

## Profile and Plan Essentials

### Special Education Students

Total Number of Students Receiving Special Education 237

School District Total Student Enrollment 1013

Percent of Students Receiving Special Education 23.4

## Steering Committee

Name	Position/Role	Building	Email
Stacey Alexander	Building Principal	Aliquippa JSHS	salexander@quipsd.org
A'Frica Sheppard	Building Principal	Aliquippa JSHS	asheppard@quipsd.org
Rodney Heard	Building Principal	Aliquippa JSHS	rheard@quipsd.org
Robert Motte	Building Principal	Aliquippa El Sch	rmotte@quipsd.org
Michael Malic	Building Principal	Aliquippa El Sch	mmalic@quipsd.org
Tahilyah Campbell	Parent	Aliquippa JSHS	takiahardy74@gmail.com
Jennifer Damico	Other	Aliquippa SD	jdamico@quipsd.org
Jason Guzie	Director of Special Education	Aliquippa SD	jguzie@quipsd.org
Thomas Majors	Special Education Teacher	Aliquippa JSHS	tmajors@quipsd.org
Nicole Biela	Special Education Teacher	Aliquippa El Sch	nbiela@quipsd.org
Dr. Phillip K. Woods	Superintendent	Aliquippa SD	pwoods@quipsd.org
Tahilyah Campbell	Parent	Aliquippa SD	tcampbell@gmail.com

## 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
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# Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities



**Significant Disproportionality - Discipline**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

# Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

## Non-Resident Students Oversight

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

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.)

At this time, no facilities or institutions requiring these procedures are within our borders. If Aliquippa was a host LEA we would follow the following procedures to ensure oversight. When a student was placed in the facility, we would communicate with home districts no later than one business day. A PDE 4605 would be submitted to the school district of residence along with a request for educational records for enrollment. We would convene the IEP team to determine educational placement. The LRE would be considered first unless the needs of the students could not be met in the LRE. The host district is responsible for FAPE, CHILD FIND, reporting progress, appointing a surrogate, and communication with the school district of residence.

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

As the host, the Aliquippa School District staff would work with the 1306 non-educational facility and the home district two weeks prior to discharge to ensure a smooth transition. In the event that the student is being discharged to a different facility and not the home district, the new host district will be notified of changes at least two weeks before discharge. The team will work together to ensure the new program meets the needs of the student and moves them forward toward successful graduation

## 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).  
As a home district: In conjunction with the Hopewell Area School District, and any other host school districts, ASD will seek the involvement of those identified students and their parents in the IEP process. The District will work closely with the host districts to make every attempt to graduate eligible incarcerated students. The District will also be available for services, such as testing, when needed. As a host district: At this time, the Aliquippa School District has no facilities that serve incarcerated students within its borders. If one were to move into the district we would follow the following procedures to ensure FAPE. Aliquippa School District would provide FAPE to all eligible students residing in the district, including those students who may also be incarcerated. The district would maintain ongoing contact and work with resident school districts. We would ensure the transfer of records. We would provide input and recommendations to develop an updated IEP. The IEP will be developed to ensure that the student's education provides FAPE.

## Least Restrictive Environment

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

According to the Special Education Data Report (2019-2020), Aliquippa School District's special education department educated 195 students with IEPs. Of those students, 50.3% worked in itinerate programs. This was 11.2% lower than the state average of 61.5%. The school district served 20% of its special education population in the Least Restrictive Environment (LRE) at least 40% of the day. This was 11.4% more than the state average of 9.6%. Since this data was collected two school years have passed. As of today, Tuesday, May 10, 2022, the school district serves 245 students in special education. The school's total enrollment is 1,011. Of the total student body, 24.2% qualify for special education services. Of this group, 22 are placed outside of the district, 45 work in the LRE for less than 40% of the day, 78 work in the LRE for less than 79% but more than 40%, and 100 work in the LRE for over 20% of the school day. When current data is compared to 2019-2020 data a few notable changes can be noted. Students learning in the LRE has decreased from 50.3% to 40.8%. Students who learn in the LRE between 40% and 79% have also increased from 20% to 31%. This data trend indicates that more students have been placed in special education environments by IEP teams over the last two years. Program changes that address this negative trend will be noted below. The district program has enhanced its in-house emotional and behavioral support system during the last few school years. Details about program changes are noted below. This district has reduced its number of out-of-district placements from 40 in June of 2020 to 22 currently.

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

Universal practices that meet the academic and social/emotional needs of all students include School-Wide Positive Behavior Support, academic interventions, after-school tutoring, and a mental health affiliate. The elementary school is currently developing a plan to implement School-Wide Positive Behavior Supports. To aid this process, a behavior specialist to the staff. This plan will be implemented during the 2022-2023 school year. Academic interventions are in place for students in kindergarten through second grade. The Heggerty phonics program is also used as an intervention in Kindergarten through second grade. IXL screening is used to identify students who require interventions. The middle and high school programs also provide interventions for reading. Like the program in the elementary school, students do not have to qualify for special education services to access the interventions. The school district works with Western Pennsylvania Psychiatric Care (WPPC) so that in-house therapy can be offered to students who are in need. The general WPPC program draws payment from medical insurance. The school district has developed a second contract with the company so payment can be provided for services without the use of medical insurance. This payment stream is used when students do not have access to medical insurance. It's also used when students work with outside agencies but also show a need for additional counseling in school. The program is organized in these ways so students can access the general environment appropriately.

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

The LEA provides opportunities for meaningful participation in the general education curriculum for students with disabilities. The special education program ranges from itinerant to full-time within our buildings. Since this is true, students can appropriately access the general education curriculum and setting while still having high needs met. Academic Programming: The Aliquippa School District offers autistic, emotional, life skills, speech, and learning support across all grade levels. The speech program includes two full-time therapists who educate students in pull-out environments as well as within classrooms. The learning support program offers inclusion support for ELA and math for kindergarten through third grade. Special education environments are available for students in ELA and math for grades three through twelve. IEP teams determine placement for these students. The Least Restrictive Environment is considered and provided for students with disabilities to the maximum extent possible. Three classrooms make up the structure of our

autistic support program. Students who attend these classrooms have significant needs. All students in this setting take the PASA and work in an alternate curriculum. This group attends the general setting when possible. Some students from the program attend their general classroom with the help of supplemental aids and services. The life skills program is made up of three classrooms. Students in this program work in an alternate curriculum. The Unique Learning System is utilized to add structure and direction to the program. Our emotional support program will move from two to four classes before the next school year. This program offers in-house support for many students who would historically work out-of-district. Learning within the district provides an opportunity to work in the general education setting much more often. A goal of the special education program has been to enhance in-house support in-order to educate more students without out-of-district placements. By keeping students with high needs in-house, more opportunity for inclusion is offered. Utilized Training: • Speech and language updates and training through IU27 • Special education contact meetings through IU27 • MTSS training for the elementary school • MTSS training for the middle school • School Wide Positive Behavior Support Plan / BVIU • Autism/theory of mind • PDE.EDU paraprofessional training • Recognizing signs of abuse/ The Woman’s Center • Orton-Gillingham Training for learning support ELA k-3 • Unique Learning System training • IEP Writing Session • Components of emotional support classrooms. PATTAN • CPI, Crisis Prevention Intervention

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. Students with disabilities are encouraged to become involved in the district’s extracurricular activities. The LEA provides students with disabilities with supplemental aids and services to participate. An example of this is the academic coach employed by the district for student-athletes. This position monitors student progress academically and arranges additional support for student-athletes who fall behind. The district also seeks extracurricular activities that promote the inclusion of students with special needs. For example, the district is working with “Unified Sports” to create a bocce team. The team will include students with and without disabilities. The team will compete against other schools in this PIAA sport.
5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities? The district provides FAPE to some students by placing them in specialized private schools. Students in these schools are often included on our sports teams. The LEA ensures their involvement by adjusting busing when needed. These students are supported to join all extracurricular activities and adjustments are made when needed.
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)  
At the end of the 2019-2020 school year, our out-of-district list was made up of forty students. More than sixty percent of the students placed out at that time worked in emotional support settings. The number of students who need to be educated in other settings has decreased to 22 due, in part, to the increased ability to provide FAPE in-house for students with emotional and/or behavioral needs. Our in-house model offers weekly therapy, cool-down rooms, FBAs, PBSPs, a token system, check-in-checkout, and other scientifically based intervention methods. Before the 2020-2021 school year, our continuum of in-house services did not include emotional and behavioral support. During the 2020-2021 school year, we began to address the need to expand the special education programs and include more behavior and emotional support. Two emotional support classrooms were added to the program during the 2020-2021 school year. Before the implementation of the in-house programs, we had no emotional support settings. One ES setting was placed in each of our two school buildings. Currently, we have set a goal to enhance our in-house emotional and behavioral support by adding two additional ES classrooms. Next year, each building will offer two ES settings. The expansion of this program will enable the district to meet the needs of more students in-house. It will also provide needed services to students whose needs are not severe enough to warrant an out-of-district placement for emotional

support. By enhancing this type of support, Aliquippa School District will become a more appropriate setting for students who have emotional support needs. Students will benefit by learning in-house where their special education programs can be provided at a full-time, supplemental, or itinerant level. Being educated in the general neighborhood school will provide many more opportunities for students to work in a general environment. Overall, the enhancement of our in-house emotional support system will provide many of our students an opportunity to access their neighborhood school.

### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Horizon	Other	IU	IU27	Multiple Disabilities Support	10
The Bradley Center	Licensed Private Academic		The Bradley Center	Emotional Support	3
Class Academy	Licensed Private Academic		Class Academy	Emotional Support	2
Wester PA School for the Blind	Approved Private School (APS)		Wester PA School for the Blind	Blind and Visually Impaired Support	1
Watson	Approved Private School (APS)		Watson Institute	Autistic Support	3
Pressley Ridge School for the Deaf	Approved Private School (APS)		Pressley Ridge	Deaf and Hard of Hearing Support	1
Adelphoi in Rochester	Licensed Private Academic		Adelphoi	Emotional Support	3

## Positive Behavior Support

Date of Approval

2017-06-14

Uploaded Files

BoardDocs® BEHAVIOR SUPPORT.pdf

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

The district supports the emotional and social needs of students with disabilities by offering programming across the continuum of services. For all students, the district offers psychological therapy through a mental health affiliate, a contracted behavior specialist, and a school-wide positive behavior support plan in the primary school. Students who have special needs also have access to programming in special education settings. Within the special education setting the LEA provides four emotional support classrooms to meet student needs. These programs offer check-in/check-out, cool-down rooms, social skills lessons, additional therapy paid for by the school district, emergency toolkit planning, and academic instruction in ELA and math. For students who require the highest level of support, the district partners with outside placements to provide FAPE. Since programming is embedded in all parts of our continuum students are able to transition smoothly into more or less supported settings. This enables the district to provide services in the LRE to the maximum extent possible.

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.

Positive Behavior Support Training: • Since the middle of last school year, the LEA has been working with the Beaver Valley Intermediate Unit to launch a Positive Behavior Support plan school-wide in the elementary building. • The LEA has set up a contract with BVIU to provide a full-time behavior specialist to the students in the elementary building. This person guides the SWPBSP team during training sessions. De-escalation Techniques and Responses: • The LEA provides staff with training from the Crisis Prevention Institute. Staff trained in CPI Nonviolent Crisis Intervention Training include: • Guards • Teachers • Aides • Administrators

3. Describe the district positive school wide support programs.

The district uses school-wide positive support programs at the elementary level. Currently, the program focuses on positive behavior while riding the bus. The program is called the Quips Being Good (QBG) program. Students receive tickets while caught riding the bus safely. Awards are given after students are chosen in a drawing. The QBG program is being extended to the rest of the elementary school. QBG is being implemented as an SWPBSP. Training is being provided by IU27. Token systems to increase positive behavior are also available in the emotional support settings. The school district includes four emotional support classrooms and positive behavior support plans are included in each of those programs. These programs are present in all grade levels.

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

The LEA has a partnership with the Western Pennsylvania Psychiatrist Care company. The company runs a clinique at each building. Any student in need can sign up for the program and receive in-house therapy. The program run by WPPC is called Positive Steps. The Positive Steps program is funded through health insurance. To ensure that students in need receive these services, the school district has established a secondary contract with WPPC. When



students are in need of intense ES services, the additional service is provided and paid for by the school district. The district also uses this second payment stream to provide students with therapy despite issues with medical insurance.

5. Describe the district restraint procedure.

The district's policy regarding restraints reads: Restraints - application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following: Briefly holding a student, without force, to calm or comfort him/her. Guiding a student to an appropriate activity. Holding a student's hand to escort him/her safely from one area to another. Hand-over-hand assistance with feeding or task completion. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices. Staff is training in Crisis Prevention Interventions and taught to use restraining as a last resort. These are only to be used when a student is a danger to himself or others.

## 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 did not have a need for homebound instruction according to the SES data.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MF	Secondary	Full-time (1.0)	05/25/2022 12:23 PM

<b>Building Name</b>		
Aliquippa JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>Building Name</b>		
Aliquippa JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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JS	Secondary	Full-time (1.0)	05/25/2022 12:21 PM
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<b>Building Name</b>		
Aliquippa JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Aliquippa JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
DS	Secondary	Full-time (1.0)	06/01/2022 01:23 PM

<b>Building Name</b>		
Aliquippa JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Aliquippa JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.55

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RT	Secondary	Full-time (1.0)	05/25/2022 12:17 PM

<b>Building Name</b>		
Aliquippa JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75

<b>Building Name</b>		
Aliquippa JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
BL	Elementary	Full-time (1.0)	05/25/2022 12:03 PM

<b>Building Name</b>		
Aliquippa El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Aliquippa El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
NL	Elementary	Full-time (1.0)	06/01/2022 01:24 PM

<b>Building Name</b>
Aliquippa El Sch

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Aliquippa El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LE	Elementary	Full-time (1.0)	06/01/2022 01:24 PM

<b>Building Name</b>		
Aliquippa El Sch		
<b>Support Type</b>		



Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.65

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
AB	Elementary	Full-time (1.0)	05/25/2022 11:57 AM

<b>Building Name</b>		
Aliquippa El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.6

<b>Building Name</b>		
Aliquippa El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NR	Elementary	Full-time (1.0)	06/01/2022 01:24 PM

<b>Building Name</b>		
Aliquippa El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students attend speech in grade level appropriate groups.		0.23

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MC	Multiple	Full-time (1.0)	06/01/2022 01:24 PM

<b>Building Name</b>		
Aliquippa El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students work in speech groups with same grade level peers.		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
TM	Secondary	Full-time (1.0)	05/25/2022 11:25 AM

<b>Building Name</b>		
Aliquippa JSHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.42

<b>Building Name</b>		
Aliquippa JSHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
JD	Secondary	Full-time (1.0)	06/01/2022 01:24 PM

<b>Building Name</b>		
Aliquippa JSHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Aliquippa JSHS		

<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NB	Elementary	Full-time (1.0)	05/25/2022 11:18 AM

<b>Building Name</b>		
Aliquippa El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AK	Elementary	Full-time (1.0)	05/25/2022 11:17 AM

<b>Building Name</b>		
Aliquippa El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
DB	Secondary	Full-time (1.0)	05/25/2022 11:14 AM

<b>Building Name</b>		
Aliquippa JSHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 20
<b>Age Range Justification</b>		<b>FTE %</b>

Students in this room require similar programming. The age range difference was discussed with families and approved through the IEP waiver.	0.45
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MM	Secondary	Full-time (1.0)	05/25/2022 11:11 AM

<b>Building Name</b>		
Aliquippa JSHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SR	Elementary	Full-time (1.0)	05/25/2022 11:10 AM

<b>Building Name</b>		
Aliquippa El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		

Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JC	Elementary	Full-time (1.0)	05/25/2022 11:07 AM

<b>Building Name</b>		
Aliquippa El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Students in this classroom have very similar needs related to their disabilities. Each family has signed IEP waivers that explain the age range in the room.		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SG	Elementary	Full-time (1.0)	05/25/2022 10:05 AM



<b>Building Name</b>		
Aliquippa El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.62

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Aliquippa JSHS		110
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 24 feet, 0 inches	480sqft	17
<b>Implementation Date</b>		
2022-06-01		
<b>Uploaded Files</b>		

### 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	

<b>Building Name</b>		<b>Room #</b>
Aliquippa JSHS		108
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 24 feet, 0 inches	480sqft	17
<b>Implementation Date</b>		
2022-06-01		
<b>Uploaded Files</b>		

### 2 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	

<b>Building Name</b>		<b>Room #</b>
Aliquippa JSHS		207
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
37 feet, 0 inches x 26 feet, 0 inches	962sqft	34
<b>Implementation Date</b>		
2022-06-01		
<b>Uploaded Files</b>		

### 3 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	

<b>Building Name</b>		<b>Room #</b>
Aliquippa JSHS		208
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 20 feet, 0 inches	480sqft	17
<b>Implementation Date</b>		
2022-06-01		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Aliquippa JSHS		211
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25
<b>Implementation Date</b>		
2022-06-01		
<b>Uploaded Files</b>		

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5 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	

<b>Building Name</b>		<b>Room #</b>
Aliquippa JSHS		213
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25
<b>Implementation Date</b>		
2022-06-01		
<b>Uploaded Files</b>		

6 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	

<b>Building Name</b>		<b>Room #</b>
Aliquippa JSHS		214
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 18 feet, 0 inches	432sqft	15
<b>Implementation Date</b>		
2022-06-01		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Aliquippa JSHS		217
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25
<b>Implementation Date</b>		
2022-06-01		
<b>Uploaded Files</b>		

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8 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	

<b>Building Name</b>		<b>Room #</b>
Aliquippa El Sch		330
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
<b>Implementation Date</b>		
2022-06-01		
<b>Uploaded Files</b>		

9 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	

<b>Building Name</b>		<b>Room #</b>
Aliquippa El Sch		217
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 29 feet, 0 inches	667sqft	23
<b>Implementation Date</b>		
2022-06-01		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Aliquippa El Sch		323
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 28 feet, 0 inches	672sqft	24
<b>Implementation Date</b>		
2022-06-01		
<b>Uploaded Files</b>		



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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	

<b>Building Name</b>		<b>Room #</b>
Aliquippa El Sch		304
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 29 feet, 0 inches	754sqft	26
<b>Implementation Date</b>		
2022-06-01		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Aliquippa El Sch		317
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 21 feet, 0 inches	546sqft	19
<b>Implementation Date</b>		
2022-06-01		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Aliquippa El Sch		329
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 25 feet, 0 inches	700sqft	25
<b>Implementation Date</b>		
2022-06-01		
<b>Uploaded Files</b>		

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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	

<b>Building Name</b>		<b>Room #</b>
Aliquippa El Sch		110
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
40 feet, 0 inches x 27 feet, 0 inches	1080sqft	38
<b>Implementation Date</b>		
2022-06-01		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Aliquippa El Sch		108
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 27 feet, 0 inches	729sqft	26
<b>Implementation Date</b>		
2022-06-01		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Aliquippa El Sch		331
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 0 inches x 25 feet, 0 inches	900sqft	32
<b>Implementation Date</b>		
2022-06-01		
<b>Uploaded Files</b>		

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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	

<b>Building Name</b>		<b>Room #</b>
Aliquippa El Sch		227
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 12 feet, 0 inches	240sqft	8
<b>Implementation Date</b>		
2022-06-01		
<b>Uploaded Files</b>		

18 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	

<b>Building Name</b>		<b>Room #</b>
Aliquippa El Sch		225
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
15 feet, 0 inches x 21 feet, 0 inches	315sqft	11
<b>Implementation Date</b>		
2022-06-01		
<b>Uploaded Files</b>		

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	

## Special Education Support Services

### 20Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	District
Paraprofessionals	9	District Wide	District
School Psychologist	1	District Wide	Contractor
Physical Therapist	.5	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Behavior Specialist	1	Elementary	Contractor
Director of Pupil Services	1	District Wide	District
Guidance Counselor	3	District Wide	District

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
Teachers and administration will attend a workshop pertaining to Autism/ ADHD/ Executive Functioning Skills presented by a consultant from the BVIU. The strategies that will be presented will then be utilized in the classrooms throughout the school year. The consultant will be utilized throughout the year to provide teacher consultation and student observations.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education/ BVIU TAC		2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	2		Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Theory of Mind and Social Skills			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Building Administrators General Education Teachers Special Education Teachers

### Positive Behavior Support

<b>Description of Training</b>			
A full training will be offered to the elementary teachers			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
BVIU TAC		2022, 2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>



6	3	Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers
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### Paraprofessional

<b>Description of Training</b>			
Nonviolent Crisis Intervention Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Director		2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	2	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Online Paraprofessional Training through PATTAN			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2022, 2023, 2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
16	16	PaTTAN	Paraprofessionals

### Transition

<b>Description of Training</b>	
Participants will have the opportunity to learn about effective practices to assist youth/young adults with disabilities to be empowered in an environment of change and any updates and resources they can utilize to enhance our Transition program. These trainings will also include the implementation of the Career standards and the implementation of the 339 Plan.	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Transition Coordinator/ BVIU TAC	2023

Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Central Office Administrators Special Education Teachers

### Science of Literacy

Description of Training			
Orton Gillingham Training			
Lead Person/Position		Year of Training	
Special Education Director		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
90	15	Intermediate Unit Other	Special Education Teachers

Description of Training			
Updated Universal Screener Assessment Training IXL			
Lead Person/Position		Year of Training	
Curriculum Director		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers Special Education Teachers

### Parent Training

Description of Training	
Understanding IEPs and 504	
Lead Person/Position	Year of Training
Special Education Director	2023

Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Overview of supports available in school			
Lead Person/Position		Year of Training	
Special Education Director		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

### IEP Development

Description of Training			
Writing IEP Goals			
Lead Person/Position		Year of Training	
Director of Special Education		2023	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	Intermediate Unit	Special Education Teachers

Description of Training			
Transition IEP Training			
Lead Person/Position		Year of Training	
Director of Special Education		2023	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	Intermediate Unit	Special Education Teachers



## Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

