

Profile and Plan Essentials

| | | |
|---|--------------|--|
| LEA Name | | AUN |
| Belle Vernon Area SD | | 107650603 |
| Address 1 | | |
| 270 Crest Avenue | | |
| Address 2 | | |
| | | |
| City | State | Zip |
| Belle Vernon | PA | 15012 |
| Director of Special Education Name | | |
| Anthony Greece | | |
| Director of Special Education Email | | |
| anthony.greece@bvasd.net | | |
| Director of Special Education Phone Number | | Director of Special Education Ext |
| 724-808-2500 | | 1103 |
| Chief Administrator Name | | |
| Dr Timothy Glasspool | | |
| Chief Administrator Email | | |
| timothy.glasspool@bvasd.net | | |

Special Education Students

Total Number of Students Receiving Special Education 389

School District Total Student Enrollment 2425

Percent of Students Receiving Special Education 16

Steering Committee

| Name | Position/Role | Building | Email |
|-------------------|-------------------------------|----------------------|-----------------------------|
| Anthony Greece | Director of Special Education | Belle Vernon Area SD | anthony.greece@bvasd.net |
| Dr. Tim Glasspool | Superintendent | Belle Vernon Area SD | timothy.glasspool@bvasd.net |
| Jason Herrod | Special Education Teacher | Belle Vernon Area HS | jason.herrod@bvasd.net |
| Alisa King | Director of Curriculum | Belle Vernon Area SD | alisa.king@bvasd.net |
| Tiffany Jamieson | Other | Belle Vernon Area SD | tiffany.jamieson@bvasd.net |
| Tara Jurczak | Board Member | Belle Vernon Area SD | tara.jurczak@bvasd.net |
| Nicole Cope | Parent | Marion El Sch | nicole.cope@bvasd.net |
| Dan Cieply | Special Education Teacher | Belle Vernon Area MS | sue.kosinski@bvasd.net |
| Sue Kosinski | Other | Marion El Sch | sue.kosinski@bvasd.net |
| Debra Soltis | General Education Teacher | Rostraver El Sch | debra.soltis@bvasd.net |
| Dr. Eric Knorr | Building Principal | Marion El Sch | eric.knorr@bvasd.net |
| Chris Kubitza | Other | Belle Vernon Area SD | chris.kubitza@bvasd.net |
| Greg Steeber | Other | Belle Vernon Area SD | greg.steeber@bvasd.net |
| Janis Niemiec | Board Member | Belle Vernon Area SD | janis.niemiec@bvasd.net |
| Chris Kubitza | Other | Belle Vernon Area SD | chris.kubitza@bvasd.net |
| Paula Sokol | General Education Teacher | Marion El Sch | paula.sokol@bvasd.net |
| Dave Bashada | Other | Belle Vernon Area SD | dave.bashada@bvasd.net |

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

| | | | | |
|---------------|-----|---------------|-----|------------------|
| Building Name | AUN | Branch Number | RTI | Approved RTI Use |
|---------------|-----|---------------|-----|------------------|

Non-Resident Students Oversight

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

No

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 Belle Vernon Area School District does not currently host a 1306 facility; however, in the event that a facility moves into BVASD, the District will fully comply with the requirements of IDEA and Chapter 14 to meet its obligation under 1306. When the Belle Vernon Area School District is notified that a resident student is being educated by another school district under 1306, the District claims the student and provides the appropriate documentation of funds to support that student's education in the host district. The host district's responsibility is to allow non-resident students to attend the public schools of the host school district. When the District Enrollment Office is informed by the educating district or entity they notify the Principal and the Coordinator of Student Services. A District representative will attend the evaluation / reevaluation meeting and Individualized Education Program (IEP) meetings either in person or over the phone and provide input. The Belle Vernon Area School district will request that the host district provides copies of the current staff's teaching certifications.

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

The biggest barrier that limits the District's ability to meet its obligation under Section 1306 of the Public School Code is the extensive amounts of time the group agencies take in notifying the District of a new student. A high level of communication between agencies and the District minimizes the challenges involved with providing a free, appropriate, public education (FAPE) for students with disabilities who are determined to meet the criteria under Section 1306. The District will further ensure a smooth transition occurs back to the home district by elaborating on essential supports and resources that will be needed to make the return a smooth and successful one for the student and their family. We can supplement the level of service by offering in person transition meetings on site that allow both the student and the family to meet the staff, tour the building, and partake in the development of the student's schedule. Pre planning these elements as a team will ensure a greater rate of success and lessen unnecessary anxiety for the student. Another barrier is that parents do not understand the local district's responsibility to their child's education when they are being educated by another entity under this regulation. Despite any barriers, the district fully complies with the requirements of IDEA and Chapter 14 to meet its obligation under 1306.

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).**

There are no adult correctional facilities that house juveniles located within the Belle Vernon Area School District; however, the District fully complies with the requirements of IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school age individuals who have been incarcerated. When the District is aware that a student with a disability has been incarcerated, the LEA forwards the educational records including the most recent evaluation/reevaluation report, as well as the IEP to the facility to ensure an appropriate educational program is in place for that student. When the district receives Determination of Residence for Students in Facilities and Institutions (Form 4605) the district verifies the family's residence and signs and returns this form. This form is the passage for the contact with the institution and communication about the student's needs and educational programming.

Least Restrictive Environment

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

Results of our cyclical monitoring in April 2022 indicates that BVASD exceeds the State Performance Plan (SPP) targets for Least Restrictive Environment. The district meets the following SPP targets: Students with an IEP served inside the regular classroom 80% or more of the day (target 62.30% - BVASD 61.51%); Students with an IEP served inside the regular classroom less than 40% of the day (9.85% target - BVASD 4.61%); Students educated in private separate facilities (target 2.87% - BVASD 1.32%); Students educated in public or private separate residential facilities (target 0.28% - BVASD 0.00%). The district did not meet the following SPP targets: Students with an IEP served inside the regular classroom no more than 79% of the day and no less than 40% of the day (target 23.21% - BVASD 30.59%); Students educated in public separate facilities (target 1.37% - BVASD 1.64%).

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?**

BVASD implements the 7 Mindsets Social Emotional Learning Curriculum for all students K-12. The district also has established mental health tiers of support and staff address social emotional needs of students through these interventions. BVASD provides sufficient access to counseling services within the district by means of a psychologist, five counselors, one lead counselor, and a full-time social worker which conducts individual and group sessions to students identified as needing social skills services. The district also utilizes a school psychologist intern, and art therapist intern to help support students social/emotional needs. BVASD participates in the SAP program and has a dedicated school-based liaison to help assist with student needs. School based mental/behavioral health services are provided to students who qualify via insurance. The district also regularly collaborates and works with various outside agencies including (but not limited to) WIU, St. Vincent College Prevention Projects, Westmoreland County Juvenile Probation, Westmoreland County Children's Bureau, Westmoreland/Fayette County Children and Youth Services, Westmoreland Casemanagement and Supports Inc., and Fayette County Behavioral Health Administration. The district provides services depending on student need. Teams which could consist of building administrators, teachers, student service coordinator, counselors, and social worker meet to make a determination on the need for psychological services. Struggling students who need more intensive support are referred to the SAP team. This continuum of services can cover accommodations or interventions in the classroom, group counseling, individual counseling, referral for assistance outside of the district, or referral for special education testing. If a student is already identified as receiving special education services, the team convenes to examine available data and make recommendations for additional supports. BVASD works in conjunction with outside agencies to provide services to students with behavioral health needs who qualify for counseling/therapeutic services. Behavioral Health Technicians (BHT) and/or Behavioral Consultants (BC) from outside mental health agencies are accepted in BVASD as determined by outside mental health agencies. The District has established working partnerships with local mental health agencies to aid in the development and implementation of mental health programming in response to the increased district needs from the COVID-19 pandemic. The district has entered into contracts with SPHS to provide K-6 District wide lessons on social, emotional and mental health. The district is looking to expand these services K-12. The District is continuing to work with several outside based therapy providers as well and will continually look to build new relationships.

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

BVASD services students of various disabilities by providing special education supports in all environments for special education students. Learning support, emotional support, autistic support, physical support, multiple disability support, hearing support, vision support, and speech and language support are all offered. BVASD supports a highly inclusive environment for students with disabilities striving to blur the boundary between regular and special education supports by providing services in the least restrictive environment. IEPs are implemented across all settings regardless of the regular or special education

status of the setting. Depending on student performance data and need, as well as level and classroom type, some special education teachers are available for inclusion support. All special education teachers are available for consultation as often as needed via email, phone, or in-person meetings. In addition to the special education staff participate in all appropriate curricular grade level trainings. Programs being utilized in the general ed settings are also being utilized in the special education settings, therefore cross training occurs. i.e. Heggerty Trainings, Foundations, McGrawHill Math program, iXL, Reads 180, etc... These are examples of programs being utilized with all students therefore all staff are trained.

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

Students with IEPs have the same opportunities to participate in academic, nonacademic, and extracurricular activities as non-disabled peers. BVASD supports extensive inclusion efforts for all students with disabilities, and if supplementary aids and services are needed to ensure meaningful participation, they will be provided. BVASD participates in Unified Track and is looking to add Unified Baseball. Students with IEPs are afforded the opportunity to participate in band, chorus, sports, dances, and clubs with their regular education peers. The high school also has a Friends First Club to encourage a mentorship between special education students and their peers. The special education program within BVASD supports partners programs throughout the school day which includes Partners PE, Partners Art, Partners Technology, Partners Swimming, and community based activities such as participating with the local food bank, animal shelters, Goodwill, and local businesses.

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?**

Students in the Belle Vernon Area School District that are placed outside of the district have access to the same district lead extra-curricular activities that are offered to the students receiving their education in the district.

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)**

BVASD is committed to providing the students with as many services as possible. BVASD is continually evaluating services that are provided to all students with disabilities. BVASD works in collaboration with the IU, SPSHS, Steel City Therapy, and Western PA School for the Deaf and Blind to ensure students are serviced in all identified areas of need. The district is working hard to provide equitable services in all of our buildings by structuring supports to best support out student needs. To determine how to best structure out supports the district utilizes data from Early Intervention students transitioning into the district, caseload projections, course recommendations (what students need pullout ELA and Math), and FTE Calculations. The elementary buildings have enhanced their MTSS Interventions and and School Wide Positive Behavior Supports and look forward to expanding them to the middle school and high school levels. The district is working towards enhancing emotional support services in elementary, middle and high school levels starting the 24-25 school year. Lastly, the district utilizes classroom aides to support student in both the regular education and special education environments.

Out of District Placements

| Facility Name | Facility Type | Other | Operated By | Service Type | Number of Students Placed |
|---------------------------------|-------------------------------|--|---------------------------------------|-------------------------------------|---------------------------|
| ST. VINCENT BEARCAT B.E.S.T | Other | UPDATE Facility type | St. Vincent College | Life Skills Support | 1 |
| Clairview | Other | Other Public Facility (Non Residential) | Westmoreland Intermediate Unit (WIU7) | Multiple Disabilities Support | 1 |
| Western PA School for the Deaf | Approved Private School (APS) | | Western PA School for the Deaf | Deaf and Hard of Hearing Support | 1 |
| ACLD Tillotson | Approved Private School (APS) | | ACLD Tillotson | Autistic Support | 1 |
| New Directions | Other | Other Public Facility (Non Residential) | Intermediate Unit 1 (IU1) | Emotional Support | 4 |
| Western PA School for the Blind | Approved Private School (APS) | Other Private Facility (Non Residential) | Western PA School for the Blind | Blind and Visually Impaired Support | 1 |
| The Watson Institute | Approved Private School (APS) | | The Watson Institute | Multiple Disabilities Support | 3 |
| Mon Valley School | Other | Other Public Facility (Non Residential) | Allegheny Intermediate Unit 1 (AIU3) | Autistic Support | 2 |
| Greensburg Centerville Partial | Other | Public Separate Facility Non Residential | WIU 7 | Learning Support | 2 |

Positive Behavior Support

Date of Approval

2020-11-23

Uploaded Files

Behavior Support Policy.pdf

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

If a student is identified as exhibiting behaviors that interfere with their learning or that of others, permission to conduct a functional behavior assessment (FBA) is sought from the family. Once permission is obtained, the FBA is conducted using district staff (school psychologist, teachers, administration, support staff) and if results of the FBA indicate the need for a positive behavior support plan (PBSP) one is created and added as part of the student's IEP. If the student already has a PBSP, it is reviewed and adjustments are made as necessary. In the event that a student did not qualify for special education services or is in the process of being evaluated, the district will create and implement Behavior Intervention Plans (BIP) that staff is required to implement with fidelity. The district also utilizes the WIU and PaTTAN for assistance with behaviors/FBAS. BVASD implements the 7 Mindsets Social Emotional Learning Curriculum for all students K-12. The district also has established mental health tiers of support and staff address social emotional needs of students through these interventions. BVASD provides sufficient access to counseling services within the district by means of a psychologist, five counselors, one lead counselor, and a full-time social worker which conducts individual and group sessions to students identified as needing social skills services. The district also utilizes a school psychologist intern, and art therapist intern to help support students social/emotional needs. BVASD participates in the SAP program and has a dedicated school-based liaison to help assist with student needs. School based mental/behavioral health services are provided to students who qualify via insurance. The district also regularly collaborates and works with various outside agencies including (but not limited to) WIU, St. Vincent College Prevention Projects, Westmoreland County Juvenile Probation, Westmoreland County Children's Bureau, Westmoreland/Fayette County Children and Youth Services, Westmoreland Casemanagement and Supports Inc., and Fayette County Behavioral Health Administration. The district provides services depending on student need. Teams which could consist of building administrators, teachers, student service coordinator, counselors, and social worker meet to make a determination on the need for psychological services. Struggling students who need more intensive support are referred to the SAP team. This continuum of services can cover accommodations or interventions in the classroom, group counseling, individual counseling, referral for assistance outside of the district, or referral for special education testing. If a student is already identified as receiving special education services, the team convenes to examine available data and make recommendations for additional supports. BVASD works in conjunction with outside agencies to provide services to students with behavioral health needs who qualify for counseling/therapeutic services. Behavioral Health Technicians (BHT) and/or Behavioral Consultants (BC) from outside mental health agencies are accepted in BVASD as determined by outside mental health agencies. The District has established working partnerships with local mental health agencies to aid in the development and implementation of mental health programming in response to the increased district needs from the COVID-19 pandemic. The district has entered into contracts with SPS to provide K-6 District wide lessons on social, emotional and mental health. The district is looking to expand these services K-12. The District is continuing to work with several outside based therapy providers as well and will continually look to build new relationships.

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.**

BVUSD personnel including special education staff, regular education teaching staff, support staff, and administrators are updated on PBS annually. BVUSD utilizes crisis teams in each of the four buildings. Members include special education staff, regular education staff, support staff, and administration. Identified members are trained using Safety-Care Behavioral Safety Training via in-district trainers. This crisis management and crisis prevention program focuses on prevention, minimizing, and management of challenging behaviors to ensure the use of restraints are only utilized as a last resort. Deescalation strategies include Help Strategy, Wait Strategy, and Prompt Strategy which are designed to help the individual engage in calmer, safer behavior while maintaining everyone's safety. Recertification trainings are scheduled annually for existing crisis team members and initial trainings are scheduled for newly identified members, as needed.

3. **Describe the district positive school wide support programs.**

BVUSD utilizes PBS throughout the district in general and special education classes. At the elementary level, Project team is used as a school wide positive behavior intervention and support program. The program focuses on positive rather than negative consequences along with a tie red model of intervention. At the school level, Leopard Pride and Student of the Month Nominations are used to encourage positive behaviors and interactions between staff and peers and to reinforce academic and social excellence.

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

BVUSD implements the 7 Mindsets Social Emotional Learning Curriculum for all students K-12. The district also has established mental health tiers of support and staff address social emotional needs of students through these interventions. BVUSD provides sufficient access to counseling services within the district by means of a psychologist, five counselors, one lead counselor, and a full-time social worker which conducts individual and group sessions to students identified as needing social skills services. The district also utilizes a school psychologist intern, and art therapist intern to help support students social/emotional needs. BVUSD participates in the SAP program and has a dedicated school-based liaison to help assist with student needs. School based mental/behavioral health services are provided to students who qualify via insurance. The district also regularly collaborates and works with various outside agencies including (but not limited to) WIU, St. Vincent College Prevention Projects, Westmoreland County Juvenile Probation, Westmoreland County Children's Bureau, Westmoreland/Fayette County Children and Youth Services, Westmoreland Casemanagement and Supports Inc., and Fayette County Behavioral Health Administration. The district provides services depending on student need. Teams which could consist of building administrators, teachers, student service coordinator, counselors, and social worker meet to make a determination on the need for psychological services. Struggling students who need more intensive support are referred to the SAP team. This continuum of services can cover accommodations or interventions in the classroom, group counseling, individual counseling, referral for assistance outside of the district, or referral for special education testing. If a student is already identified as receiving special education services, the team convenes to examine available data and make recommendations for additional supports. BVUSD works in conjunction with outside agencies to provide services to students with behavioral health needs who qualify for counseling/therapeutic services. Behavioral Health Technicians (BHT) and/or Behavioral Consultants (BC) from outside mental health agencies are accepted in BVUSD as determined by outside mental health agencies. The District has established working partnerships with local mental health agencies to aid in the development and implementation of mental health programming in response to the increased district needs from the COVID-19 pandemic. The district has entered into contracts with SPSHS to provide K-6 District wide lessons on social, emotional and mental health. The district is looking to expand these services K-12. The District is continuing to work with several outside based therapy providers as well and will continually look to build new relationships.

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

BVASD reports data on restraints any time a restraint is conducted through the Restraint Information System of Collection (RISC). In the event that a restraint occurs within the district, a member of the crisis team involved in the restraint completes the district's restraint reporting form and submits to the building principal for signature. The completed form is then submitted to the special education department which enters the information into the RISC system. Outside placements which educate district students are also required to communicate the use of restraints and submit documentation of the restraint to the special education department which will be entered into the RISC system. In the event that a restraint occurs, the student's parents notified of the incident. If a parent cannot be reached, attempts to notify them are documented on the district restraint reporting form. The parent is informed of their options to request an IEP meeting to be held within 10 school days or to waive this meeting. Parents are provided with the district Restraint Notification Waiver in which the parent is asked to indicate if they request or decline the meeting. If the letter is not received within 7 school days from the date of the restraint, the district will initiate an IEP meeting in order to be in compliance with PDE Chapter 14 regulations. Outside placements which educate district students are also required to follow the same procedure.

Intensive Interagency

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

The LEA has not had difficulty locating a program to ensure the provision of FAPE to students. If the LEA would have difficulty, the outlined four-step approach for intensive interagency coordination would be followed in order to secure appropriate educational placement. The LEA would utilize the Regional Interagency Coordinators to assist in interagency planning to mitigate and/or eliminate barriers to placement resolution in the event that the LEA has determined that a student cannot be properly educated in a public educational setting and who have waited more than 30 days for the provision of an appropriate educational placement or for students who are at substantial risk of waiting more than 30 days for an appropriate educational placement. The LEA has reviewed videos and informational links on PaTTAN's website regarding Intensive Interagency, Homebound Instruction, and Instruction Conducted in the Home. If questions arise, the LEA would contact the IU interagency coordinator or the regional interagency coordinator located at the regional PaTTAN office. The LEA also utilizes local interagency approach to improve program capacity on an as-needed basis. The district has expanded its work with outside providers and is open to working with all agencies necessary to develop plans that will lead to provision of appropriate programming and services options. At the child-specific level, an interagency team is assembled including educators, family members, the student - if applicable, and outside agencies that can provide additional resources/services to help the student be successful. The LEA engages other student serving systems for difficult to place students that include, but not limited to: Fayette County CYS, Westmoreland County Children's Bureau, juvenile probation, mental health agencies, and outside educational agencies. If the IEP team has determined that a student requires Instruction in the Home as their educational placement, this would be documented through special education paperwork (RR, IEP, NOREP, etc.) The Coordinator of Student Services would enter this information into the SES@Home reporting system. Teacher conducting education via Instruction in the Home submit time sheets (that parents initial) to the Coordinator of Student Services weekly or bi-weekly. FAPE is provided to students receiving their education via Instruction in the Home. Programming and services are outlined in the IEP and consistent data is collected to determine ongoing placement needs. BVASD has effective arrangements with outside providers including, but not limited to: WIU, SPHS, and County CASSP and Children's Behavioral Health. The district seeks outside consultations and agencies as needed. BVASD continually monitors student needs and works to resolve any unmet needs that exist. If unmet needs are identified, the district will work through interagency coordination, as necessary, to ensure that student receive services that will lead to success.

Education Program (Caseload FTE)

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| SLP 3 | Multiple | Full-time (1.0) | 02/18/2024 11:24 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Marion El Sch | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 9 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Multiple | 5 to 12 |
| Age Range Justification | | FTE % |
| Although teachers rosters may exceed may exceed age ranges, students receive instruction in appropriate age range level groupings. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP. | | 0.14 |

| | | |
|-----------------------------|---------------------------|------------------|
| Building Name | | |
| Rostraver El Sch | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 19 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Multiple | 5 to 12 |

| | |
|--|--------------|
| Age Range Justification | FTE % |
| Although teachers rosters may exceed may exceed age ranges, students receive instruction in appropriate age range level groupings. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP. | 0.29 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Belle Vernon Area MS | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 10 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Multiple | 12 to 15 |
| Age Range Justification | | FTE % |
| | | 0.15 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Belle Vernon Area HS | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 15 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Multiple | 15 to 21 |
| Age Range Justification | | FTE % |
| Although teachers rosters may exceed may exceed age ranges, students receive instruction in appropriate age range level groupings. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP. | | 0.23 |

| | | | |
|---------------|---------------------------|---|----------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|----------------|

| | | | |
|--------|------------|-----------------|---------------------|
| LS (5) | Elementary | Full-time (1.0) | 02/16/2024 01:51 PM |
|--------|------------|-----------------|---------------------|

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Marion El 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 | 10 to 11 |
| Age Range Justification | | FTE % |
| | | 0.3 |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Marion El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 6 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 10 to 11 |
| Age Range Justification | | FTE % |
| | | 0.12 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| LS 8 | Secondary | Full-time (1.0) | 02/16/2024 01:51 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Belle Vernon Area MS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 17 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 13 to 15 |
| Age Range Justification | | FTE % |
| | | 0.34 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Belle Vernon Area MS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 6 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 13 to 15 |
| Age Range Justification | | FTE % |
| | | 0.3 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| LSS (7-8) | Secondary | Full-time (1.0) | 02/16/2024 01:09 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Belle Vernon Area MS | | |
| Support Type | | |
| Life Skills Support | | |
| Support Sub-Type | | |
| Life Skills Support (Grades 7-12) | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 6 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 11 to 14 |
| Age Range Justification | | FTE % |
| | | 0.3 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| SLP 1 | Multiple | Full-time (1.0) | 02/18/2024 11:25 PM |

| | | |
|---|---------------------------|------------------|
| Building Name | | |
| Marion El Sch | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 53 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 12 |
| Age Range Justification | | FTE % |
| Although teachers rosters may exceed may exceed age ranges, students receive instruction in appropriate age range level groupings. If there is an | | 0.82 |

| | |
|--|--|
| exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP. | |
|--|--|

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------------|--------------------|----------------------------------|---------------------|
| LSS/AS (K-3) | Elementary | Full-time (1.0) | 02/18/2024 07:34 PM |

| | | |
|----------------------------------|---------------------------|------------------|
| Building Name | | |
| Marion El Sch | | |
| Support Type | | |
| Life Skills Support | | |
| Support Sub-Type | | |
| Life Skills Support (Grades K-6) | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 8 |
| Age Range Justification | | FTE % |
| | | 0.05 |

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

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Marion El Sch | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 2 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 8 |
| Age Range Justification | | FTE % |
| | | 0.25 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|------------|--------------------|----------------------------------|---------------------|
| LS (10/11) | Secondary | Full-time (1.0) | 02/16/2024 01:09 PM |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Belle Vernon Area HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 20 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 16 to 18 |
| Age Range Justification | | FTE % |
| | | 0.4 |

| | | |
|----------------------|--|--|
| Building Name | | |
| Belle Vernon Area HS | | |

| | | |
|--|---------------------------|------------------|
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 4 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 16 to 18 |
| Age Range Justification | | FTE % |
| | | 0.2 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---------------|---------------------------|---|---------------------|
| LS (K-3) | Elementary | Full-time (1.0) | 02/16/2024 01:09 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Marion El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 4 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 8 |
| Age Range Justification | | FTE % |
| | | 0.08 |

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|----------------------|--|--|
| Building Name | | |
| Marion El Sch | | |
| Support Type | | |
| Learning Support | | |

| | | |
|--|---------------------------|------------------|
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 8 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 8 |
| Age Range Justification | | FTE % |
| | | 0.4 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| SLP 2 | Multiple | Full-time (1.0) | 02/18/2024 11:26 PM |

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|--|---------------------------|------------------|
| Building Name | | |
| Rostraver El Sch | | |
| Support Type | | |
| Speech And Language Support | | |
| Support Sub-Type | | |
| Speech And Language Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 53 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 12 |
| Age Range Justification | | FTE % |
| Although teachers rosters may exceed may exceed age ranges, students receive instruction in appropriate age range level groupings. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP. | | 0.82 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------|--------------------|----------------------------------|---------------------|
| ES (K-6) | Elementary | Full-time (1.0) | 02/16/2024 01:20 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Rostraver El Sch | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 8 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 12 |
| Age Range Justification | | FTE % |
| Although teachers rosters may exceed may exceed age ranges, students receive instruction in appropriate age range level groupings. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP. | | 0.16 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Rostraver El Sch | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 4 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 12 |
| Age Range Justification | | FTE % |
| Although teachers rosters may exceed may exceed age ranges, students receive instruction in appropriate age range level groupings. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP. | | 0.2 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------|--------------------|----------------------------------|---------------------|
| LS (5-6) | Elementary | Full-time (1.0) | 02/16/2024 01:20 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Rostraver El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 7 |
| Identify Classroom | Classroom Location | Age Range |
| Intermediate Unit | Elementary | 11 to 13 |
| Age Range Justification | | FTE % |
| | | 0.14 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Rostraver El 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 |
| Intermediate Unit | Elementary | 11 to 13 |
| Age Range Justification | | FTE % |
| | | 0.3 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|------------|--------------------|----------------------------------|---------------------|
| LSS (9-12) | Secondary | Full-time (1.0) | 02/16/2024 01:20 PM |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Belle Vernon Area 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%) | | 16 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 21 |
| Age Range Justification | | FTE % |
| Although teachers rosters may exceed may exceed age ranges, students receive instruction in appropriate age range level groupings. If there is an exception, waivers signed by the parent of the student who puts the class out of compliance are included in the IEP. | | 0.8 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|-----------|--------------------|----------------------------------|---------------------|
| ES (9-12) | Secondary | Full-time (1.0) | 02/16/2024 01:20 PM |

| |
|-------------------------|
| Building Name |
| Belle Vernon Area HS |
| Support Type |
| Emotional Support |
| Support Sub-Type |
| Emotional Support |

| | | |
|--------------------------------|---------------------------|------------------|
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 13 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 18 |
| Age Range Justification | | FTE % |
| | | 0.26 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Belle Vernon Area HS | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 15 to 18 |
| Age Range Justification | | FTE % |
| | | 0.05 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| ES/LS (7-8) | Secondary | Full-time (1.0) | 02/16/2024 01:51 PM |

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|-------------------------|------------------|
| Building Name | |
| Belle Vernon Area MS | |
| Support Type | |
| Emotional Support | |
| Support Sub-Type | |
| Emotional Support | |
| Level of Support | Case Load |
| Itinerant (20% or Less) | 3 |

| Identify Classroom | Classroom Location | Age Range |
|-------------------------|--------------------|-----------|
| School District | Secondary | 12 to 14 |
| Age Range Justification | | FTE % |
| | | 0.06 |

| Building Name | | |
|--|--------------------|-----------|
| Belle Vernon Area MS | | |
| Support Type | | |
| Emotional Support | | |
| Support Sub-Type | | |
| Emotional Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 14 |
| Age Range Justification | | FTE % |
| | | 0.05 |

| Building Name | | |
|-------------------------|--------------------|-----------|
| Belle Vernon Area MS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 5 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 14 |
| Age Range Justification | | FTE % |
| | | 0.1 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------|--------------------|----------------------------------|---------------------|
| AS (K-6) | Elementary | Full-time (1.0) | 02/16/2024 01:51 PM |

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|--|---------------------------|------------------|
| Building Name | | |
| Rostraver El Sch | | |
| Support Type | | |
| Autistic Support | | |
| Support Sub-Type | | |
| Autistic Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 5 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 12 |
| Age Range Justification | | FTE % |
| Students are intellectually at. the same level and older students participate in other classrooms in the LRE | | 0.62 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------|--------------------|----------------------------------|---------------------|
| LS (4/5) | Elementary | Full-time (1.0) | 02/16/2024 01:51 PM |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Rostraver El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 7 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 8 to 10 |
| Age Range Justification | | FTE % |

| | |
|--|------|
| | 0.14 |
|--|------|

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Rostraver El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 5 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 8 to 10 |
| Age Range Justification | | FTE % |
| | | 0.25 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|------------|--------------------|----------------------------------|---------------------|
| LS (11-12) | Secondary | Full-time (1.0) | 02/16/2024 01:51 PM |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Belle Vernon Area HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 20 |
| Identify Classroom | Classroom Location | Age Range |
| Intermediate Unit | Secondary | 16 to 19 |
| Age Range Justification | | FTE % |
| | | 0.4 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Belle Vernon Area HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 5 |
| Identify Classroom | Classroom Location | Age Range |
| Intermediate Unit | Secondary | 16 to 19 |
| Age Range Justification | | FTE % |
| | | 0.25 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| LS (4) | Elementary | Full-time (1.0) | 02/16/2024 01:51 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Marion El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 6 |
| Identify Classroom | Classroom Location | Age Range |
| Intermediate Unit | Elementary | 9 to 11 |
| Age Range Justification | | FTE % |
| | | 0.12 |

| | | |
|----------------------|--|--|
| Building Name | | |
| Marion El Sch | | |

| | | |
|--|---------------------------|------------------|
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 7 |
| Identify Classroom | Classroom Location | Age Range |
| Intermediate Unit | Elementary | 9 to 11 |
| Age Range Justification | | FTE % |
| | | 0.35 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|-----------|--------------------|----------------------------------|---------------------|
| LS (9-10) | Secondary | Full-time (1.0) | 02/16/2024 01:51 PM |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Belle Vernon Area HS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 18 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 16 |
| Age Range Justification | | FTE % |
| | | 0.36 |

| | | |
|----------------------|--|--|
| Building Name | | |
| Belle Vernon Area HS | | |
| Support Type | | |
| Learning Support | | |

| | | |
|--|---------------------------|------------------|
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 6 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 15 |
| Age Range Justification | | FTE % |
| | | 0.3 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|-----------|--------------------|----------------------------------|---------------------|
| LSS (3-6) | Elementary | Full-time (1.0) | 02/16/2024 01:51 PM |

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|--|---------------------------|------------------|
| Building Name | | |
| Marion El Sch | | |
| Support Type | | |
| Life Skills Support | | |
| Support Sub-Type | | |
| Life Skills Support (Grades K-6) | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 10 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 9 to 12 |
| Age Range Justification | | FTE % |
| | | 0.5 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------------------|
| LS (7) | Secondary | Full-time (1.0) | 02/16/2024 01:51 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Belle Vernon Area MS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 16 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 14 |
| Age Range Justification | | FTE % |
| | | 0.32 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Belle Vernon Area MS | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 7 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 12 to 14 |
| Age Range Justification | | FTE % |
| | | 0.35 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| LS (K-3) | Elementary | Full-time (1.0) | 02/16/2024 01:51 PM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Rostraver El 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 | 5 to 8 |
| Age Range Justification | | FTE % |
| | | 0.04 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Rostraver El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 8 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 8 |
| Age Range Justification | | FTE % |
| | | 0.4 |

| | | | |
|---------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| LS (6) | Elementary | Full-time (1.0) | 02/16/2024 01:53 PM |

| | |
|----------------------|--|
| Building Name | |
| Marion El Sch | |

| | | |
|--------------------------------|---------------------------|------------------|
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 9 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 11 to 12 |
| Age Range Justification | | FTE % |
| | | 0.18 |

| | | |
|--|---------------------------|------------------|
| Building Name | | |
| Marion El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 12 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 11 to 12 |
| Age Range Justification | | FTE % |
| | | 0.6 |

Special Education Facilities

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Rostraver El Sch | | 142 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 32 feet, 0 inches x 32 feet, 0 inches | 1024sqft | 36 |
| Implementation Date | | |
| 2022-05-18 | | |
| 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 # |
| Belle Vernon Area HS | | 101 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 22 feet, 4 inches x 17 feet, 5 inches | 388sqft | 13 |
| Implementation Date | | |
| 2022-05-18 | | |
| 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 # |
| Marion El Sch | | 145 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 29 feet, 2 inches x 36 feet, 1 inches | 1052sqft | 37 |
| Implementation Date | | |
| 2022-05-18 | | |
| Uploaded Files | | |
| | | |

3Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Belle Vernon Area MS | | 210 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 25 feet, 0 inches x 36 feet, 0 inches | 900sqft | 32 |
| Implementation Date | | |
| 2022-05-18 | | |
| 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 # |
| Marion El Sch | | 110 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 22 feet, 0 inches x 36 feet, 0 inches | 792sqft | 28 |
| Implementation Date | | |
| 2022-05-18 | | |

| |
|-----------------------|
| 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 # |
| Rostraver El Sch | | 132 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 25 feet, 0 inches x 16 feet, 0 inches | 400sqft | 14 |
| Implementation Date | | |
| 2022-05-18 | | |
| 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 # |
| Marion El Sch | | 130 |
| 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, 3 inches x 27 feet, 9 inches | 728sqft | 26 |
| Implementation Date | | |
| 2022-05-18 | | |
| 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 # |
| Marion El Sch | | 131 |
| 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, 8 inches x 15 feet, 11 inches | 328sqft | 11 |

| |
|----------------------------|
| Implementation Date |
| 2022-05-18 |
| 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 # |
| Rostraver El Sch | | 133 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 28 feet, 0 inches x 28 feet, 0 inches | 784sqft | 28 |
| Implementation Date | | |
| 2022-05-18 | | |
| 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 # |
| Belle Vernon Area HS | | 410 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 29 feet, 0 inches x 88 feet, 0 inches | 2552sqft | 91 |
| Implementation Date | | |
| 2023-08-25 | | |
| Uploaded Files | | |
| | | |

10Assurance Check

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

| | | |
|------------------------|--|---|
| Building Name | | Room # |
| Rostraver El Sch | | 119 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |

| | | |
|---------------------------------------|-----------------------------------|---------------------------------------|
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 25 feet, 0 inches x 32 feet, 6 inches | 812sqft | 29 |
| Implementation Date | | |
| 2022-05-18 | | |
| Uploaded Files | | |
| | | |

11 Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Belle Vernon Area 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 |
| 17 feet, 8 inches x 22 feet, 4 inches | 394sqft | 14 |
| Implementation Date | | |
| 2022-05-18 | | |
| Uploaded Files | | |
| | | |

12 Assurance Check

| | | |
|-----------------|-----|----|
| Assurance Check | Yes | No |
|-----------------|-----|----|

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

| | | |
|--|-----------------------------------|---|
| Building Name | | Room # |
| Marion El Sch | | 103 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 22 feet, 11 inches x 32 feet, 3 inches | 739sqft | 26 |
| Implementation Date | | |
| 2022-05-18 | | |
| Uploaded Files | | |
| | | |

13Assurance Check

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

| | |
|----------------------|---------------|
| Building Name | Room # |
| Belle Vernon Area MS | 102 |

| | | |
|---------------------------------------|-----------------------------------|---|
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 25 feet, 0 inches x 27 feet, 0 inches | 675sqft | 24 |
| Implementation Date | | |
| 2022-05-18 | | |
| Uploaded Files | | |
| | | |

14 Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Belle Vernon Area HS | | 301 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 17 feet, 4 inches x 22 feet, 4 inches | 387sqft | 13 |
| Implementation Date | | |
| 2022-05-18 | | |
| Uploaded Files | | |
| | | |

15 Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Belle Vernon Area MS | | 116 |
| 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 30 feet, 0 inches | 780sqft | 27 |
| Implementation Date | | |
| 2022-05-18 | | |
| Uploaded Files | | |
| | | |

16Assurance Check

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

| | |
|----------------------|---------------|
| Building Name | Room # |
|----------------------|---------------|

| | | |
|---------------------------------------|-----------------------------------|---|
| Rostraver El Sch | | 110 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 41 feet, 0 inches x 23 feet, 0 inches | 943sqft | 33 |
| Implementation Date | | |
| 2023-01-30 | | |
| Uploaded Files | | |
| | | |

17 Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Marion El Sch | | 136 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 31 feet, 0 inches x 36 feet, 0 inches | 1116sqft | 39 |
| Implementation Date | | |
| 2024-08-22 | | |
| Uploaded Files | | |
| | | |

18Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Rostraver El Sch | | 139 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 25 feet, 0 inches x 16 feet, 0 inches | 400sqft | 14 |
| Implementation Date | | |
| 2024-08-22 | | |
| Uploaded Files | | |
| | | |

19Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Belle Vernon Area MS | | 212 |
| School Building | | Building Description |
| | | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement | Max # of students in classroom |
| 25 feet, 0 inches x 16 feet, 0 inches | 400sqft | 14 |
| Implementation Date | | |
| 2024-08-22 | | |
| Uploaded Files | | |
| | | |

20Assurance Check

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

| | | |
|---------------------------------------|-----------------------------------|---|
| Building Name | | Room # |
| Belle Vernon Area HS | | 203 |
| 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 | | |
| 2024-08-22 | | |
| Uploaded Files | | |
| | | |

21Assurance Check

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

Special Education Support Services

22Special Education Support Services

| Special Education Support Services | Numerical Value | Primary Location | Contractor or District |
|------------------------------------|-----------------|------------------|------------------------|
| Director of Special Education | 1 | District Wide | District |
| School Psychologist | 1 | District Wide | District |
| Paraprofessionals | 10 | Elementary | District |
| Paraprofessionals | 7 | Secondary | District |
| Social Worker | 1 | District Wide | District |
| Occupational Therapist | 2 | District Wide | Contractor |
| Physical Therapist | 1 | District Wide | Contractor |
| Guidance Counselor | 2 | Elementary | District |
| Guidance Counselor | 4 | Secondary | District |
| Other | 4 | Elementary | Contractor |
| Other | 5 | District Wide | District |
| Other | 3 | Secondary | Contractor |

Special Education Personnel Development

Autism

| Description of Training | | | |
|--|--------------------|--------------------|---|
| Applied Behavior Analysis (ABA) Training | | | |
| Lead Person/Position | | Year of Training | |
| PaTTAN / Internal Coach | | 2024 | |
| | | 2025 | |
| | | 2026 | |
| | | 2027 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| Multiple | 9 | District PaTTAN | Paraprofessionals Special Education Teachers |

| Description of Training | | | |
|---------------------------------|--------------------|--|---|
| Knowledges of Disabilities | | | |
| Lead Person/Position | | Year of Training | |
| Coordinator of Student Services | | 2024 | |
| | | 2025 | |
| | | 2026 | |
| | | 2027 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 2 | District Intermediate Unit PaTTAN Other | Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other |

Positive Behavior Support

| Description of Training | | | |
|---|--------------------|---|--|
| Program-Wide or School-Wide Positive Behavior Interventions and Support | | | |
| Lead Person/Position | | Year of Training | |
| Building Administration | | 2024 | |
| | | 2025 | |
| | | 2026 | |
| | | 2027 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| Multiple | Multiple | District Intermediate Unit PaTTAN | Building Administrators General Education Teachers Paraprofessionals Special Education Teachers |

| Description of Training | | | |
|-----------------------------|--------------------|------------------|--|
| QBS Safety Care Training | | | |
| Lead Person/Position | | Year of Training | |
| District Certified Trainers | | 2024 | |
| | | 2025 | |
| | | 2026 | |
| | | 2027 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 6 | Multiple | District | Building Administrators General Education Teachers Paraprofessionals Special Education Teachers |

Paraprofessional

| Description of Training | | | |
|--|--------------------|-------------------|-------------------|
| Positive Behavior Strategies and Interventions | | | |
| Lead Person/Position | | Year of Training | |
| Coordinator of Student Services | | 2024 | |
| | | 2025 | |
| | | 2026 | |
| | | 2027 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 1 | Intermediate Unit | Paraprofessionals |

| Description of Training | | | |
|---------------------------------|--------------------|-------------------------------|-------------------|
| Inclusive Practices | | | |
| Lead Person/Position | | Year of Training | |
| Coordinator of Student Services | | 2024 | |
| | | 2025 | |
| | | 2026 | |
| | | 2027 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 1 | District Intermediate Unit | Paraprofessionals |

Transition

| Description of Training | |
|--------------------------------|------------------|
| Effective Transition Practices | |
| Lead Person/Position | Year of Training |
| Transition Coordinator | 2024 |
| | 2025 |

| | | | |
|---------------------------|---------------------------|---|----------------------------|
| | | 2026 2027 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 3 | 1 | District Intermediate Unit PaTTAN | Special Education Teachers |

Science of Literacy

| Description of Training | | | |
|-------------------------|--------------------|------------------------------|--|
| Foundations Training | | | |
| Lead Person/Position | | Year of Training | |
| Director of Curriculum | | 2024 2025 2026 2027 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| Multiple | Multiple | District Other | Building Administrators General Education Teachers Paraprofessionals Special Education Teachers |

| Description of Training | |
|---------------------------------------|------------------------------|
| Heggerty's Phonemic Awareness Program | |
| Lead Person/Position | Year of Training |
| WIU/Building Administration/ | 2024 2025 2026 2027 |

| Hours Per Training | Number of Sessions | Provider | Audience |
|--------------------|--------------------|-------------------------------|---|
| 3 hrs. | 2 | District Intermediate Unit | Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers |

Parent Training

| Description of Training | | | |
|---|--------------------|------------------|----------|
| School Age Services, County Services, Transition Services | | | |
| Lead Person/Position | | Year of Training | |
| Coordinator of Student Services/Transition Coordinator | | 2024 | |
| | | 2025 | |
| | | 2026 | |
| | | 2027 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 1 | District | Parents |

| Description of Training | | | |
|---------------------------|--------------------|------------------|----------|
| Mental Health Awareness | | | |
| Lead Person/Position | | Year of Training | |
| District/Outside agencies | | 2024 | |
| | | 2025 | |
| | | 2026 | |
| | | 2027 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 2 | District | Parents |

| | | | |
|--|--|----------------------------|--|
| | | Intermediate Unit Other | |
|--|--|----------------------------|--|

IEP Development

| Description of Training | | | |
|---------------------------------|--------------------|-------------------------------|--|
| Least Restrictive Environment | | | |
| Lead Person/Position | | Year of Training | |
| Coordinator of Student Services | | 2024 | |
| | | 2025 | |
| | | 2026 | |
| | | 2027 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 1 | District Intermediate Unit | Building Administrators General Education Teachers Paraprofessionals Special Education Teachers |

| Description of Training | | | |
|---------------------------------|--------------------|-------------------------------|--|
| Understanding IEP Language | | | |
| Lead Person/Position | | Year of Training | |
| Coordinator of Student Services | | 2024 | |
| | | 2025 | |
| | | 2026 | |
| | | 2027 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 1 | District Intermediate Unit | Building Administrators General Education Teachers Paraprofessionals |

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

| Description of Training | | | |
|---------------------------------|--------------------|---|---|
| Student Led IEPs | | | |
| Lead Person/Position | | Year of Training | |
| Coordinator of Student Services | | 2024 | |
| | | 2025 | |
| | | 2026 | |
| | | 2027 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 1 | District Intermediate Unit PaTTAN | Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other |

Signatures & Affirmations

Approval Date
2022-07-19

Uploaded Files

AssuranceStatement.pdf

- 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

Kenneth A. Williams

Date

2022-09-19

