Profile and Plan Essentials

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

Special Education Students

Total Number of Students Receiving Special Education

233

School District Total Student Enrollment

967

Percent of Students Receiving Special Education

24.1

Steering Committee

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

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use

Non-Resident Students Oversight

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

   No

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

   The Burgettstown Area School District is not a host district under section 1306 of the Public School Code. So at this time, there are no problems or barriers with the implementation. However, if there were to be a facility providing services to 1306 students, the district would follow the guidelines set forth to ensure the students receive FAPE. These guidelines are outlined in the BEC, Non-Resident Students in Institutions. Nonresident Students in Institutions 24 P.S. § 13-1306 DATE OF ISSUE: July 1, 1999 REPLACES: Nonresident Students in Institutions, BEC 24 P.S. 13-1306, issued September 1, 1997 PURPOSE Students who are residing in a "children's institution" whose parents are not residents of the school district in which the institution is located are identified as "1306" students. These students may be in a variety of residential centers, homes or institutions, such as Drug and Alcohol Treatment Centers, homes for orphans or other "institutions for the care and training for orphans or other children." RESPONSIBILITY OF HOST DISTRICT School districts which have students residing in a children's institution located within their borders ("host" school districts) are responsible for educating the students in those children's institutions. Under Section 1306 of the School Code, the host school district is required to allow nonresident students in children's institutions, including detention homes, drug and alcohol treatment centers and others, located within their borders, to attend the public schools of the host school district. For some students living in these children's institutions this may not be appropriate because of the terms of the institutionalization or because of the particular educational needs of the student. In some cases, the host school district may wish to conduct an educational or alternative education program at the institution. These districts should apply to PDE for approval to run an experimental or alternative program for these students using the process set forth in 22 Pa.Code § 4.82 of the State Board of Education Regulations or programs for disruptive youth per 24 P.S. Article XIX-C. In other cases, the host school district may contract with another educational entity, such as an Intermediate Unit, to provide an educational program for the students in the institution. Some children's institutions may wish to apply to PDE for approval to operate education programs as nonpublic schools. FINANCING NON-RESIDENT STUDENTS LIVING IN CHILDREN'S INSTITUTIONS If a student residing in a children's institution is found to be exceptional, the host school district is responsible for providing the student with an appropriate program of special education and training consistent with Chapters 14 and 342 of the Pennsylvania regulations and standards. This means the host school district is responsible for making decisions regarding the goals, programming, and educational placement for each student. The host school district is also responsible for seeking advice from the resident school district with respect to the student, and keeping the resident school district informed of its plans to educate the student. Other arrangements may be made in writing between the two districts regarding educational and procedural responsibilities, with the approval of the Department of Education and notice and opportunity to respond by the parents. Host school districts will finance the provision of the educational program for the students in children's institutions through Section 1306 of the school code, "Non-resident inmates of children's institutions." This section allows the host school district to charge the school district where the student's parents live, or "resident" school district, the host district's tuition rate, as determined by Section 2561, for the education of these students. Arrangements for this payment are made directly between the two school districts. For a student residing in a children's institution

who is eligible for special education services, the host school district may charge up to the total net cost of the services provided, minus any amount already received as a tuition charge. The Pennsylvania School Code, 24 P.S. Section 1309(2), allows the host school district to charge the full cost of providing special education programs and services for all institutionalized students. RESIDENT SCHOOL DISTRICT RESPONSIBILITIES INCLUDE DIRECT PAYMENT TO THE HOST SCHOOL DISTRICT FOR PROVIDING THE EDUCATIONAL PROGRAM AND STAYING INFORMED OF THE EDUCATIONAL SERVICES BEING PROVIDED TO A STUDENT ELIGIBLE FOR SPECIAL EDUCATION. INTERMEDIATE UNITS (IUS) MAY CONTINUE TO PROVIDE THE EDUCATIONAL PROGRAM FOR STUDENTS IN SOME INSTITUTIONAL SETTINGS AND WILL CONTINUE TO RECEIVE SUPPORT FROM THE COMMONWEALTH FOR THESE STUDENTS. RESIDENT SCHOOL DISTRICTS WILL PAY THE DIFFERENCE BETWEEN THE SUPPORT FROM THE COMMONWEALTH AND THE COST OF EDUCATING INSTITUTIONALIZED STUDENTS IN NEED OF A SPECIAL EDUCATION PROGRAM, IF NECESSARY. The Public School Code, at Section 2509.1 (b.1), allows the Department to pay intermediate units (IUs) for costs associated with "operating and administering classes or schools for institutionalized children." This section of the School Code does not require IUs to operate these classes, but IUs are allowed to do so, and are required to do so to the extent that it is not feasible for a school district to take care of the education of some or all of such students. To support efforts in this area, PDE expends funds up to the limit allowed by the General Assembly, from the total amount appropriated for special education. This will not necessarily fund intermediate units for 100% of their current expenses, because Section 2509.1 (b.1) calculates payments on prior year amounts and because the maximum available to IUs under Section 2509.1(b) is currently established in law. This system also includes a tuition recovery procedure, whereby the resident school district (that is, the district in which the student's parents reside) pays to the Commonwealth a tuition charge. The tuition charge is the tuition amount of the resident school district, calculated in accord with Section 2561 of the School Code. This tuition amount is recovered by the Commonwealth following determination of the student's resident school district in accordance with procedures in Section 1308. In cases where: 1. the host school district has implemented all of its responsibilities under Section 1306, 2. the child is an eligible student under Chapter 14, and 3. the host school district can show that the cost for the IU program used by the host school district exceeds the funds provided to the IU by the Commonwealth, then the resident school district is responsible for paying these additional costs of the special education program. Amendments to Section 1309 of the School Code established the special education charge which may now be the total net cost of the special education program provided. In the case of a child with exceptionalities who is an inmate of an institution and who is served under Section 2509.1(b), the host school district may charge the district of residence an amount that does not exceed the total cost of the special education program provided minus the amount received per child from the Commonwealth under Section 2509.1(b). For billing purposes, the IU may act as a billing agent for the host school district. When an IU does so, it should clearly identify itself as acting in that capacity in order to trigger the tuition recovery process called for in Section 1309. Regardless of who does the billing, that entity should certify that the above listed conditions are satisfied. PROCEDURES TO FOLLOW TO ESTABLISH RESIDENCY FOR A "1306" STUDENT The following procedure is set forth in 24 P.S. §13-1308 to establish the residency of a student living in a children's institution but whose parents are not residents of the school district in which the institution is located. • The officers of the institution submit to the board of school directors of the host school district a sworn statement listing the names, ages and school district of each resident of the institution. • The host school district forwards a form PDE-4605, Determination of District of Residence for Students in Facilities or Institutions, by certified mail, to the school district in which the institution declares the student's parents reside (the resident school district). The secretary of that school district must sign the form to acknowledge or disclaim the residence of the student. • If the resident school district does not return the form within fifteen days, the host school district shall send the form to the resident school district again. • If the resident school district again does not return the form within fifteen days, the host school district may construe such neglect to be

acknowledgment of the student's residence. • The resident school district shall pay the tuition (and any applicable special education charge) billed by the host school district for its residents upon receipt of the bill. • The resident school district may appeal the tuition bill to the Secretary of Education. The Secretary's decision as to the amount of the bill and/or which school district is responsible for the tuition is final. • If the resident school district neglects or refuses to pay the amount billed or determined by the Secretary of Education if appealed, the Secretary has the authority to deduct the amount owed by the resident school district from funds due from the Commonwealth and pay that amount to the host school district. • Any school-aged person living in an institution in Pennsylvania whose parent(s) or legal guardian resides outside Pennsylvania is entitled, upon request, to PDE review of his or her place of residence. Procedures used by PDE to make such determination are described in BEC 24 P.S. Section 13-1308. • Students from out-of-state must have a guarantee or actual tuition paid prior to the student enrolling in the school district program. See BEC 24 P.S. 13-Section 1308(1). • For a student determined to be emancipated, use his or her last address to establish the school district of residence. • Due to the brief institutionalization periods for some students in institutions, host school districts are encouraged to bill the resident school district on a regular and periodic basis. REFERENCES: Purdon's Statutes 24 P.S. Section 13-1306 24 P.S. Section 13-1308 24 P.S. Section 13-1309 24 P.S. Section 25-2509.1 24 P.S. Section 25-2561 State Board of Education Regulations 22 Pa. Code § 11.18 22 Pa. Code Chapter 14 Department of Education Standards 22 Pa. Code Chapter 342 Other Bermudian Springs School District v. Department of Education, 475 A 2d 943 (Pa. Commonwealth, 1984)

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

In order to facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least 2 weeks prior to the student's planned discharge from the residential program, if at all 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 district. 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, the program's ability to provide FAPE and comply with the other requirements of IDEA and Chapter 14 or §504 of the Rehabilitation Act and Chapters 15 or 16 of Title 22 of the Pennsylvania Code (as applicable to the individual child), and whether the program will prepare the student to meet any applicable promotion and/or graduation requirements. RESIDENTIAL FACILITY RESPONSIBILITIES The residential facility has reporting obligations as well as a responsibility to cooperate with the host district to assure that the student's educational rights are being protected. It is incumbent upon residential facilities to notify host districts of the scope of their operations within the district including the capacity of their facilities. The residential facility may not require enrollment in an on-site educational program as a condition of placement. Temporary placements, described above, are for a short period of time while a final decision on educational program and placement is determined. The residential facility must send the attached form, "Notification of Admission to Facility or Institution and School Enrollment" contained within the attached DPW Bulletin (OMHSAS-10-02) to the host school district as soon as a §1306 student is admitted to the facility, and in no case longer than one business day after the student is admitted. The residential facility must also notify the host and the resident school district at least two (2) weeks prior to the anticipated discharge date for the child, if possible. The residential facility must also cooperate on an on-going basis with the host and resident school districts to facilitate the education of the students, the provision of FAPE, and discharge planning. Such

cooperation also includes providing staff from a host or resident school district or another education entity access to the facility.

Incarcerated Students Oversight

4. **Does the School District have an adult correctional facility that houses juveniles within its geographical boundaries?**
   No

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

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

Least Restrictive Environment

3. **Review the School District's most recent data for Least Restrictive Environment. Highlight areas of improvement.**

At each IEP meeting, the IEP team reviews the student's present educational levels, needs, and goals to determine if their needs and goals can be met in the regular classroom setting with supplementary aids and services. Additional classroom support may include paraprofessional support, support from related service providers, special education teacher support, or other certified teacher support. If it is determined that the student requires a more specialized educational program, then the student may be programmed in a more restrictive environment so that the student may be provided instruction required for the student to make meaningful progress. Those students instructed outside the general education setting, require a research-based remedial curriculum and/or an extensively modified curriculum. The District continues to evaluate the LRE percentages of all special education students. When reviewing the category of "SE Inside the Regular Class 80% or more" the district met the requirement. During the 2021 - 2022 school year the district served 74.6% of the special education in this category which was 11.8% above the state average. The LEA's group size is so small for the number of students being educated inside the regular class, less than 40% of the time, that this data is not reported, which is significant when compared to the state data of 9.9%. In the category of "SE in other settings, the LEA met the target in 2020 - 2021 with 4.5 students being serviced in another setting. During the 2021-2022 school year, the LEA did not meet target with 5.7%, which was 1.1% of above the state percentage. Future data will determine if this is an outlier or a trend. If it becomes a trend, the district will examine what processes could be developed to change the trend.

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

The District utilizes the following universal practices -scheduled time for collaboration and team meetings - instructional arrangements that support collaboration (co teaching, paraeducator support) -professional development related to meeting students' academic and social/emotional needs, -collaboration with community agencies via SAP teams, - providing alternate ways for students to demonstrate learning - providing test modification -providing alternate materials/curriculum -changing method of presentation -providing instructional adaptations -, -non examples, repeating directions) -Grades K-5 Sensory Room -assistive technology and communication devices -social skills instruction -social work services/counseling -individualized behavior support plans - modification of rules and expectations Students identified with needs beyond the home district capabilities may receive services through out of district placements. The decision to utilize out of district placements is based on each individual's present levels of educational and behavioral functioning. Students receiving special education services in out of district placements are constantly reviewed to determine how they may be responsibly integrated back to the District to meet their individual needs.

5. **Describe the academic programming and training efforts the School District utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.**

The District is committed to educating every student in the least restrictive environment and assumes all students will be educated with the general education curriculum unless the team has data to determine otherwise. The district provides many academic classes across the continuum of special education. Language

Arts and Math are available as general education, general education with co-teaching, and in a small group pullout classes. This occurs in the elementary school through high school as the need of the students dictate. As a result of the continuum of services students can move seamlessly into the general education classroom at any point. Students with disabilities access the regular education classes and general education curriculum in other core academic classes as well as related arts throughout all grade levels. Accommodations, modifications, supplementary aides, and services are tailored to each individual student to ensure meaningful participation in the general education curriculum. The LEA constantly seeks out trainings for all staff relevant to current trends in education. The district also solicits recommendations from staff about what training they would like to receive, or areas that they feel would be beneficial to learn more about. All teachers regardless of discipline or certification participate in in-service opportunities together. The special education teachers may receive an opportunity to participate in additional in-service that specializes in special education topics.

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

All students are encouraged to participate in extracurricular activities. The supplementary aides and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities varies by each student. In the past when deemed necessary to support a student in extracurricular activities, the District has provided professional development to coaches and/or club sponsors, 1:1 paraprofessionals to attend activities with students, specialized transportation to ensure participation. We have had students with disabilities participate in all sports, chorus performances, the annual musical, Drum Line, and various clubs.

7. **Describe the School District procedures that ensure, 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-led extracurricular activities.**

The IEP team carefully determines students' LRE needs even when they are placed in private institutions. It is not automatically assumed students should remain in a full-time special education environment. The decision to utilize out-of-district placements is based on each individual's present levels of educational and behavioral functioning. Students receiving special education services in out-of-district placements are constantly reviewed to determine how they may be responsibly integrated back to the District to meet their individual needs. This will ensure a seamless and successful transition back to a lesser restrictive setting while ensuring students are placed in their least restrictive environment. All students attending an out-of-district placement or residing in a private institution are welcome to continue to participate in district lead extracurricular activities. All students regardless of being identified as having a disability or not, are able to participate in district lead extracurricular activities. If a student with disabilities requires accommodations to participate in extracurricular activities the district works to provide reasonable solutions. Appropriate transportation and supplementary services/aids needed for the student to participate will be provided by the district.

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

The District recognizes its need to build capacity in the area of serving students with severe autism, mental health and emotional needs. The District has provided professional development and utilizes both inclusive practices in the general education environment, autistic support, and emotional support classes to serve

students, but this population of students comprises the majority of the out-of-district placements. The District continues to refine the programs and services in this area and strategize ways to offer a wider continuum of services within the District. To date, the District maintains and operates one autistic support classroom and five learning support classrooms in the elementary center; one emotional support classroom, one life skills classroom, and five learning support classrooms at the middle/high school. The District employs two speech and language pathologists. Through the Intermediate Unit 1, the District contracts a school psychologist, a social worker, a physical therapist, an occupational therapist, vision service, and hearing services.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Transformation Learning	Licensed Private Academic		Transformation Learning, Inc.	Emotional Support	3
Transitional Employment Consultants	Licensed Private Academic	Other Private Facility	Kendra Casella	Multiple Disabilities Support	1
Watson Institute South	Approved Private School (APS)	IU Public School - Separate Facility	Watson Institute	Multiple Disabilities Support	3
River Academy	Approved Private School (APS)		Cherie River	Learning Support	1
Wesley Spectrum	Approved Private School (APS)		Wesley Spectrum	Emotional Support	1

Positive Behavior Support

Date of Approval

2021-01-11

Uploaded Files

Behavior Support Policy.pdf
Behavior Support Policy_430e53c3.pdf

9. **How does the School District support the emotional, social needs of students with disabilities?**

   The District is focused on meeting the emotional and social needs of students with disabilities. The District has a full-time social worker who provides social work services as a related service for students with an IEP when needed. The Burgettstown Area School District employs one school guidance counselor at the elementary level and two school guidance counselors at the middle/high school level. To help deal with the emotional/mental health needs of the District's students, a social worker through IU#1 is contracted for five days a week to help support all students at both the elementary and middle/high school. The District utilizes the IU#1's for Outpatient School-Based services which includes a counselor as well as access to a psychiatric nurse practitioner and a psychiatrist. The District contracts with the IU 1 for one school psychologist who can consult with faculty and staff on behavioral interventions, assist with conducting FBAs, and writing positive behavior support plans. The District is contracting with the Bradley Center for a Behavioral Consultant to assist with FBA's and developing positive behavior support plans. The Bradley Center will also provide staff development in the area of Autism and behavioral management. Positive, rather than negative, measures form the basis of the District's behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraints. Behavior support programs must include research-based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning. Positive Behavior Support Plans (PBSP) must be based on functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student shall be as least intrusive as necessary.

10. **Describe training provided to staff in the use of positive behavior supports, de-escalation techniques, and responses to behavior that may require immediate intervention.**

    Staff and faculty are trained annually in confidentiality and behavior support at the beginning of the school year. Additionally, select administrators and special education teachers are trained in Certified De-escalation and Restraint Training (CRT). Certified De-escalation and Restraint Training teachs de-escalation strategies and physical restraint. The paraprofessionals are trained annually in Safety Cares. The paraprofessionals are trained in de-escalation strategies.

11. **Describe the School District's positive school wide support programs.**

    he Burgettstown School District aims to create a supportive atmosphere where everyone feels valued and respected. By promoting positive behavior and attitudes throughout the District, we strive to enhance the overall well-being and academic success of our students. At the Burgettstown Area Elementary Center and the Burgettstown Middle/High School, a system for discipline focuses on creating a proactive, positive, and

supportive environment to address behavior challenges effectively. Here are some key components typically found in our system: Clear Expectations: The student handbooks of both buildings outline clear student expectations that are explicitly taught to all students to ensure everyone understands what is expected of them. In addition, teachers establish expectations, rules, and reward systems in their individual classrooms and/or grade levels. Positive Reinforcement: Throughout the District, we use a variety of positive reinforcement strategies such as praise, rewards, and incentives to encourage and acknowledge good behavior. Leveled Support: At both district buildings, a leveled support system is implemented that provides interventions at different levels based on the intensity of the behavior. This can include school-wide strategies, targeted interventions, and individualized support. Data-Driven Approach: We collect and analyze data on student behavior to identify patterns, trends, and areas for improvement. This information is used to adjust interventions and support strategies accordingly. Collaboration: We foster collaboration among educators, support staff, parents, and students to create a unified approach to behavior support. Communication is key to ensuring consistency across all environments. Individualized Plans: We develop individualized behavior plans for students with special education needs that outline specific goals, strategies, and supports tailored to their unique strengths and challenges. School-Wide Support Programs at Burgettstown Area Elementary Center: *Students receive weekly instruction on the 7 Mindset principles to promote a positive mindset and personal growth *Monthly Acts of Kindness Recognition: Students who demonstrate acts of kindness are recognized monthly to encourage positive behavior and values * End-of-Year Champs Carnival: A celebration held at the end of the year to commemorate the 7 Mindset Principles and reinforce positive behaviors among students *Honor Roll Awards quarterly for grades 3- 5 * Perfect Attendance Recognition Quarterly K-5* Fifth Grade Orientation to Transition to Middle School * Conflict Resolution and One-Minute Meetings with Counselor* Student Assistance Program (SAP) *Kindness Week Celebration *Social Work Services * Access to School-based counseling Middle/High School: *At the middle school level, we recognize students each quarter for exhibiting positive school behavior throughout the nine weeks. These students are awarded tickets to put into a drawing for a chance to receive a reward *Student Assistance Program *Kindness Week Celebration *Anti-bullying assemblies for the students * Students receive weekly instruction on the 7 Mindset principles to promote a positive mindset and personal growth *Kindness Week Celebration * Social Work Services * Access to School-based counseling *Wellness Homerooms in both Middle and High School wings

12. **Describe the School District's school-based behavior health services.**

    The District has a comprehensive program within the district to offer behavioral health services with a full time IU#1 social worker and school psychologist. The District employs one guidance counselor at the elementary school and two guidance counselors at the middle/high school. The District employs an IU#1 social worker five days a week to work with elementary and middle/high school students. The social worker offers individual and group therapy services. School counselors offer guidance groups to promote students building pro-social skills and resiliency when faced with challenges such as grief, blended families, and other experiences outside the school day. The District utilizes the IU#1's for Outpatient School-Based services which includes a counselor as well as access to a psychiatric nurse practitioner and a psychiatrist. The District works closely with Washington County's Behavioral Health Department and makes referrals for CASSP meetings as appropriate. The District collaborates with CCR/Washington County's Base Service Unit for SAP services.

13. **Describe the School District's restraint procedure.**

    The use of restraints is considered a measure of last resort only to be used after other less restrictive measures, including de-escalation techniques have been attempted. The District utilizes Certified De-escalation and

Restraint Training (CRT) for de-escalation and restraint practices with selected teachers and administration and Safety Cares for de-escalation practices with paraprofessionals. Both programs focus on de-escalation techniques as a general practice to assist with behavioral concerns. The use of physical restraints will only occur for very dangerous behaviors that have a significant likelihood of causing serious harm and not as a substitute for lack of staffing or other reasons. Only trained staff shall engage in physical restraints. When a restraint occurs, the building administrator will notify the parent/guardian as soon as practical, and no later than the end of the work day, that a restraint was utilized. The staff member who initiated the restraint will complete the restraint documentation form and will provide the original to the building administrator and copies to the student's case manager and the special education office. The Supervisor of Special Education will schedule an IEP within ten days unless the parent/guardian agrees in writing to waive the meeting. At the IEP meeting, the team will review the restraint, the IEP team shall consider whether the student needs an FBA, re-evaluation, a new or revised PBSP, or a change of placement to address the unsafe behavior. The restraint would be recorded in the 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.

At this time, we do not have any students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 4 (MC)	Elementary	Full-time (1.0)	05/24/2024 05:28 PM

Building Name		
Burgettstown El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
	Classroom Location	**Age Range**
	Elementary	8 to 10
Age Range Justification		**FTE %**
The teacher works with students in small groups and does not exceed the age range within the groupings		0.1

Building Name		
Burgettstown El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
	Classroom Location	**Age Range**
	Elementary	8 to 11
Age Range Justification		**FTE %**
The teacher works with students in small groups and does not exceed the age range within the groupings		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 5 (GH)	Elementary	Full-time (1.0)	03/20/2024 09:40 AM

Building Name		
Burgettstown El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
	Classroom Location	**Age Range**
	Elementary	6 to 9
Age Range Justification		**FTE %**
The teacher works with students in small groups and does not exceed the age range within the groupings		0.04

Building Name		
Burgettstown El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
	Classroom Location	**Age Range**
	Elementary	6 to 11
Age Range Justification		**FTE %**
The teacher works with students in small groups and does not exceed the age range within the groupings		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 15 (CR)	Secondary	Full-time (1.0)	03/26/2024 04:56 PM

Building Name		
Burgettstown MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		15
	Classroom Location	**Age Range**
	Secondary	15 to 19
Age Range Justification		**FTE %**
Students are educated in the general education classroom with same aged peers. The teacher works with students in small groups and does not exceed the age range within the groupings.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 12 (CW)	Secondary	Full-time (1.0)	03/26/2024 04:42 PM

Building Name	
Burgettstown MS/HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	13

	Classroom Location	Age Range
	Secondary	14 to 18
Age Range Justification		**FTE %**
Students are educated in the general education classroom with same aged peers. The teacher works with students in small groups and does not exceed the age range within the groupings		0.26

Building Name		
Burgettstown MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
	Classroom Location	**Age Range**
	Secondary	16 to 16
Age Range Justification		**FTE %**
The teacher works with students in small groups and does not exceed the age range within the groupings		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 9 (CH)	Secondary	Full-time (1.0)	03/26/2024 04:59 PM

Building Name		
Burgettstown MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		15
	Classroom Location	**Age Range**
	Secondary	15 to 19
Age Range Justification		**FTE %**
Students are educated in the general education classroom with same aged peers. The teacher works with students in small groups and does not exceed the age range within the groupings.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 2 (AS)	Elementary	Full-time (1.0)	03/20/2024 09:42 AM

Building Name
Burgettstown El Ctr
Support Type

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
	Classroom Location	**Age Range**
	Elementary	8 to 12
Age Range Justification		**FTE %**
The teacher works with students in small groups and does not exceed the age range within the groupings		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 1 (RB)	Elementary	Full-time (1.0)	03/20/2024 09:44 AM

Building Name		
Burgettstown El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
	Classroom Location	**Age Range**
	Elementary	6 to 11
Age Range Justification		**FTE %**
The teacher works with students in small groups and does not exceed the age range within the groupings		0.14

Building Name		
Burgettstown El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
	Classroom Location	**Age Range**
	Elementary	10 to 12
Age Range Justification		**FTE %**
The teacher works with students in small groups and does not exceed the age range within the groupings		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 14 (SM)	Secondary	Full-time (1.0)	03/26/2024 04:33 PM

Building Name
Burgettstown MS/HS
Support Type

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		13
	Classroom Location	**Age Range**
	Secondary	12 to 18
Age Range Justification		**FTE %**
Students are educated in the general education classroom with same aged peers. The teacher works with students in small groups and does not exceed the age range within the groupings		0.26

Building Name		
Burgettstown MS/HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
	Classroom Location	**Age Range**
	Secondary	15 to 15
Age Range Justification		**FTE %**
The teacher works with students in small groups and does not exceed the age range within the groupings		0.05

Building Name		
Burgettstown MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		4
	Classroom Location	**Age Range**
	Secondary	11 to 12
Age Range Justification		**FTE %**
The teacher works with students in small groups and does not exceed the age range within the groupings		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 8 (EM)	Multiple	Full-time (1.0)	03/20/2024 09:46 AM

Building Name
Burgettstown Area SD
Support Type
Speech And Language Support

Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		55
	Classroom Location	**Age Range**
	Multiple	6 to 12
Age Range Justification		**FTE %**
The teacher works with students in small groups and does not exceed the age range within the groupings.		0.85

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Position 11 (DF)	Secondary	Full-time (1.0)	03/27/2024 07:43 AM

Building Name		
Burgettstown MS/HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
	Classroom Location	**Age Range**
	Secondary	14 to 16
Age Range Justification		**FTE %**
The teacher works with students in small groups and does not exceed the age range within the groupings		0.15

Building Name		
Burgettstown MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
	Classroom Location	**Age Range**
	Secondary	13 to 17
Age Range Justification		**FTE %**
The teacher works with students in small groups and does not exceed the age range within the groupings		0.15

Building Name		
Burgettstown MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1

	Classroom Location	Age Range
	Secondary	13 to 13
Age Range Justification		**FTE %**
The teacher works with students in small groups and does not exceed the age range within the groupings		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 6 RS)	Elementary	Full-time (1.0)	03/20/2024 09:51 AM

Building Name		
Burgettstown El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
	Classroom Location	**Age Range**
	Elementary	6 to 9
Age Range Justification		**FTE %**
The teacher works with students in small groups and does not exceed the age range within the groupings		0.1

Building Name		
Burgettstown El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		7
	Classroom Location	**Age Range**
	Elementary	7 to 10
Age Range Justification		**FTE %**
The teacher works with students in small groups and does not exceed the age range within the groupings		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 7 (JM)	Multiple	Full-time (1.0)	03/20/2024 09:48 AM

Building Name	
Burgettstown Area SD	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	52

	Classroom Location	Age Range
	Multiple	6 to 14
Age Range Justification		**FTE %**
The teacher works with students in small groups and does not exceed the age range within the groupings.		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 10 (SB)	Secondary	Full-time (1.0)	03/26/2024 04:10 PM

Building Name		
Burgettstown MS/HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		16
	Classroom Location	**Age Range**
	Secondary	12 to 14
Age Range Justification		**FTE %**
Student are educated in the general education classroom with same aged peers. The teacher works with students in small groups and does not exceed the age range within the groupings		0.32

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 3 (MS)	Elementary	Full-time (1.0)	03/20/2024 09:54 AM

Building Name
Burgettstown El Ctr
Support Type
Learning Support
Support Sub-Type

Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
	Classroom Location	**Age Range**
	Elementary	11 to 11
Age Range Justification		**FTE %**
Students are educated in the general education setting with same aged peers. The teacher works with students in small groups and does not exceed the age range within the groupings.		0.02

Building Name		
Burgettstown El Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
	Classroom Location	**Age Range**
	Elementary	8 to 10
Age Range Justification		**FTE %**
The teacher works with students in small groups and does not exceed the age range within the groupings		0.38

Building Name		
Burgettstown El Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		2
	Classroom Location	**Age Range**
	Elementary	7 to 7
Age Range Justification		**FTE %**
		0.25

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Position 13 (LO)	Secondary	Full-time (1.0)	03/26/2024 04:48 PM

Building Name
Burgettstown MS/HS
Support Type
Learning Support
Support Sub-Type
Learning Support

Level of Support		**Case Load**
Itinerant (20% or Less)		12
	Classroom Location	**Age Range**
	Secondary	12 to 14
Age Range Justification		**FTE %**
Students are educated in the general education classroom with same aged peers. The teacher works with students in small groups and does not exceed the age range within the groupings		0.24

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

Special Education Facilities

Building Name		Room #
Burgettstown El Ctr		201
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, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2022-05-26		
Uploaded Files		
second floor BAEC.pdf		

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

1 Assurance Check

Building Name		Room #
Burgettstown MS/HS		226
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, 0 inches x 26 feet, 0 inches	598sqft	21
Implementation Date		
2022-05-26		
Uploaded Files		
second floor HS.pdf		

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

2 Assurance Check

Building Name	Room #

Burgettstown MS/HS		209
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, 0 inches x 26 feet, 0 inches	598sqft	21
Implementation Date		
2022-05-26		
Uploaded Files		
second floor HS.pdf		

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

3 Assurance Check

Building Name		**Room #**
Burgettstown El Ctr		202
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, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2022-05-26		
Uploaded Files		
second floor BAEC.pdf		

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

4 Assurance Check

Building Name	**Room #**
Burgettstown MS/HS	207
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, 0 inches x 26 feet, 0 inches	598sqft	21
Implementation Date		
2022-05-26		
Uploaded Files		
second floor HS.pdf		

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

5 Assurance Check

Building Name		**Room #**
Burgettstown MS/HS		102
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, 0 inches x 33 feet, 0 inches	759sqft	27
Implementation Date		
2025-08-25		
Uploaded Files		
first floor HS.pdf		

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.	Yes	

6 Assurance Check

Building Name		**Room #**
Burgettstown MS/HS		231
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, 0 inches x 31 feet, 0 inches	713sqft	25
Implementation Date		
2022-05-26		
Uploaded Files		
second floor HS.pdf		

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

7 Assurance Check

Building Name		**Room #**
Burgettstown El Ctr		112
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, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2022-05-26		
Uploaded Files		
first floor BAEC.pdf		

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

8 Assurance Check

Building Name		**Room #**
Burgettstown El Ctr		120
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
15 feet, 0 inches x 24 feet, 0 inches	360sqft	12
Implementation Date		

2022-05-26
Uploaded Files
first floor BAEC.pdf

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

9 Assurance Check

Building Name		**Room #**
Burgettstown MS/HS		228
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, 0 inches x 26 feet, 0 inches	598sqft	21
Implementation Date		
2022-05-26		
Uploaded Files		
second floor HS.pdf		

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

10 Assurance Check

Building Name		**Room #**
Burgettstown El Ctr		123
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, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2022-05-26		
Uploaded Files		
first floor BAEC_2f44b7b5.pdf		

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

11 Assurance Check

Building Name		Room #
Burgettstown El Ctr		212
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, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2022-05-26		
Uploaded Files		
second floor BAEC.pdf		

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

12 Assurance Check

Building Name		Room #
Burgettstown El Ctr		102
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, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2022-05-26		
Uploaded Files		
first floor BAEC.pdf		

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

13 Assurance Check

Building Name		**Room #**
Burgettstown MS/HS		200
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, 0 inches x 33 feet, 0 inches	759sqft	27
Implementation Date		
2022-05-26		
Uploaded Files		
second floor HS.pdf		

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

14 Assurance Check

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

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

15 Assurance Check

Building Name		**Room #**
Burgettstown El Ctr		101
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2025-08-25		
Uploaded Files		
first floor BAEC (1).pdf		

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.	Yes	

16 Assurance Check

Building Name		**Room #**
Burgettstown MS/HS		205
School Building		**Building Description**
JR/SR High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
22 feet, 6 inches x 18 feet, 0 inches	405sqft	14
Implementation Date		
2026-08-11		
Uploaded Files		
second floor HS.pdf		

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		No
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

17 Assurance Check

Building Name		Room #
Burgettstown El Ctr		111
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
28 feet, 7 inches x 30 feet, 0 inches	857sqft	30
Implementation Date		
2026-08-11		
Uploaded Files		
first floor BAEC.pdf		

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		No
The class is located only in space that is designed for purposes of instruction		No
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

18 Assurance Check

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Other	1	District Wide	District
School Psychologist	1	District Wide	Contractor
Social Worker	1	District Wide	Contractor
Physical Therapist	.08	District Wide	Contractor
Paraprofessionals	6	Elementary	District
Paraprofessionals	3	Secondary	District
Occupational Therapist	.17	District Wide	Contractor
Other	.03	District Wide	Contractor

19 Special Education Support Services

Special Education Personnel Development

Autism

Description of Training			
Autism overview/sensory strategies			
Lead Person/Position		**Year of Training**	
District Autistic Support Teacher/IU OT		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District Other	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
ABA - what is ABA - preview of what ABA is and how it supports students with Autism			
Lead Person/Position		**Year of Training**	
District Autistic Support Teacher		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Special Education Updates			
Lead Person/Position		**Year of Training**	
Supervisor of Special Education		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
5	2	District	Paraprofessionals Special Education Teachers

Description of Training			
De-escalation techniques for general education			
Lead Person/Position		**Year of Training**	
Supervisor of Special Education		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	2	District	General Education Teachers Paraprofessionals

Paraprofessional

Description of Training			
De-escalation - verbal de-escalation techniques			
Lead Person/Position		**Year of Training**	
Supervisor of Special Education		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	4	District	Paraprofessionals

Transition

Description of Training			
Transition - discussion of services after high school			
Lead Person/Position		**Year of Training**	
Supervisor of Special Education/OVR/Southwest Training		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1.5	1	District	Paraprofessionals Special Education Teachers

Science of Literacy

Description of Training			
ECRI/Heggarty Review and Update			
Lead Person/Position		**Year of Training**	
Title 1 Teacher/Elementary Building Principal		2024 2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	District	General Education Teachers

Parent Training

Description of Training			
Transition - Services available after High School			
Lead Person/Position		**Year of Training**	
Supervisor of Special Education, OVR, Southwest Training, Washington County BHDS		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	2	District	Parents Special Education Teachers

Description of Training	
Special Education Process	
Lead Person/Position	**Year of Training**
Supervisor of Education	2024

		2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	4	District	Parents

IEP Development

Description of Training			
Writing IEPs and RRs that are Individualized and in Compliance			
Lead Person/Position		**Year of Training**	
Supervisor of Special Education		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	District	Special Education Teachers

Signatures & Affirmations

Approval Date

2024-04-29

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

Stephen P. Puskar

Date

2024-06-13