship Academy	Approved Private School (APS)		Watson Institute as an Approved Private School	Emotional Support	3
Western PA School for Blind Children	Approved Private School (APS)		Western PA School for Blind Children as an Approved Private	Blind and Visually Impaired Support	1

			School		
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Positive Behavior Support

Date of Approval

2020-05-26

Uploaded Files

113.2 Behavior Support Policy of WBSD.pdf

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

The Wilkesburg Borough SD School Board Policy 113.2, Behavior Support Policy includes the required regulatory components from the State Board of Education Regulations 22 PA Code Sec. 14.133, 14.143, Individuals With Disabilities Education Act 20 US.C. Sec. 1400 et seq., and Individuals With Disabilities Education, Title 34, Code of Federal Regulations - 34 CFR Part 300. The Board Policy 113.2 Behavior Support Policy includes the sections of Purpose, Authority, Definitions, Delegation of Responsibility, and Guidelines. Positive techniques are emphasized with functional behavior assessment and positive behavior support plan training, development, and implementation. Proactive Classroom Management and explicit teaching of Pro-Social Behavior is evident at the elementary level as universal tier 1 strategies. Additional social emotional learning screening and curricular materials will be utilized in the 2022-2023 school year with training on the new processes. School-wide positive behavior interventions and support with rewards is integrated into both elementary schools. Tier 2 interventions include small group interventions with the social worker, behavior specialist, or guidance counselor. Additional partnership with Glade Run providing school-based mental health and student assistance program coordination is vital to meeting emotional and social needs of any students including those students with disabilities. Tier 3 interventions include more intensive and individualized strategies including Functional Behavior Assessments and the development of Positive Behavior Support Plans. The District provides an emotional support program at Turner Elementary for students with IEPs demonstrating a need for this level of more intensive support. To support the emotional and social needs of students with disabilities, positive behavior support plans focus on antecedent strategies and instruction on pro-social replacement behaviors. Plans outline that restraints are used only for behaviors that are dangerous to self or others and are only used as a last resort after all other evidence-based strategies and interventions have been implemented, as per district policy and federal and state regulations.

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.**

All staff was trained in the 23-24 school year in Crisis Prevention Institute's Nonviolent Crisis Intervention® Program (CPI). Moving

forward, all Crisis Team members and all teachers with self-contained classrooms will be retrained annually. CPI is a program that supports the district policy as well as federal and state regulations that emphasize evidence-based practices and interventions including de-escalation techniques. To respond to behavior that may require immediate intervention, only individuals trained are authorized to implement restraint procedures that are only to be used for behaviors that are dangerous to self or others and are only used as a last resort after all other evidence-based strategies and interventions have been implemented to deescalate the behavior of concern. The Nonviolent Crisis Intervention® program is a behavior management approach focusing on safety, security, care, and concern for students and staff; however while considered a last resort, physical intervention procedures are taught as part of the program to provide staff with the skills and the confidence to safely handle emergency situations. Any physical intervention is used only when all other options in the student's positive behavior intervention plan has been exhausted and when the student is a danger to self or others. All staff are trained to follow the positive behavior support procedures outlined in the School Board Policy No. 113.2, Behavior Support. The key components of Positive Behavior Support include the following: Research-based behavioral and instructional principles, focus on the critical link between instruction and desired student behavioral outcomes, data-driven decision making is the key to the design and sustainability of the behavior plan, emphasis on positive climate, comprehensive design using a variety of supports, proactive and preventative, to de-escalate situations using evidence-based techniques and responses, and the ultimate purpose is student achievement through a safe environment for all to learn and progress.

3. Describe the district positive school wide support programs.

The foundation for addressing problem or unexpected behavior within the Wilkesburg Borough School District is based on Positive Behavior Interventions and Supports (PBIS) for students. The Schoolwide PBIS is the focus of on-going professional development for the 24-25 school year in an effort to achieve the highest level of certification in the SWPBIS system. Significant attention is devoted to teaching all students appropriate or expected behaviors and to providing more intensive teaching and positive reinforcement of those expected behaviors to students who need a more rigorous level of intervention. Teachers are encouraged to contact and collaborate with parents to address student behavior. Each building has a code of conduct that addresses student responsibilities and also outlines expected behaviors. In addition to the building level code of conduct, each classroom teacher is responsible for establishing classroom expectations. The school social worker, behavior specialist, and counselor are available to assist in the development of classroom lessons and student-specific interventions as needed. These staff members also provide small-group sessions for students around various topics, depending on the needs of the students, as well as individual counseling for students in need of more intensive support. They are also available to support building staff and provide training to support the implementation of positive behavior supports for all students including providing support to students who have individual positive behavior support plans. Positive Behavior Supports Plans for students with IEPs are included in the Individualized Education Program (IEP) document and are based on Functional Behavior

Assessment and on-going data collection. The district school psychologist also plays an important and supportive role with the district positive school wide support programs.

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

The District utilizes school-based social-emotional and behavioral support teams, such as the Student Assistance Program (SAP) at the schools to problem solve and provide appropriate social-emotional and behavioral interventions for all students. The School District has partnered with HSAO to provide service coordination and facilitation of the Student Assistance Program (SAP). A school social worker provides individual and group counseling services for students identified through SAP or other referrals during the school year. The school counselors and teachers will be implementing the social-emotional learning program with recently purchased screening and curricular materials, following training to be provided. The district social worker, behavior specialist, counselor, and school psychologist are available to provide class-wide lessons targeting social-emotional learning and behavioral health strategies and skills to all students. These staff members also provide small group lessons and short-term individual counseling to students that require more targeted and intensive supports. The school psychologist is available at both buildings for consultation and more individualized social-emotional and behavioral support to students.

5. Describe the district restraint procedure.

The Board Policy No. 113.2, Behavior Support states that the Superintendent or his/her designee shall provide for the regular training and retraining, as needed, of personnel in the use of specific procedures, method and techniques that personnel will be expected to employ in the implementation of behavior support plans in accordance with a student's IEP and Board Policy No. 113.2. When a restraint is used, a meeting of the IEP team is held within ten school days of the behavior of concern/incident causing the use of the restraint, unless the parent agrees in writing to waive the meeting. After a restraint, the parent/guardian will be contacted by telephone and/or email, followed up with a written notification. Research-based practices and the use of restraints only as a last resort and only after other less restrictive measures have been used is emphasized and implemented. School district personnel are trained in the Crisis Prevention Institute (CPI) nonviolent crisis intervention program. The District adheres to CPI program suggested best practices and provides initial and recertification trainings in the District. The special education teacher or a staff member on the crisis response team who is certified in CPI, follows the CPI "COPING" model when debriefing with a student after a restraint technique is utilized. This is another opportunity for teachers to teach, model, practice, and role play socially acceptable alternative skills. Restraints are used as a measure of last resort, only after other less restrictive measures have been used. Restraints must be documented in all IEPs when the IEP team agrees that restrains may be necessary, along with the type(s) that may be used. Restraints may only be included in a student's IEP when the restraint is utilized with specific component elements of positive behavior support and used in conjunction with the teaching of socially acceptable alternative skills to replace the problem behavior. When restraints are used, the student is examined by a school nurse, the district must notify the parent/guardian the day that the restraint occurs and hold an IEP meeting within ten days. All

written documentation and special education documents are sent to the special education department for filing and documentation in the Leader Services RISC system. It is the procedure in the Wilkinsburg Borough School District to encourage parents/guardian to attend an IEP meeting to discuss the behavior, the rationale to use restraints, analyze all data regarding the child's behavior, and make changes to the PBSP and IEP, if needed. The District collaborates with out-of-district programs to ensure the use of restraints in an out-of-district program meets the requirements of the District policy and PA school code. These restraints, when they occur, are also reported in the state's Leader Services RISC system.

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.

During the 23-24 school year, one student received homebound instruction, and this was at the request of the student's guardian ad litem through Kids Voice. When the district has a student receiving either homebound instruction or instruction conducted in the home, it follows all regulations, policies, and procedures including the reporting of students with accurate corresponding data in the Special Education Students (SES) Home Reporting System. In the 23-24 school year, two students were included in the Intensive Interagency Reporting section of the SES Home Reporting System who were at risk of being without an appropriate placement. It is a primary concern for the district to have any student with a substantial risk of waiting more than 30 days for an appropriate educational placement, so it is important to have the interagency team process in place for support and guidance. The district has utilized these intensive interagency coordination and supports in the past and will continue to do so when situations arise in the future.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WT011	Elementary	Full-time (1.0)	04/30/2024 11:36 AM

Building Name		
Turner Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.12

Building Name		
Turner Intermediate 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	11 to 12
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WT007	Elementary	Full-time (1.0)	04/30/2024 11:13 AM

Building Name		
Turner Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.06

Building Name		
Turner Intermediate 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	8 to 11
Age Range Justification		FTE %

	0.05
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WT010	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Turner Intermediate Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		55
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 12
Age Range Justification		FTE %
Speech services are delivered with appropriate instructional groupings that do not exceed the age range for elementary.		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WT004	Elementary	Full-time (1.0)	04/30/2024 11:36 AM

Building Name
Turner Intermediate 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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WT009	Elementary	Full-time (1.0)	04/30/2024 11:18 AM

Building Name		
Turner Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WK001	Elementary	Full-time (1.0)	04/30/2024 11:30 AM

Building Name		
Kelly Primary Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.1

Building Name		
Kelly Primary Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WK003	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Kelly Primary Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		55
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
Speech services are delivered with appropriate instructional groupings that do not exceed the age range for elementary.		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WT006	Elementary	Full-time (1.0)	04/30/2024 11:22 AM

Building Name
Turner Intermediate Sch
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	Elementary	8 to 11
Age Range Justification		FTE %
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WT005	Elementary	Full-time (1.0)	04/30/2024 11:25 AM

Building Name		
Turner Intermediate Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.38

Building Name	
Turner Intermediate Sch	

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WT008	Elementary	Full-time (1.0)	04/30/2024 11:27 AM

Building Name		
Turner Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.04

Building Name

Turner Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WK002	Elementary	Full-time (1.0)	04/30/2024 11:28 AM

Building Name		
Kelly Primary Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.75

Special Education Facilities

Building Name		Room #
Turner Intermediate Sch		105
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, 6 inches x 20 feet, 0 inches	430sqft	15
Implementation Date		
2022-07-30		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Kelly Primary Sch		29.1
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, 0 inches x 10 feet, 0 inches	160sqft	5
Implementation Date		

2022-07-30
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 #
Turner Intermediate Sch		215
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 22 feet, 0 inches	572sqft	20
Implementation Date		
2022-07-30		
Uploaded Files		

3Assurance Check

Assurance Check	Yes	No
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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 #
Turner Intermediate Sch		104
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, 0 inches x 11 feet, 0 inches	231sqft	8
Implementation Date		
2022-07-30		
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 #
Turner Intermediate Sch		L12
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 6 inches x 13 feet, 0 inches	266sqft	9
Implementation Date		
2022-07-30		
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 #
Kelly Primary Sch		25
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, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2022-07-30		
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 #
Turner Intermediate Sch		201A
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, 0 inches x 11 feet, 0 inches	231sqft	8
Implementation Date		
2022-07-30		
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 #
Turner Intermediate Sch		104A
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, 6 inches x 12 feet, 0 inches	234sqft	8
Implementation Date		
2022-07-30		
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 #
Kelly Primary Sch		23
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, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2022-07-30		
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 #
Turner Intermediate Sch		204A
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, 0 inches x 11 feet, 0 inches	231sqft	8
Implementation Date		
2022-07-30		
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

Special Education Support Services

11Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Paraprofessionals	8	Elementary	District
School Psychologist	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Social Worker	1	District Wide	District
Behavior Specialist	1	District Wide	District
Guidance Counselor	2	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Continued Consultation and Training with PaTTAN through the Autism Initiative			
Lead Person/Position		Year of Training	
Director of Student Services and Federal Programs		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District Intermediate Unit PaTTAN	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Continued Consultation and Training with PaTTAN on Verbal-Behavioral Instructional Approach and VB-MAPP through the Autism Initiative			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
4	4	District Intermediate Unit PaTTAN	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

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Positive Behavior Support

Description of Training			
School-Wide Positive Behavior Interventions and Supports (PBIS) Re-boot			
Lead Person/Position		Year of Training	
School Psychologist		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	24	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Nonviolent Crisis Prevention and Intervention (CPI)			
Lead Person/Position		Year of Training	
School Psychologist		2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

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Paraprofessional

Description of Training			
Paraprofessional Training Series for 2022-2023			
Lead Person/Position		Year of Training	
Director of Special Education		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	10	District Intermediate Unit PaTTAN	Paraprofessionals

Description of Training			
Paraprofessional Training Series for 2023-2024			
Lead Person/Position		Year of Training	
Director of Special Education		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	10	District Intermediate Unit PaTTAN	Paraprofessionals

Description of Training			
Data Collection Procedures Based on Individualized Education Program (IEP) Goals			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Paraprofessionals Special Education Teachers

Description of Training			
Review and Assessment of Implementation Fidelity of Data Collection Procedures			
Lead Person/Position		Year of Training	
Director of Special Education		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Paraprofessionals Special Education Teachers

Description of Training	
CPR/First Aid Training	
Lead Person/Position	Year of Training
Director of Special Education	2024
	2025
	2026
	2027

Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	Paraprofessionals

Transition

Description of Training			
Transition Discoveries Webinar and Training Opportunities with Exploration of Grant Funding			
Lead Person/Position		Year of Training	
Director of Special Education		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Transition Discoveries Webinar and Training Opportunities with Exploration of Grant Funding			
Lead Person/Position		Year of Training	
Director of Special Education		2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District	Building Administrators

		Intermediate Unit PaTTAN	Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other
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Description of Training			
Training and Consultation with Pittsburgh Public Schools on Secondary Transition Planning Options and Linkages for Students in Grades 7-12			
Lead Person/Position		Year of Training	
Director of Special Education		2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Other	Building Administrators Central Office Administrators Special Education Teachers Other

Description of Training			
Training and Consultation with Pittsburgh Public Schools on Secondary Transition Planning Options and Linkages for Students in Grades 7-12			
Lead Person/Position		Year of Training	
Director of Special Education		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience

1	4	District Other	Building Administrators Central Office Administrators Special Education Teachers Other
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Science of Literacy

Description of Training			
Structured Literacy Training and Multi-Tiered System of Support (MTSS) in Literacy Area			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
3	4	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Description of Training			
Evidence-Based Reading Practices at Home and School with Community Library Partnership			
Lead Person/Position		Year of Training	
Director of Special Education		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	General Education Teachers

		Other	Parents Paraprofessionals Special Education Teachers Other
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Description of Training			
Review and Assessment of Implementation Fidelity of Structured Literacy Training and MTSS in Literacy Area			
Lead Person/Position		Year of Training	
Director of Special Education		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	4	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Evidence-Based Reading Practices at Home and School with Community Library Partnership			
Lead Person/Position		Year of Training	
Director of Special Education		2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Other	General Education Teachers Parents

			Paraprofessionals Special Education Teachers Other
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Description of Training			
Special Education Programs and Services Overview			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Importance of Family Engagement Workshop			
Lead Person/Position		Year of Training	
Director of Special Education		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit	General Education Teachers Parents Paraprofessionals

			Special Education Teachers
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IEP Development

Description of Training			
Review and Fidelity Training on Accomods Software to Support Specially Designed Instruction			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District Other	Building Administrators Special Education Teachers

Description of Training			
IEP Writing Training			
Lead Person/Position		Year of Training	
Director of Special Education		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District Intermediate Unit	Building Administrators Special Education Teachers

Description of Training			
Annual Confidentiality & FERPA Review			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Review and Assessment of Implementation Fidelity of IEP Writing Training			
Lead Person/Position		Year of Training	
Director of Special Education		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District Intermediate Unit	Building Administrators Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

