

Profile and Plan Essentials

LEA Name		AUN
West Mifflin Area SD		103029603
Address 1		
81 Commonwealth Avenue		
Address 2		
City	State	Zip
West Mifflin	PA	15122
Director of Special Education Name		
Dayna Sikora		
Director of Special Education Email		
sikorad@wmasd.org		
Director of Special Education Phone Number		Director of Special Education Ext
41284669131		1234
Chief Administrator Name		
Mr Jeffrey T Soles		
Chief Administrator Email		
solesj@wmasd.org		

Special Education Students

Total Number of Students Receiving Special Education 643

School District Total Student Enrollment 2473

Percent of Students Receiving Special Education 26

Steering Committee

Name	Position/Role	Building	Email
Jeffrey Soles	Superintendent	West Mifflin Area SD	solesj@wmasd.org
Dayna Sikora	Director of Special Education	West Mifflin Area SD	sylvisl@wmasd.org
Jeffrey Solomon	Other	West Mifflin Area SD	solomonj@wmasd.org
Noelle Haney	Other	Clara Barton El Sch	haneyn@wmasd.org
Mallory Snyder	Special Education Teacher	West Mifflin Area MS	snyderm@wmasd.org
Karen Lake	Special Education Teacher	Homeville El Sch	lakek@wmasd.org
Brian Aufman	General Education Teacher	West Mifflin Area HS	aufmanb@wmasd.org
Jill Jakub	Parent	Clara Barton El Sch	jakubj@wmasd.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

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.)

Currently the West Mifflin Area School District does not have any 1306 facilities located within its containment. However, in the event that the West Mifflin Area School District does become a host school district, the district would comply with the regulations to meet its obligations with the § 1306 facility. In addition to providing all children with an appropriate educational program, the district is committed to ensuring their Child Find responsibility for children that are considered thought-to-be eligible for special education services within the host school district's jurisdiction. Our responsibilities would include locating, identifying, and evaluating all § 1306 students for an evaluation with suspected disabilities. The district would be required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The district is cognizant and understands if they would be a host facility: the host district submits PDE 4605 to the district of residence and requests educational records for enrollment, the host district, convenes the IEP team to determine educational needs, programming, supplementary aids and services, related services, and the host district is responsible for FAPE-appointing a surrogate if needed, and communicating with the home district and parent to participate in the IEP process. The host district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a "free appropriate public education" for eligible children with Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA) and for "qualified handicapped students" with Service Agreements in accordance with § 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15.

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

The West Mifflin School District communicates with all IEP team members involved. Communication with 1306 Facilities would occur through the designation of a district liaison. The district would assign a liaison, such as a special education coordinator or counselor to maintain contact with 1306 facilities. The liaison would facilitate communication between the facility, district, and parents/guardians. There would be regular updates and sharing of records. The facility would be asked to provide academic progress reports, behavioral updates, and any individualized education program (IEP) modifications. The district would ensure FERPA-compliant exchange of student records to maintain educational continuity. In order to communicate coordination of support services, the teams would have regular meetings according to dates. If a student has an IEP or 504 Plan, the district would ensure services and alignment with their needs in collaboration with the facility. When transitioning

back to school, the team would have a meeting before the transition. Prior to a student's return, the meeting would be held involving the student, parents/guardians, district staff, and facility representatives. The district would set goals, expectations, and support services, which would be outlined to ease reintegration. Individualized transition plans would be implemented to develop a staggered return, modified schedules, or additional academic/behavioral interventions. If necessary, a re-evaluation of the student's IEP or academic placement is conducted. Ongoing monitoring and support will take place in order to monitor for success, communication, and reintegration.

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).**

West Mifflin Area School District is responsible for complying fully with the requirements of IDEA and Chapter 14 regarding the evaluation, placement and provision of special education services for an exceptional or thought to be exceptional student who is incarcerated. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense. Specifically, school districts providing special education services to incarcerated school-age individuals are required to: Upon incarceration of any student, the School District would be notified by the Juvenile Probation Office. The school district provides all pertinent school records, including special education records and/or a positive behavioral support plan, to the juvenile probation office in a timely manner. The LEA or district administrator attends all court hearings concerning the possible adjudication of students. The juvenile probation officer is also included in meetings relating to any student receiving juvenile probation services. Supports required to meet the needs of an incarcerated student would be provided by the School District or in cooperation with the district of that specific location. The school district seeks to provide a free and appropriate education to any such students, in a least restrictive environment, who may be subject to such a determination. Upon notification of a student's impending release from a correctional institution, records are requested by the school district in order to plan for an appropriate placement of that student. District personnel also meet with the facility to plan the transition back to the home school. In regard to Child Find, the LEA follows the district's Child Find procedures by placing information in the newspaper yearly, in the district's yearly newsletter, as well as on the district website.

Least Restrictive Environment

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

West Mifflin Area School District ensures that, to the maximum extent appropriate, children with disabilities are educated with their non disabled peers. Currently, the district educates children in the following environments: SE Inside Regular Class 80% or more (WM 71.6%, state average 61.6%) West Mifflin Area School District strives to educate students with IEPs in the least restrictive environment. Students are supported in the general education environment by implementing the specially designed instruction outlined in individual education program plans. SE Inside Regular Class less than 40% (WM <3.2%, state average 10.0%) West Mifflin Area School District is well below the state average of 10.0%. The district does not house a full time learning support classroom, as the commitment to the least restrictive environment extends to every student in the District. LRE is provided to students enrolled in historically full time support classroom such as Autism Support or Life Skills Support, are still engaged in learning with their typically developing peers in the general education setting to the maximum extent possible. Co-teaching is available to support students with IEP's in the general education setting. SE in Other Settings (WM 12.1%, state average 4.4%) West Mifflin Area School District is above the state average for special education students in other settings. Current efforts to continually address this include providing Life Skills support at the secondary level in district to help provide LRE to students in need of this level of support. Students transitioning from early intervention are supported with current learning support classrooms, except for students with multiple disabilities, or significant disabilities who continue with their previous support placements. Additionally, students whose IEP Team have determined a student requires a more restrictive environment are supported in a more specialized alternative setting. The district has planned an increase in supplementary aids and services, professional development, and outside therapeutic supports. The supports are intended to provide support that allows the IEP team to develop a program that can be implemented in the regular school, or general education environment. The district's area of improvement would be to continue to strive towards educating the West Mifflin Area School District in the students' school of residence, while minimizing outside placements. The district will continue to work to educate all students in their home district as determined by IEP teams. The teams will utilize fade plans, reintegration plans, team meetings, and increased supports in areas of need. The district is also increasing the amount of co-taught classes in the areas of language arts and mathematics. The district is focusing on professional development in the areas of UDL, co-teaching, and inclusive practices. The district utilizes specialized reading programs at each building level taught by learning support teachers. The district is continuing to enhance their inclusive programs by providing supplementary aids and services in the regular education classrooms so that students can participate to the maximum extent possible. Paraprofessionals also assist students with support in inclusion classes, assisting with accommodations, modifications, and providing additional support for students in remedial periods.

Enrollment (School Age) Source: December 1, 2024 Child Count (Most recent data) In reviewing the districts Enrollment, the total enrollment for the LEA was 2,484 and the district total special education enrollment was 610, which puts the district at 25% enrollment for the special education population. District procedures for the identification, location, and evaluation of students with disabilities are reviewed on an ongoing basis to ensure a Free and Appropriate Public Education (FAPE) is provided to students with disabilities who require special education

and related services. -Students with disabilities are educated in the regular education environment to the maximum extent possible. In order for students to be successful in the general education environment and educated to the maximum extent possible in the least restrictive environment, students are provided with supplementary aids and services that increase their opportunities to be successfully educated in the general education environment. Instructional modifications may include modifications of curricular goals, test modifications, or alternate forms of assessment. IEP teams begin placement discussions with a consideration of the regular classroom with supplementary aids and services as the first placement for the student. For some students, the IEP team may determine that a more specialized setting is necessary for the delivery of FAPE. The teachers utilize differentiated instruction in order to meet the needs of the students. Physical modifications are made to the classrooms as necessary. The district also utilizes the support of assistive technology and the assistive technology specialist at the IU in order to provide support and resources for the students. The district continues to participate in professional development training utilizing the expertise of individuals for the IU, PaTTAN, Family Behavioral Resources, and nationally recognized speakers and trainers. The district utilizes initiatives to expand supports, services, and educational opportunities to support students with disabilities access to the general education curriculum in the least restrictive environment.

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

To address the academic and social/emotional needs of all students requiring accommodations in their learning environments, the West Mifflin Area School District implements universal practices based on a Multi-Tiered System of Supports (MTSS) framework. These practices ensure that all students, including those with disabilities or learning challenges, receive the support they need. In regards to academic supports, the district utilizes Universal Design for Learning (UDL) to ensure instruction is accessible by providing multiple means of engagement, representation, and expression. This academic model includes flexible options for students to access materials (e.g., digital text, audio, visual aids). The district also utilizes differentiated instruction in which teachers adjust content and processes based on student readiness, learning styles, and interests. This offers small-group instruction, scaffolded lessons, and hands-on activities to support diverse learning needs. The West Mifflin Area School District offers assistive technology & classroom accommodations with tools like speech-to-text, audiobooks, enlarged print, and graphic organizers support students with specific needs. The district also offers flexible seating, extended time on assessments, and preferential seating to help improve access to learning. In the district, we utilize a Response to Intervention (RTI) method or better known as the multitiered system of supports (MTSS) model • Tier 1: High-quality classroom instruction for all. • Tier 2: Small-group interventions for students needing additional support. • Tier 3: Intensive, individualized interventions for students with significant academic challenges. The West Mifflin Area School District offers social and emotional support through several initiatives. Each of the schools implements School-Wide Positive Behavioral Interventions and Supports (PBIS), which is a proactive approach that establishes clear behavioral expectations and reinforces positive behavior. These supports include tiered interventions: universal support for all, targeted interventions for at-risk students, and intensive supports for students with behavioral challenges. The district employs several social-emotional learning (SEL) programs such as Robokind, the Chill project,

and an array of sensory rooms located in each building. The district offers counseling and mental health services. School counselors, social workers, and psychologists provide individual and group counseling, and crisis intervention teams support students dealing with trauma or emotional distress. The West Mifflin Area School District offers inclusive and supportive learning environments through co-teaching and inclusion models where the general and special education teachers collaborate to provide instruction in an inclusive classroom setting. This model ensures that students with disabilities learn alongside their peers with appropriate supports. The district holds multiple family and community engagement activities such as parent workshops, student-led conferences, and partnerships with mental health agencies and this ensures a whole-child approach to support. The West Mifflin Area School District uses a universal screening in reading via Acadience and in math via Acadience. The West Mifflin Area School District uses a Multi-Tiered System of Supports (MTSS) framework at the elementary schools (K-5). The school district employs two MTSS Intervention Specialists district-wide. The MTSS team meets on a monthly basis to review student data and discuss any concerns. The MTSS team discusses educational strategies that can be implemented to assist the targeted students. The West Mifflin Area School District refers students with social/emotional needs to the Student's Assistant Program (SAP).

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

Regular and special education staff and support staff are encouraged to attend professional development opportunities offered through PDE, PaTTAN, and the Allegheny Intermediate Unit 3, in order to enhance their knowledge and ability to support the inclusion of children with learning disabilities within the general education setting. West Mifflin Area School District collaborates with AIU3, PaTTAN and PDE to bring training to the school district during scheduled in-service days. The West Mifflin Area School District offers training through district trainings, as well as individual observations and feedback in the classes. The district is working towards increasing co-taught classes. The West Mifflin Area School District is working towards supporting Universal Design for Learning (UDL), in which training has been offered in the district for the concept. UDL is a framework that is utilized in order to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. The district is working to utilize UDL in order to address systematic barriers that result in inequitable learning through looking at the "what, why, and how" of learning. The UDL framework is the guide for goals, assessments, methods, and materials that can be utilized in order to adapt and individualize instruction and materials in order to meet each students' needs. UDL acknowledges diverse learners in the classroom. UDL is being utilized to remove barriers and provide equitable access to/for all students. The West Mifflin Area School District is also utilizing the Multi-Tiered System of Supports (MTSS) which is a framework designed to support students at all levels. The process is geared toward identifying students' academic levels in order to determine the amount of supports needed academically and behaviorally. The MTSS process not only supports students academically, but it also increases teacher effectiveness as a whole. MTSS is not a curriculum, but it is a systematic approach that utilizes strategies in order to develop a specific approach for each student based on each student's needs. Students with disabilities are instructed using the same curriculum as their non-disabled peers. The district also utilizes different curricular materials with students who demonstrate a need for additional supports. The district continues to review curriculum and course offerings for

all students in the district. The district has put a focus on the curricular interventions paired with professional development. The district utilizes alternative curriculum, pending the student's individualized needs. The district participates in evidence-based teacher professional development to improve academic literacy and social-emotional learning. Teachers utilize strategies within their classrooms to help structure student groupings, types of learning activities, and the roles of the teacher, students, and classroom discussion in the learning environment. In the area of mathematics, the district utilizes a multi-modal approach to math instruction and continues to pilot programs that focus on providing a more developed understanding of math concepts. The West Mifflin Area School District supports special education students with accommodations and modifications as determined by each IEP team. The district continues to participate in professional development trainings utilizing the expertise of individuals from the Allegheny Intermediate Unit, PaTTAN, Family Behavioral Resources, and other PDE sponsored initiatives to enhance and expand supports and services for educational options available in the District to support all students and increase special education students access to the general education curriculum in the least restrictive environment. The special education department meets monthly for training purposes and to discuss interventions and strategies that may benefit some students, as well as PDE regulations and responsibilities. In addition, the special education director attends monthly meetings with AIU3 and the annual PDE Conference to keep abreast of current evidence-based models and practices as well as to discuss successful programs, services, and options with colleagues. The teachers and the director work collaboratively to ensure a free appropriate public education for our students.

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

In compliance with Part 300 Individuals with Disabilities Education Act Federal Regulations and PA Chapter 14 Special Education Services and Program State Regulations, the West Mifflin Area School District provides each student with a disability with related aides, services, or accommodations that are needed to provide an equal opportunity to participate in and obtain education in the least restrictive environment and to participate in extracurricular activities to the maximum extent appropriate considering the students' needs and abilities. The West Mifflin Area School District provides access to, and participation in, extracurricular opportunities in order to provide important health and social benefits to all students, particularly those with disabilities. Students with disabilities have an equal opportunity for participation in nonacademic and extracurricular services and activities. Students at the postsecondary level are provided with an equal opportunity to participate in athletics, including intercollegiate, club, and intramural athletics. All students are offered an equal opportunity for participation. Students with disabilities are provided an equal opportunity for participation in extracurricular athletics in an integrated manner to the maximum extent appropriate to the needs of the student. The West Mifflin Area School District also is a partner with the Special Olympics programs. The Special Olympics programs strive to develop physical fitness, demonstrate courage, experience joy and participate in a sharing of gifts, skills and friendship with their families, other Special Olympics athletes and the community. The district's specific program is the Unified Sports program which is part of the Special Olympics association, in which the team activities foster and create an inclusive environment in which all students participate equally. The district sponsors events and the students practice at the West Mifflin Area School District facilities.

Students enrolled in the West Mifflin Area School District also participate in band, chorus, musical productions, as well as, hold the role of team managers for different sports teams in the district with support if necessary. The district offers an array of extracurricular activities that all students have the opportunity to participate in meaningfully.

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 procedures for ensuring to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children including the decision of each individual IEP Team. The presumption is that the student will receive their education in a regular public school unless the parents/guardians and IEP Teams determine that such an educational placement is not warranted. In the case of children with a disability, this determination is made through the Individualized Education Program (IEP) process or through a Service Agreement, unless a court order explicitly prescribes how educational services are to be provided. Security and safety of the child are also important parts of some placements made by other systems. Under § 1306 of the PA School Code, the host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The host school district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a free appropriate public education (FAPE) for eligible children with IEPs in accordance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400 et seq.) and for qualified handicapped students with Service Agreements in accordance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 701 et seq.) and 22 PA Code Chapter 15. For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host school district must consider the educational placement options to educate the student in the host school district's public schools. If the host school district and parent through the IEP or Service Agreement process determine that an alternative educational setting will appropriately address the student's educational needs, the host school district is responsible for providing the student with FAPE and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and Section 504 of the Rehabilitation Act of 1973. For students eligible for services under 22 PA Code Chapter 14, this means the host school district is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. All students with disabilities placed in private institutions have the opportunity to participate in district-led extracurricular activities as all enrolled students have the opportunity for participation.

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

The district is building capacity and expanding programs and services in an effort to provide a continuum of services. The West Mifflin Area School District is expanding co-teaching classes in an effort to reduce the number of students in a learning support environment while working with inclusive practices, offering UDL, differentiated instruction, flexible grouping, and co-teaching. The district is using the Supplementary Aids

and Services Toolkit in order to ensure that students are being educated with regular peers to the greatest extent possible. The Supplementary Aids and Services Toolkit guides teams through steps that lead to the identification of services and supports to enable a student with a disability to learn and succeed within general education classroom settings. The SaS Consideration Toolkit consists of five components for the team to work through. The building principals incorporate training into professional development opportunities for all staff based on need. The district is working towards expanding offerings for classes to include more co-teaching classes, in which special education students will have access to regular education curriculum and rigor. The district has trained and consulted with the AIU for the continuation of UDL training across all buildings with all grade levels for the district to become an effective participant in the UDL process for the success of all students across all environments. In regards to building capacity, the district is seeking to work to expand the Autistic support programs to include evidence-based practices through research-based programming within the next several years by partnering with PaTTAN and other entities as the district continues to seek excellence with programming. The district is currently looking to expand its vocational programming through the development of grade-level and academically appropriate transition surveys that incorporate services and activities individualized to each student. The district continues to offer programming for all school students to go to their home schools within the district by offering classes at all buildings with a continuum of services from learning support, life skills, autistic, and emotional support.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Western Pennsylvania School for the Deaf	Approved Private School (APS)		APS	Deaf and Hard of Hearing Support	2
Friendship Academy	Approved Private School (APS)		The Watson Institute	Emotional Support	5
Tillotson	Approved Private School (APS)		APS	Life Skills Support	4
Watson Institute Social Center for Academic Achievement	Licensed Private Academic		Watson Institute	Autistic Support	1

Pathfinder	Other	Special Education Center	Allegheny Intermediate Unit 3	Autistic Support	4
Wesley Spectrum High School	Approved Private School (APS)		Wesley Family Services	Emotional Support	4
The Day School at the Children's Institute	Approved Private School (APS)		The Children's Institute	Life Skills Support	3
Wesley Spectrum High School	Other	non APS	Wesley Family Services	Emotional Support	1
Watson Institute Education Center South	Approved Private School (APS)		The Watson Institute	Autistic Support	1
Mon Valley School	Other	Special Education Center	Allegheny Intermediate Unit 3	Autistic Support	19
PACE	Approved Private School (APS)		PACE	Autistic Support	4
Watson Institute Education Center South Bridgeville	Licensed Private Academic		Watson Institute	Autistic Support	2
Western Pennsylvania School For the Blind	Approved Private School (APS)		Western Pennsylvania School for the Blind	Blind and Visually Impaired Support	5
Devereux TCV Day Academy Homestead	Approved Private School (APS)		TCV Devereux	Autistic Support	3
Devereux TCV Academy Homestead	Licensed Private Academic		TCV Devereux	Emotional Support	2
Sunrise	Other	Special Education Center	Allegheny Intermediate Unit	Life Skills Support	2
The Day School at the Children's Institute	Licensed Private Academic		The Children's Institute	Life Skills Support	1
Easter Seals Western and Central Pennsylvania	Approved Private School (APS)		Easter Seals	Autistic Support	2
Steel City Academies	Licensed Private Academic		steel City Academies	Emotional Support	1
Pressley Ridge School for the Deaf	Approved Private School (APS)		Pressley Ridge	Deaf and Hard of Hearing Support	1

Positive Behavior Support

Date of Approval

2024-11-21

Uploaded Files

Behavior Support.pdf

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

The district supports the emotional, social needs of students with disabilities in several different ways. The district has a school wide Student Assistance Program (SAP). A Student Assistance Program (SAP) is a service available to all K-12 students and is designed to help school personnel identify issues, including alcohol, drugs, mental health, and behavioral concerns which could pose a barrier to a student's learning and school success. The primary goal of the SAP (SAP in elementary), is to help students overcome these barriers in order for them to achieve, remain in school, and advance. The SAP uses a systematic process along with specially trained school personnel to intervene and refer these students to appropriate in-school and/or community services. Parent involvement in all phases of SAP strengthens the parent's role and responsibility in the decision-making process. The SAP Core Team is composed of a building principal, a school counselor, a nurse, teachers, and a behavioral health liaison, who is contracted through Turtle Creek and Clarvida and Supports. The SAP teams meet 1-2 times a month for approximately 1 hour for each meeting. The SAP teams have bi-weekly meetings. Each member must attend a workshop before joining the team. Any member of the Core Team, school staff, students, or parents can make a SAP referral. Initial referrals can also be directed verbally to a team member. Once a referral is made, the case is reviewed and the SAP process of gathering information begins. If acquired information indicates a need for assistance, parents/guardians are informed. While a school counselor usually serves as the facilitator through the process, the family and the SAP team work together to develop a plan based on the student's needs. The plan may include an assessment by a trained drug/alcohol/mental health professional. The SAP team does not diagnose or provide treatment. The district supports students through a district K-12 School Wide Positive Behavior Support Program. Through PBIS the district works to manage behaviors in the classroom setting. The West Mifflin Area School District works with the Allegheny Intermediate Unit for training related to Positive Behavior Supports. These supports help students develop the skills they need to benefit from core programs at the school. PBIS improves social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups. The West Mifflin Area School District partners with the Department of Human Services, in which the district works with liaisons to support the students identified with needs. DHS supports individuals to obtain community services. DHS assesses the need for any case management or crisis services and

facilitates the necessary referrals during their intake process. Once the student is connected with services, the district works to collaborate with the team in order to facilitate a continuum of services both in the school and community in order to grow the whole child academically, socially, and emotionally. The district is committed to continuing to work with community agencies for the growth of the students. The West Mifflin Area School District has a full time home and school visitor. The Home and School Visitor provides a variety of services to our students, families, schools, and the community as a whole. The Home School visitor works with other school staff and outside agencies to intervene and identify and eliminate barriers to students' academic achievement and fosters a positive healthy social-emotional development. Home and school visitors provide both direct and indirect services to help students achieve maximum benefit from educational experiences. The Home School Visitor links families to school and community-based resources. They facilitate interagency meetings and create positive working relationships with community resources. They support homeless, foster care, and migrant students within the district and facilitate district wide truancy and prevention programs. The district currently has a counselor in each of the elementary school buildings. The middle school has two counselors, and the high school has three counselors. The counselors support the social, emotional needs of students with disabilities. They support the students through creating environments that produce engagement that is vital to social emotional learning through both indirect and direct services. The West Mifflin Area School District is committed to supporting students with behavioral needs in the least restrictive environment. The school district will only consider placing students in other outside of district settings when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations. When students exhibit behaviors that impede their learning or that of other students, the school district will complete a Functional Behavior Assessment to determine the function of the student's behavior. The results of the Functional Behavior Assessment will be the foundation of the student's Positive Behavior Support Plan that the IEP team will develop to address specific research-based techniques and modifications that can be used to help the student with his/her behavior(s). The district also works closely with several behavioral health agencies that may provide support to students to ensure continuity and fidelity of services. The district also houses the Adelphoi partial program at the middle school and high school buildings, where district students have the opportunity to receive services grades sixth through twelfth, should such services be warranted. The middle school also has the Cool Zone through UPMC and the Pittsburgh Penguins Foundation.

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

The West Mifflin Area School District will select staff members in each building, which include administrators, teachers and paraprofessionals, to receive ongoing training that addresses positive behavior supports, de-escalation techniques, and school based behavioral health. The school district implements Quality Behavioral Solutions (QBS) and utilizes the train the trainer mode. Dependent upon availability of training and district needs, companies other than Quality Behavior Solutions may be used to provide staff training. The district maintains a team of

professionals trained in behavioral de-escalation and managing behavioral crises. Additionally, all staff working with individual students are trained with regard to individual positive behavior support plans. The district works in conjunction with Clarvida and Turtle Creek to provide SAP training, on-site mental health supports, and model for the teacher's behavior modifications within the classroom. All restraints are documented accordingly. Additionally, faculty are trained in classroom management approaches, peer conflict resolution strategies, available community resources, and parental groups. Chapter 14 rules and regulations are followed accordingly for students identified as having a disability. If a student exhibits behavior and has an IEP, the team follows the procedures to address the concerns. A Functional Behavioral Assessment is conducted if necessary, the team develops a Positive Behavior Support Plan accordingly, and the team implements the plan as written. The District staff are also trained using PBIS, which is a universal system of supports.

3. Describe the district positive school wide support programs.

The West Mifflin School District implements a school-wide positive behavior support program at each level. The focus is on encouraging student pro-social behavior, improving academic performance, and establishing a positive school culture. By means of a three-tiered support system, all students are taught school-wide expectations and then rewarded for their efforts. Our Student Assistance Program (SAP) has been braided with the PBIS Tier 2/3 Team to identify “at-risk” students and refer them to appropriate services. Options also exist for students to participate in school-based therapy provided by Clarvida. At both the elementary and secondary levels, PBIS expectations are visible through-out the building for students in places such as the cafeteria, hallway, restroom, playground and bus. We believe that recognizing good behaviors encourages replication of those behaviors. Incentives are given to students to display respect, responsibility, kindness and pride. Teachers are also given incentives to reinforce positive behaviors throughout the school day. The district is committed to addressing students' behavior through systems change. The district implements PBIS to improve social and academic success and reduce exclusionary discipline practices and improve personnel effectiveness. Students are taught classroom expectations aligned with school-wide expectations, a continuum of procedures for encouraging expected behavior, and discouraging problematic behavior through a program that encourages school-family partnerships. The West Mifflin Area School District regularly checks the effectiveness of the programs. The district pulls from a continuum of evidenced-based interventions to support students, develops content expertise through coaching and on-going professional development. The teams guide the implementation, use data to monitor progress, and implement universal screeners. The district provides a number of options for students with behavioral challenges in order for them to remain in the least restrictive environment. Initial attempts to manage behaviors are made through the school-wide PBIS initiative. If the PBIS initiative is not effective, the school team meets to develop an informal behavior plan. If the student’s behavior does not improve, the IEP team recommends that an FBA be conducted, if appropriate, a positive behavioral support plan is put in place, and the student’s behaviors are monitored through the IEP. The primary goal is for all students to remain in the general education environment with supplementary aids and services if necessary. The district has worked in partnership with PaTTAN, as well as worked with the Technical Adequacy Evaluation Tool and social skills curriculum.

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

The West Mifflin Area School District works closely with several behavioral health agencies who may provide supports to students. Clarvida offers school-based counseling along with medication management. When students experience behavioral and emotional difficulties, they can be referred to the SAP team for support. Upon referral, students receive an initial evaluation from a SAP liaison through Turtle Creek Valley (TCV). The West Mifflin also houses a partial program in the middle school for grades 6th through 8th and at the high school for grades 9th through 12th. A school-based mental health partial program is a targeted, structured initiative that provides intensive mental health services to students within the school setting, but without removing them entirely from their school building, and it focuses on mental health needs that may interfere with learning and functioning. The program serves students who are struggling with emotional, behavioral, or psychological challenges, and offers clinical support (therapy, counseling, skills training) during part of the school day. The program aims to stabilize mental health symptoms so students can remain in school and continue learning. The partial program is a step below hospitalization or full-day treatment, but more intensive than standard school counseling. The West Mifflin Area School District is part of the Safe2Say program. Safe2Say Something is a youth violence prevention program run by the Pennsylvania Office of Attorney General. The program teaches youth and adults how to recognize warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to “say something” BEFORE it is too late. With Safe2Say Something, it’s easy and confidential to report safety concerns to help prevent violence and tragedies. The district supports students through the School Counseling Program. The School Counseling Program contributes to the accomplishment of that mission through a wide range of developmental services that address academic, career, and personal/social goals for all students. Through the provision of School Counseling services, students shall receive the support necessary to maximize student potential and academic achievement, in addition to ensuring career and college readiness by graduation. In partnership with other educators, parents /guardians, and the community, professional school counselors facilitate the support system to ensure all students have access to, and are prepared with, the knowledge and skills to contribute at the highest level as productive members of society. West Mifflin Area’s professional school counselors believe that all students are unique and dynamic individuals, capable of becoming responsible and productive adults. Recognizing that children mature at individual rates, the goal of the West Mifflin Area School District School Counseling Program is to create a guided, planned, and sequential learning process from which West Mifflin Area students can begin to develop the skills necessary to become competent adults. Therefore, a comprehensive School Counseling program is an integral and important part of the overall educational program in the West Mifflin Area School District. West Mifflin Area’s comprehensive School Counseling program exists to assist students in maximizing personal and academic potential. Through a total program that includes a school counseling curriculum addressing academic achievement, career development and personal / social growth along with individual student planning, responsive services, and system support, students are provided with their best opportunity for growth in a safe and supportive learning environment. The district houses the Cool Zone at the middle school. The COOL Zone (Children Overcoming Obstacles & Limits) is an early intervention behavioral health program developed through a partnership between the Pittsburgh Penguins Foundation and the Matilda Theiss Early Childhood

Behavioral Health Program, part of UPMC Western Behavioral Health. Established in 2015, the program offers mental health services to children aged 3 to 12 who exhibit emotional or behavioral challenges. Key Features of the COOL Zone:

- Therapeutic Environment: Each COOL Zone features an igloo-shaped structure designed to create a safe and inviting space for children to engage in therapy through play.

- Comprehensive Services: The program provides individual therapy sessions, group therapy, daily check-ins, and family engagement activities. Therapists utilize evidence-based interventions tailored to each child's needs, addressing issues such as aggression, anxiety, depression, and trauma responses.
- Collaborative Approach: COOL Zone staff work closely with schools, families, and other child-serving systems to ensure a holistic support system for each child. This includes case management and service coordination to connect families with additional resources.
- Program Impact: Since its inception, the COOL Zone has provided mental health services to over 650 children across multiple locations in Western Pennsylvania. Outcomes have shown reductions in behavioral issues and improvements in emotional well-being and family relationships.

5. Describe the district restraint procedure.

The West Mifflin Area School Board directs that the school district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. All notifications and reporting are completed in accordance with state guidelines

1. Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when: a) The student is acting in a manner as to be a clear and present danger to himself, to other students or to employees, and; b) Only when less restrictive measures and techniques have proven to be or are less effective.
2. The Staff member who conducted the restraint is responsible for: a) Immediately reporting the incident to the Building Principal; b) Completing the Restraint Report and submitting a copy to the Building Principal the same day as the incident.
3. The Building Principal, on the same day as the restraint will: a) Notify the parents, either by telephone or in person of the use of a restraint; b) Document whether the parent requests/declines an IEP meeting c) Immediately report the incident to the Special Education Director d) Forward a copy of the Restraint Report to the Special Education Director; e) Inform the Special Education Director, as to whether or not parents requested an IEP meeting (if student is already identified for Special Education).
4. The School Psychologist will: Regular Education Student: a) Issue Permission to Evaluate Consent Form within twenty-four hours of the incident Special Education Student: a) Within twenty-four hours of the incident, notify the IEP case manager to schedule an IEP meeting within ten (10) school days of the incident unless the parent, after reviewing the notice, agrees in writing to waive the meeting.
5. The IEP Case Manager, within 24 hours of the incident, will: a) Schedule an IEP meeting within ten (10) school days of the incident unless the parent, after reviewing the notice, agrees in writing to waive the meeting; b) Mail the parents the Restraint Notification, which includes the Invitation to Participate in the IEP Team Meeting; b) If unable to obtain a written response from the parent within eight (8) school days, the IEP Team Meeting shall be held.
6. For identified students, the IEP Team, if a meeting is held, shall: a) Consider whether the student needs a Functional Behavioral Assessment, Reevaluation, a new or revised

Positive Behavioral Support Plan or a change of placement to address the inappropriate behavior; b) Document as a Revision to the IEP. 7. For special education students, The Supervisor of Special Education, or designee, will be responsible for: a) Entering restraints in the Restraint Information System Collection (RISC): b) Reporting any restraints that result in an injury to a student and/or staff person via email to the Bureau of Special Education. 8. Each time a restraint is entered into the RISC, the BSE staff will be notified via PDE's email system. The restraint will be reviewed within two (2) working days of recording. The BSE will notify the school contact person if additional information or clarification is needed. 9. If no restraints are used during the entire school year, the Supervisor of Special Education shall report "no restraints in the recently completed school year" in the RISC System.

Intensive Interagency

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

Pursuant to the Individuals with Disabilities Education Act, 20 U.S.C. §1401, et seq., and the litigation known as Cordero, the district works to provide intensive interagency coordination to students with disabilities if the district determines that a student cannot be educated in a public educational setting and who have waited more than 30 days for the provision of an appropriate educational placement. The LEA reports all students with disabilities who are placed on instruction conducted in the home or who receive homebound instruction in accordance with BEC 34 CFR §300.26(a)(1), Instruction Conducted in the Home, so that the Department can determine whether these students require intensive interagency coordination. The system on intensive interagency coordination does not replace the local interagency process, and as of the date of this Special Education Plan, no student is in need of placement or waiting a placement. The district makes all attempts, in good faith, to provide appropriate educational programs and placements for students. Should the district be in need of a placement, the district would seek the assistance of Pattan, the Department of Education, or the Allegheny Intermediate Unit. The LEA would identify the student in need of intensive interagency coordination and submit a report to the Special Education Students @ Home Reporting System. The initial report will be filed within five days of the initial identification and must be updated on a monthly basis until an appropriate placement is provided. As noted, the students who must be identified are those: (1) whose LEA has determined that they cannot currently be served in the public educational setting; and (2) who have waited more than 30 days for the provision of an appropriate educational placement (or are at substantial risk of waiting more than 30 days for a placement.) After the LEA files the report, the student will receive a regional interagency coordinator (RIC). The RIC will make a determination if the student requires intensive interagency coordination, or if he or she can be served by another portion of the education system. If the student requires intensive interagency coordination to access an appropriate educational placement, the RIC will assess the matter and work with the IEP and Interagency teams to determine the barrier(s) preventing the student from receiving the agreed-upon placement. If necessary to resolve the matter, the RIC will promptly schedule a meeting of the local interagency team, which should include the family of the student, the LEA and Intermediate Unit (IU), and other relevant child serving agencies, such as county offices of Intellectual Disabilities, Mental Health, and Children, Youth and Families, and regional offices of Vocational Rehabilitation. Section 1412(a) (12) (A) (i) of the Individuals with Disabilities Education Act (IDEA) requires the State Medicaid Agencies financial responsibility to precede the financial responsibility of an LEA. If the student's placement is not resolved within 30 calendar days (with the exception of the summer months) by the local interagency team, the RIC will forward a report to the office of the BSE Director for appropriate intervention with other state agencies based on the presenting issue(s). The RICs, in collaboration with the BSE, will regularly review their referrals to identify whether any illustrate the need to enhance the capacity of an LEA. When the need to enhance local capacity is identified, the District will incorporate specific details of capacity-building activities that will be undertaken to remedy the need in the special education plans (LEAs). The BSE will then monitor the West Mifflin Area School District's progress in building the identified capacity. In addition to the case referral system described above, in accordance with the IDEA related to interagency coordination, the Commonwealth of

Pennsylvania developed a Memorandum of Understanding (MOU) among its child-serving agencies, i.e., the Departments of Education, Human Services, Labor & Industry, and Health. The MOU identifies the manner in which services should be coordinated among child-serving agencies to ensure that students with disabilities receive a free appropriate public education in the least restrictive environment. The MOU also formed the Interagency Committee to Coordinate Services for Individuals with Disabilities, which meets on a regular basis to discuss issues related to interagency collaboration; including issues related to capacity building that are beyond the control of LEAs or IUs. In addition to serving as a forum for raising issues of interagency collaboration, the Interagency Committee to Coordinate Services for Individuals with Disabilities also resolves funding disputes between LEAs and other child serving agencies and oversees training and technical assistance initiatives aimed at improving interagency coordination. At this time, the West Mifflin Area School District has always been able to secure an appropriate placement for students. Pursuant to the Individuals with Disabilities Education Act, and the litigation known as Cordero, the District will participate with other child-serving agencies in developing a plan for providing intensive interagency coordination to students with disabilities that cannot be appropriately educated in a public educational setting. This includes those who have aired more than 30 days from the provision of an appropriate educational placement. The District reviews and evaluates current options for students who are hard to place. The District always evaluates the current education programs and services within the district to determine if the students' needs can be met in the district. For students who require a higher degree of specialized instruction and intervention for behaviors due to aggression towards themselves or others, the IEP team would discuss options to evaluate the current behaviors impacting education. The team may choose to issue a Permission to Evaluate or reevaluate to develop a Functional Behavioral Assessment, develop a positive behavioral support plan, or revise the current plan in place, or consider a change in placement. If a change in placement is being considered, the Supervisor of Special Education will offer recommendations for parents to go on tours of programs that are being considered, in order for parents to observe and speak with the staff at the placement. These may be done virtually as well. The outside placement being considered has the opportunity to observe the student in the current education setting. Within the district, many of the programs are generally able to meet the needs of the students within the district program. The district has a wide range of resources available. Upon enrollment of any student, the records are reviewed, and every effort is made to duplicate the services recommended by the sending school district. At this time, there are no students within the West Mifflin Area School District that the LEA is aware of that are at a substantial risk of waiting more than 30 days for an appropriate educational placement. Measures to maintain the student in-district programs are exhausted before considering placement of the student outside of the district. The IEP team is charged with ensuring district programs have been utilized and have also determined if the student requires services beyond what is available in the district. The West Mifflin Area School District utilizes the inter-agency approach to resolve and locate educational placements and services for hard-to-place students with disabilities. Interactions with the AIU3 and appropriate agencies.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MB2	Secondary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name	
West Mifflin Area MS	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	Case Load
Itinerant (20% or Less)	20
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	Age Range
Speech and Language Services Building	9 to 13
FTE %	
0.31	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KB	Secondary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name	
West Mifflin Area MS	
Support Type	
Speech And Language Support	

Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
Speech and Language Services Building		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RS	Secondary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
Homeville El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	5 to 9
Age Range Justification		FTE %
Speech and Language Services Building		0.32

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

KC	Elementary	Full-time (1.0)	04/16/2025 01:09 PM
----	------------	-----------------	---------------------

Building Name		
Homeville El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Speech and Language Services Building		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AG	Elementary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
Clara Barton El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load

Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Speech and Language Services Building		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BV	Secondary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
West Mifflin Area SD		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		27
Identify Classroom	Classroom Location	Age Range
School District	Secondary	8 to 18
Age Range Justification		FTE %
Cyber Special Education Teacher		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CJ	Secondary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
West Mifflin Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Working within periods with high school students taking credit classes		0.1

Building Name		
West Mifflin 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%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Working within periods with high school students taking credit classes		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RV	Secondary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
West Mifflin Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 19
Age Range Justification		FTE %
Working within periods with high school students taking credit classes		0.05

Building Name		
West Mifflin Area HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 19
Age Range Justification		FTE %
Working within periods with high school students taking credit classes		0.12

Building Name		
West Mifflin 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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Working within periods with high school students taking credit classes		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JV	Secondary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
West Mifflin Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Working within periods with high school students taking credit classes		0.38

Building Name

West Mifflin Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
Working within periods with high school students taking credit classes		0.05

Building Name		
West Mifflin Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
Working within periods with high school students taking credit classes		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LM	Secondary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
West Mifflin Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Working within periods with high school students taking credit classes		0.46

Building Name		
West Mifflin Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
Working within periods with high school students taking credit classes		0.02

Building Name		
West Mifflin Area HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		

Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
Working within periods with high school students taking credit classes		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AM	Secondary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
West Mifflin Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
Working within periods with high school students taking credit classes		0.44

Building Name		
West Mifflin Area HS		
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	17 to 18
Age Range Justification		FTE %
Working within periods with high school students taking credit classes		0.06

Building Name		
West Mifflin Area HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
Working within periods with high school students taking credit classes		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AK	Secondary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
West Mifflin Area HS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Working within periods with high school students taking credit classes		0.48

Building Name		
West Mifflin Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
Working within periods with high school students taking credit classes		0.05

Building Name		
West Mifflin Area HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16

Age Range Justification	FTE %
Working within periods with high school students taking credit classes	0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NO	Secondary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
West Mifflin Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
Working within periods with high school students taking credit classes		0.38

Building Name		
West Mifflin Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 17
Age Range Justification		FTE %
Working within periods with high school students taking credit classes		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DW	Secondary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
West Mifflin Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Working within periods with high school students taking credit classes		0.3

Building Name		
West Mifflin Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2

Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
Working within periods with high school students taking credit classes		0.04

Building Name		
West Mifflin Area HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Working within periods with high school students taking credit classes		0.42

Building Name		
Homeville El Sch		
Support Type		
Physical Support		
Support Sub-Type		
Physical Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
Working within periods with high school students taking credit classes		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MM3	Secondary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
West Mifflin 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		
West Mifflin Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.04

Building Name		
West Mifflin 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	13 to 14
Age Range Justification		FTE %
		0.05

Building Name		
West Mifflin Area MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic 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 %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MT	Secondary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
West Mifflin Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.2

Building Name		
West Mifflin Area MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NG	Secondary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
West Mifflin 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	12 to 14
Age Range Justification		FTE %
		0.34

Building Name		
West Mifflin Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.05

Building Name		
West Mifflin Area MS		

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KR	Secondary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
West Mifflin Area MS		
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	Secondary	12 to 13
Age Range Justification		FTE %
		0.04

Building Name

West Mifflin Area MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.38

Building Name		
West Mifflin Area MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.05

Building Name		
West Mifflin 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%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TG	Secondary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
West Mifflin Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.22

Building Name		
West Mifflin Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.02

Building Name		
West Mifflin 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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NR	Secondary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
West Mifflin Area MS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.22

Building Name		
West Mifflin Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS	Secondary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
West Mifflin 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	10 to 12
Age Range Justification		FTE %
		0.32

Building Name		
West Mifflin Area MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 11
Age Range Justification		FTE %
		0.33

Building Name		
West Mifflin Area MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 11

Age Range Justification	FTE %
	0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MM2	Secondary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
West Mifflin Area MS		
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	Secondary	10 to 12
Age Range Justification		FTE %
		0.18

Building Name		
West Mifflin Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range

School District	Secondary	10 to 11
Age Range Justification		FTE %
		0.04

Building Name		
West Mifflin Area MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 11
Age Range Justification		FTE %
		0.17

Building Name		
West Mifflin Area MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 11
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CC	Secondary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
West Mifflin Area MS		
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	Secondary	9 to 11
Age Range Justification		FTE %
		0.18

Building Name		
West Mifflin Area MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	9 to 10
Age Range Justification		FTE %
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CF	Secondary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
West Mifflin Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	9 to 10
Age Range Justification		FTE %
		0.16

Building Name		
West Mifflin Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	9 to 10
Age Range Justification		FTE %

	0.02
--	------

Building Name		
West Mifflin Area MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	9 to 11
Age Range Justification		FTE %
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HH	Secondary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
West Mifflin Area MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	9 to 11

Age Range Justification	FTE %
	0.38

Building Name		
West Mifflin Area MS		
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	Secondary	10 to 11
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JS	Elementary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
Homeville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range

School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.28

Building Name		
Homeville El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.08

Building Name		
Homeville 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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.05

Building Name

Homeville El Sch		
Support Type		
Physical Support		
Support Sub-Type		
Physical Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JG	Elementary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
Homeville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.24

Building Name		
Homeville El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.02

Building Name		
Homeville El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.25

Building Name		
Homeville El Sch		
Support Type		
Physical Support		
Support Sub-Type		
Physical Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MM	Elementary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
Homeville El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.88

Building Name		
Homeville 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%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AP	Elementary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
Homeville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.1

Building Name		
Homeville El Sch		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.02

Building Name		
Homeville El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MB	Elementary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
Homeville 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	5 to 6
Age Range Justification		FTE %
		0.14

Building Name		
Homeville El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NP	Elementary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
Homeville El Sch		

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
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 7
Age Range Justification		FTE %
		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KL	Elementary	Full-time (1.0)	04/16/2025 01:09 PM

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

Building Name

Homeville 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%)	1	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification	FTE %	
	0.05	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JP	Elementary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name		
Clara Barton 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	8 to 9
Age Range Justification	FTE %	
	0.08	

Building Name		
Clara Barton El Sch		
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	Elementary	8 to 9
Age Range Justification		FTE %
		0.06

Building Name		
Clara Barton El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.17

Building Name		
Clara Barton 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	7 to 10
Age Range Justification		FTE %
		0.25

Building Name		
Clara Barton 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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MR	Elementary	Full-time (1.0)	04/16/2025 01:09 PM

Building Name	
Clara Barton El Sch	
Support Type	
Learning Support	
Support Sub-Type	

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.06

Building Name		
Clara Barton El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.05

Building Name		
Clara Barton El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %

	0.08
--	------

Building Name		
Clara Barton El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.25

Special Education Facilities

Building Name		Room #
Clara Barton 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
30 feet, 0 inches x 23 feet, 3 inches	697sqft	24
Implementation Date		
2025-04-14		
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.	Yes	

Building Name		Room #
Clara Barton El Sch		201
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 4 inches x 23 feet, 3 inches	868sqft	31
Implementation Date		

2025-04-15
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.	Yes	

Building Name		Room #
Homeville El Sch		100B
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
39 feet, 0 inches x 21 feet, 5 inches	835sqft	29
Implementation Date		
2025-04-15		
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 #
Homeville El Sch		100A
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
39 feet, 0 inches x 21 feet, 5 inches	835sqft	29
Implementation Date		
2025-04-15		
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 #
Homeville El Sch		101
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 23 feet, 0 inches	690sqft	24
Implementation Date		
2025-04-15		
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.	Yes	

Building Name		Room #
Homeville El Sch		101
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 23 feet, 0 inches	690sqft	24
Implementation Date		
2025-04-15		
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.	Yes	

Building Name		Room #
Homeville El Sch		205
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 22 feet, 0 inches	726sqft	25
Implementation Date		
2025-04-15		
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.	Yes	

Building Name		Room #
Homeville El Sch		108
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 22 feet, 0 inches	682sqft	24
Implementation Date		
2025-04-15		
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.	Yes	

Building Name		Room #
West Mifflin Area MS		237
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, 11 inches x 30 feet, 2 inches	721sqft	25
Implementation Date		
2025-04-15		
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.	Yes	

Building Name		Room #
West Mifflin Area MS		230
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, 7 inches x 27 feet, 11 inches	742sqft	26
Implementation Date		
2025-04-15		
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.	Yes	

Building Name		Room #
West Mifflin Area MS		217
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 4 inches x 34 feet, 0 inches	1133sqft	40
Implementation Date		
2025-04-15		
Uploaded Files		

11Assurance Check

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

Building Name		Room #
West Mifflin Area MS		204
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, 8 inches x 26 feet, 7 inches	788sqft	28
Implementation Date		
2025-04-15		
Uploaded Files		

12Assurance Check

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

Building Name		Room #
West Mifflin Area MS		220
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 3 inches x 25 feet, 2 inches	811sqft	28
Implementation Date		
2025-04-15		
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.	Yes	

Building Name		Room #
West Mifflin Area MS		214
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, 7 inches x 25 feet, 10 inches	764sqft	27
Implementation Date		
2025-04-15		
Uploaded Files		

14Assurance Check

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

Building Name		Room #
West Mifflin Area MS		126
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, 10 inches x 30 feet, 0 inches	805sqft	28
Implementation Date		
2025-04-15		
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.	Yes	

Building Name		Room #
West Mifflin Area MS		111
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, 9 inches x 27 feet, 0 inches	857sqft	30
Implementation Date		
2025-04-15		
Uploaded Files		

16 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.	Yes	

Building Name		Room #
West Mifflin Area MS		135
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 11 inches x 26 feet, 3 inches	732sqft	26
Implementation Date		
2025-04-15		
Uploaded Files		

17Assurance Check

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

Building Name		Room #
West Mifflin Area MS		209
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, 11 inches x 26 feet, 4 inches	787sqft	28
Implementation Date		
2025-04-15		
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.	Yes	

Building Name		Room #
West Mifflin Area MS		113
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 11 inches x 26 feet, 4 inches	735sqft	26
Implementation Date		
2025-04-15		
Uploaded Files		

19 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.	Yes	

Building Name		Room #
West Mifflin Area HS		A112
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 8 inches x 15 feet, 0 inches	355sqft	12
Implementation Date		
2025-04-15		
Uploaded Files		

20 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.	Yes	

Building Name		Room #
West Mifflin Area HS		A231
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 2 inches x 23 feet, 8 inches	571sqft	20
Implementation Date		
2025-04-15		
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.	Yes	

Building Name		Room #
West Mifflin Area HS		B106
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 7 inches x 13 feet, 5 inches	222sqft	7
Implementation Date		
2025-04-15		
Uploaded Files		

22Assurance Check

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

Building Name		Room #
West Mifflin Area HS		B104
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 3 inches x 25 feet, 11 inches	758sqft	27
Implementation Date		
2025-04-15		
Uploaded Files		

23Assurance Check

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

Building Name		Room #
West Mifflin Area HS		B105
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, 7 inches x 26 feet, 0 inches	743sqft	26
Implementation Date		
2025-04-16		
Uploaded Files		

24Assurance Check

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

Building Name		Room #
West Mifflin Area HS		C100
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
43 feet, 5 inches x 22 feet, 11 inches	994sqft	35
Implementation Date		
2025-04-16		
Uploaded Files		

25Assurance 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.	Yes	

Building Name		Room #
West Mifflin Area HS		Cyber
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, 0 inches x 10 feet, 2 inches	172sqft	6
Implementation Date		
2025-04-16		
Uploaded Files		

26Assurance 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.	Yes	

Building Name		Room #
Clara Barton 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
16 feet, 5 inches x 14 feet, 0 inches	229sqft	8
Implementation Date		
2025-04-16		
Uploaded Files		

27Assurance Check

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

Building Name		Room #
Homeville El Sch		Office B
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 5 inches x 11 feet, 0 inches	169sqft	6
Implementation Date		
2025-04-16		
Uploaded Files		

28Assurance Check

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

Building Name		Room #
West Mifflin Area MS		120
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, 2 inches x 24 feet, 6 inches	788sqft	28
Implementation Date		
2025-04-16		
Uploaded Files		

29Assurance Check

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

Special Education Support Services

30Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	Secondary	District
School Psychologist	2	District Wide	District
Transition Coordinator	1	Secondary	District
Paraprofessionals	24	District Wide	District
Guidance Counselor	5	District Wide	District
Guidance Counselor	2	Elementary	Contractor
Other	7	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Other	5	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Paraprofessionals	7	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Best Practices of students with Autism			
Lead Person/Position		Year of Training	
Allegheny Intermediate Unit		2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit PaTTAN Other	Special Education Teachers

Positive Behavior Support

Description of Training			
Functional Behavior Assessment (FBA) and Positive Behavior Support Plan (PBSP) process.			
Lead Person/Position		Year of Training	
Director of Pupil Services		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit PaTTAN Other	Parents Special Education Teachers

Paraprofessional

Description of Training			
Framewelder			
Lead Person/Position		Year of Training	
Director of Pupil Services		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	5	Other	Paraprofessionals

Transition

Description of Training			
Transition Planning Training			
Lead Person/Position		Year of Training	
Transition Coordinator		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District Intermediate Unit PaTTAN Other	Parents Special Education Teachers

Science of Literacy

Description of Training	
Training special education staff on the ECRI	
Lead Person/Position	Year of Training

Director of Pupil Services		2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit PaTTAN	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Parent Nights- Various presenters informing parents of services and supports available to them.			
Lead Person/Position		Year of Training	
Director of Special Education		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

IEP Development

Description of Training			
Educational Benefit Review (EBR) of IEP's			
Lead Person/Position		Year of Training	
Director of Pupil Services		2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit PaTTAN Other	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

