

# Profile and Plan Essentials

## Special Education Students

Total Number of Students Receiving Special Education 345  
School District Total Student Enrollment 2030  
Percent of Students Receiving Special Education 17

## Steering Committee

Name	Position/Role	Building	Email
Dr. William Stropkaj	Superintendent	Keystone Oaks SD	stropkaj@kosd.org
Ms. Desiree Burns	Director of Special Education	Keystone Oaks SD	burns@kosd.org
Dr. Shannon Varley	Director of Curriculum	Keystone Oaks SD	varley@kosd.org
Mr. Michael Linnert	Building Principal	Keystone Oaks HS	linnert@kosd.org
Kristie Rosgone	General Education Teacher	Myrtle Ave Sch	rosgone@kosd.org
Mr. Mark Iampietro	Special Education Teacher	Keystone Oaks MS	iampietro@kosd.org
Mr. Mark Elphinstone	Special Education Teacher	Keystone Oaks HS	elphinstone@kosd.org
Mrs. Nicole Kochanski	Special Education Teacher	Fred L Aiken El Sch	kochanski@kosd.org
Mrs. Theresa Lydon	Board Member	Keystone Oaks SD	lydon@kosd.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
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**Significant Disproportionality - Placement**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities



**Significant Disproportionality - Discipline**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

# Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

## Non-Resident Students Oversight

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

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)  
Should a facility open in the future, the Keystone Oaks School District would create a collaborative relationship with the facility and be a member of the IEP team. The district would develop protocol to ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE).
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?  
The district foresees no problems or barriers which would limit the district's ability to meet its obligations under Section 1306 of Public School Code should an alternative education program for disruptive youth be established within district boundaries.

## 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).

Currently, the Keystone Oaks School District does not serve as the host district for incarcerated students. However, if the district became the "host" school district, then all obligations under 24 P.S. Section 13-1306 would be met. The district would assume responsibility for child find and providing appropriate educational programs, as well as transportation and any support services necessary to ensure the provision of a free, appropriate public education. The district would review the Individualized Education Program, conduct an evaluation or re-evaluation, review all existing data, and/or use existing placement options within the district, Allegheny Intermediate Unit #3, or approved private schools. A careful review of placement options would be undertaken to ensure that the student receives a free, appropriate public education within his/her least restrictive environment. The district would also invite the "resident" district to participate and provide feedback throughout the process as the student's program is developed and implemented. For those students who are returning from incarcerated placement, a transition meeting is convened for the purpose of assisting the student and the school to collaborate and communicate regarding support needs and services.

## Least Restrictive Environment

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

Keystone Oaks School District's goal is to assure, to the greatest extent appropriate, that students with disabilities are members of age-appropriate regular education classes in their neighborhood school with supplementary aids and services provided to support learning and participation. In all cases, the IEP teams consider and determine whether there is a need for instruction outside of the regular education setting and for what portion of the school day. Evidence that this process is followed consistently at Keystone Oaks is noted in the Indicator 5 Section-Educational Environment in the 12/1/2020 Special Education Data State Report. According to the Special Education Data Report, Keystone Oaks is performing above the state percentage (67.9% vs. 62.1%) for students with disabilities being educated inside the regular education class 80% or more. Additionally, no students were educated inside the regular class less than 40% of the time. These statistics serve to demonstrate the district's ongoing commitment to educating students in the LRE. As indicated on the 12/1/2020 Special Education Data State Report, Keystone Oaks School District is above the state average in the area of Special Education in Other Settings (7.2% vs. 4.7%). This number can be contributed to the number of students moving into the district who have already been placed in more restrictive environments, the increase in the number of students with significant mental health issues who require a more therapeutic setting, and the increase of students remaining through (or beyond under Act 66) their 21st birthday as a result of the pandemic. Keystone Oaks School District commits to exhausting all supplementary aids and services in an effort to keep students in the home school district and having a full continuum of placement options available to students. Over the past seven years, the District has added programs and classrooms to support students with disabilities and has committed to providing options that will allow the students to stay in their home district. This includes the adding of an emotional support program at the elementary level with expansion of current programming in the Middle and High School. The District has added a life skills support program at elementary level and enhanced programming at the Middle and High School. The District continues to aspire to meet the statewide average data in regards to out of district placements however remains committed to providing the least restrictive setting as appropriate for each student's individual needs.

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?

Through the utilization of supplementary aids and services to help facilitate the process of inclusion, the Keystone Oaks School District can support students in both an academic and social/emotional capacity. The District utilizes a Multi-tiered Systems of Supports (MTSS) including universal screening of all students' academic and social/emotional needs within their learning environment. The District implements a research-based tier one core curriculum in the general education setting. Students not responding to tier one interventions receive more intensive, targeted interventions delivered in small groups during WIN (What I Need) time built into the instructional block. Those students who do not respond to these targeted interventions are referred to the Student Assistance Program and considered for a special education evaluation as a student thought to have a disability. Data teams are in place at all levels and are expected to meet every two weeks. These opportunities provide collaboration time with the core team members to discuss instructional practices and interventions.

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

The Keystone Oaks School District is committed to providing academic programming to students with disabilities in the general education curriculum to the greatest extent possible. To promote this practice, the District has completed a two-year review of its current elementary delivery model of special education services with an increase of inclusion support to be provided in the regular education classroom for 2022-2023. To promote inclusionary practices, professional development will focus on effective teaching strategies to successfully accommodate students with disabilities within the general

education setting. At the secondary level the majority of students receive grade level instruction within the regular education setting with inclusion support by special education staff. Those students who require a replacement curriculum within the special education setting for English and/or Math have opportunities for inclusion with non-disabled peers during history, science, electives, lunch and clubs. To further promote meaningful participation of students with disabilities in the general education curriculum training on differentiated instruction and personalized learning is part of the District’s Strategic plan with emphasis placed on differentiated assessment and differentiated process.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. The Keystone Oaks School District utilizes supplemental aids and services individualized to the student to ensure their meaningful participation of students with disabilities in extracurricular activities. Examples include paraprofessional support during band camp, special transportation, support during musical performances and additional staff support during dances. The District is committed to providing resources to students to allow for full participation in extracurricular activities.
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? Those students with disabilities who receive their education in placements outside of their neighborhood school are afforded the same opportunities to participate in district lead extracurricular activities as their in-district attending peers. Families continue to receive District communication of opportunities to ensure a “home school” connection is not lost.

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)

In response to the ever-changing needs of students, the Keystone Oaks School District has reviewed its current programs and identified areas of supports and services which need to expand in order to continue in its efforts to provide a continuum of services. The District previously extended Emotional Support and Life Skills Support programming to our Elementary level in response to student need. Our Elementary emotional supports needs continue to grow with the recommendation to provide this type of support in all 3 of the elementary buildings. It is also recommended to hire two additional staff at the elementary level to support an inclusion initiative in grades K-5 for implementation in 2022-2023. In review of student needs at the secondary level, 6-12, specialized, intensive mental health support is a growing need. The District is exploring the partnership with a mental health provider to increase the expertise of support in this area.

### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
The Bradley Center Day School	Licensed Private		The Bradley Center	Emotional Support	2

	Academic				
The Children's Institute	Approved Private School (APS)		The Children's Institute	Multiple Disabilities Support	1
Mon Valley School	Other	Public Separate Facility (Non-Residential)	Allegheny Intermediate Unit 3	Life Skills Support	1
Pathfinder School	Other	Public Separate Facility (Non-Residential)	Allegheny Intermediate Unit 3	Life Skills Support	9
Pioneer School	Other	Neighboring School District	Pittsburgh Public School District	Multiple Disabilities Support	1
Education Center South	Licensed Private Academic		The Watson Institute	Life Skills Support	7
Wesley Schools	Licensed Private Academic		Wesley Schools	Emotional Support	4
Western PA School for Blind Children	Approved Private School (APS)		Western PA School for Blind Children	Blind and Visually Impaired Support	2
Watson Institute Social Center for Academic Achievement	Licensed Private Academic		The Watson Institute	Autistic Support	2

## Positive Behavior Support

Date of Approval  
2021-04-20

### Uploaded Files

113 1 Positive Behavior Support final.pdf

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

The Keystone Oaks School District's policy on Behavior Support Services outlines that students with disabilities shall be educated in the least restrictive environment (LRE) in accordance with their Individualized Education Program (IEP), and shall only be placed in settings other than the regular education class 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 and cannot meet the needs of the student. The IEP team for a student with a disability develops a Positive Behavior Support Plan if a student requires specific intervention to address behavior that interferes with learning or the learning of others. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations. The District offers an Emotional Support program at one of its three elementary buildings (with the identified need to expand to all), as well as at the Middle School and High School. The District has contracted with the Allegheny Intermediate Unit #3 for a Behavior Specialist to consult with staff on observations, conducting FBAs and the development of PBSPs. Starting in the 2022-2023 school year, the District will employ 3 Mental Health Therapists for all students to provide mentoring and check in services to monitor student mental health and wellness while working on social skill development.

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 Keystone Oaks School District provides various training to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. The District utilizes the Crisis Prevention Institute Program which teaches safe, non-harmful restraint techniques and verbal de-escalation techniques. The District has an in house CPI trainer who provides an initial 8 hour training session to all new staff. A refresher training to certified staff is held annually or as the need arises. Consultation with trainers also occurs upon request to ensure that the procedures are being followed and intervention are effective and appropriate. The Keystone Oaks School District has a crisis team available to intervene with students who become a safety risk at all building levels

3. Describe the district positive school wide support programs.

School Wide Positive Behavior Interventions and Supports (SWPBIS) was first introduced to teams across the Keystone Oaks School District in 2008. Elementary and Middle School teams were re-booted in 2018 with new team members and administrators with training provided and support provided by the AIU3. With the impact of the COVID-19 pandemic, PBIS will be revisited across the District to strengthen current teams and develop new ones where needed. PBIS has been fully implemented at Dormont Elementary since 2015-2016 and reached fidelity in the 2018-2019 school year. Dormont's SWBIS expectations are: Give Me 5 (high five): We are safe, responsible, respectful, kind, and here. They will be adding Tier 2 PBIS interventions during the 2022-2023 school year and piloting the integration of the SEL curriculum and the PBIS program. Aiken Elementary has fully implemented PBIS since 2018 and



reached fidelity by the end of 2018-2019. They will be adding Tier 2 PBIS interventions during the 2022-2023 school year and piloting the integration of the SEL curriculum and the PBIS program. Aiken's SWPBIS expectations are SOAR: Self-Control, On-task, Always Kind, Respectful & Responsible. Myrtle Elementary began implementing PBIS in 2018 but has yet to reach fidelity. A new team will be developed for the start of the 2022-2023 school year and provided with additional training to ensure implementation is successful. Myrtle's SWBIS expectations are SOAR: Self-Control, On-task, Always Kind, Respectful & Responsible. Keystone Oaks Middle School has been implementing PBIS since 2018 but has not yet reached fidelity. A new team will be developed for the start of the 2022-2023 school year and provided with additional training to ensure implementation is successful. Keystone Oaks Middle School's SWBIS expectations are Responsible, Respect, and Safe. Keystone Oaks High School's core team was first trained in 2019 and began implementation in 2019-2020. The team fell apart during the pandemic and will be re-booted for the 2022-2023 school year with additional training to ensure implementation is successful. Keystone Oak High School's SWBIS expectations are KO Golden Eagles: Excellence, Pride, and Respect.

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

The Keystone Oaks School District currently employs two Master's level therapists who are Licensed Professional Counselors or Licensed Social Workers, and fulfill the role of a School-Based Mental Health Therapist. A third school-based mental health therapist will be hired for the 2022-2023 school year in order to meet the increasing needs of students' mental well-being. The job of the "School-Based Mental Health Therapist" is done for the purpose(s) of providing services related to the delivery of mental health care to assigned students at each school within the District and will provide consultation services to the school staff to support the overall mental health goals. Each therapist maintains a caseload of 20-30 students, provides individual therapy, group therapy when indicated, collaborates with teachers and parents, and act as an interagency liaison. The District contracts with Allegheny Children's Initiative for a Student Assistance Program (SAP) Liaison. The SAP Liaison provides consultation at all SAP meetings across the District, conducts behavioral health assessments, and provides group therapy to identified students.

5. Describe the district restraint procedure.

Keystone Oaks School District personnel are trained in non-harmful restraint and verbal de-escalation procedures. The district uses the Crisis Prevention Intervention program to train paraprofessionals, support staff, faculty and administrators. Emphasis is placed on verbal de-escalation techniques moving through a continuum of responses to a student escalating toward a crisis situation. Staff are trained to only utilize restraint when not restraining the student is more dangerous. Per District Policy 113.1, restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The Superintendent or designee shall notify the person in parental relation as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the person in parental relation, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised Positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or to be employed as punishment. Restraints may be included in an IEP with person in parental relation consent only if: 1. The restraint is used with specific component elements of a Positive Behavior Support Plan. 2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. 3. Staff are authorized to use the restraint and have received appropriate training. 4. Positive Behavior Support Plan includes efforts to eliminate the use of restraints. Mechanical Restraints Mechanical restraints, which are used to control involuntary movement or lack of muscular control of a student when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make

the determination, and as agreed to by the student's person(s) in parental relation. Mechanical restraints shall prevent a student from injuring the student or others, or promote normative body positioning and physical functioning.

## Intensive Interagency

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

The Keystone Oaks School District currently does not have any students who are waiting for an appropriate educational placement. In the event that a student would become hard to place, the District would utilize the services of the Intensive Interagency Coordination through the Allegheny Intermediate Unit. The Intensive Interagency Coordination facilitates interagency problem-solving through a team approach in order to coordinate services for students and their families.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
28	Secondary	Full-time (1.0)	05/17/2022 12:29 PM

<b>Building Name</b>		
Keystone Oaks MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>Building Name</b>		
Keystone Oaks MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Keystone Oaks MS		

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Keystone Oaks MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher has multiple grade levels on their roster. However, no students receive instruction outside of the allowable grade span.		0.25

<b>Building Name</b>		
Keystone Oaks MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>

	0.05
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
25	Elementary	Full-time (1.0)	05/17/2022 10:59 AM

<b>Building Name</b>		
Myrtle Ave Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher has multiple grade levels on their roster. However, no students receive instruction outside of the allowable grade span.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
24	Elementary	Full-time (1.0)	05/17/2022 10:45 AM

<b>Building Name</b>
Myrtle Ave Sch
<b>Support Type</b>
Autistic Support
<b>Support Sub-Type</b>
Autistic Support

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>Building Name</b>		
Myrtle Ave Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Myrtle Ave Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Myrtle Ave Sch		

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
23	Multiple	Full-time (1.0)	05/13/2022 10:30 AM

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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
22	Elementary	Full-time (1.0)	05/13/2022 10:30 AM

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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
21	Secondary	Full-time (1.0)	05/17/2022 12:26 PM

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<b>Building Name</b>
Keystone Oaks HS
<b>Support Type</b>



Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>Building Name</b>		
Keystone Oaks HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Keystone Oaks HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.34

<b>Building Name</b>		
Keystone Oaks HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
17	Secondary	Full-time (1.0)	05/17/2022 10:43 AM

<b>Building Name</b>		
Keystone Oaks HS		
<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	20 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Keystone Oaks HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Keystone Oaks HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
15	Secondary	Full-time (1.0)	05/17/2022 10:59 AM

<b>Building Name</b>
Keystone Oaks HS

<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Keystone Oaks HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		19
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher has multiple grade levels on their roster. However, no students receive instruction outside of the allowable grade span.		0.38

<b>Building Name</b>		
Keystone Oaks HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>

	0.1
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14	Secondary	Full-time (1.0)	05/17/2022 10:59 AM

<b>Building Name</b>		
Keystone Oaks HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		19
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher has multiple grade levels on their roster. However, no students receive instruction outside of the allowable grade span.		0.38

<b>Building Name</b>		
Keystone Oaks HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13	Secondary	Full-time (1.0)	05/17/2022 10:23 AM

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<b>Building Name</b>		
Keystone Oaks HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.42

<b>Building Name</b>		
Keystone Oaks HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Keystone Oaks HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Keystone Oaks HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
12	Secondary	Full-time (1.0)	05/17/2022 10:13 AM

<b>Building Name</b>		
Keystone Oaks MS		

<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Keystone Oaks MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
11	Secondary	Full-time (1.0)	05/17/2022 10:12 AM

<b>Building Name</b>		
Keystone Oaks MS		
<b>Support Type</b>		
Learning Support		



<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Keystone Oaks MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
10	Secondary	Full-time (1.0)	05/17/2022 10:41 AM

<b>Building Name</b>		
Keystone Oaks MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		

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

<b>Building Name</b>		
Keystone Oaks MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Keystone Oaks MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Keystone Oaks MS		

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
9	Secondary	Full-time (1.0)	05/17/2022 10:59 AM

<b>Building Name</b>		
Keystone Oaks MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Keystone Oaks MS		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
8	Secondary	Full-time (1.0)	05/17/2022 10:25 AM

<b>Building Name</b>		
Keystone Oaks MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Keystone Oaks MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7	Elementary	Full-time (1.0)	05/13/2022 10:24 AM

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5	Elementary	Full-time (1.0)	05/17/2022 10:18 AM

<b>Building Name</b>		
Myrtle Ave Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>
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Myrtle Ave Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
30	Multiple	Full-time (1.0)	05/13/2022 09:47 AM

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
26	Elementary	Full-time (1.0)	05/17/2022 10:26 AM

<b>Building Name</b>		
Dormont El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Dormont El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
20	Elementary	Full-time (1.0)	05/17/2022 10:59 AM

<b>Building Name</b>		
Dormont El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>

The teacher has multiple grade levels on their roster. However, no students receive instruction outside of the allowable grade span.	0.17
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<b>Building Name</b>		
Dormont El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>	<b>Case Load</b>	
Itinerant (20% or Less)	3	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.06	

<b>Building Name</b>		
Dormont El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>	<b>Case Load</b>	
Supplemental (Less Than 80% but More Than 20%)	4	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.5	

<b>Building Name</b>	
Dormont El Sch	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	
Learning Support	
<b>Level of Support</b>	<b>Case Load</b>



Supplemental (Less Than 80% but More Than 20%)	1	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 9
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.05	

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
2	Elementary	Full-time (1.0)	05/17/2022 10:59 AM

<b>Building Name</b>		
Dormont El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Dormont El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher has multiple grade levels on their roster. However, no students receive instruction outside of the allowable grade span.		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
19	Elementary	Full-time (1.0)	05/17/2022 10:59 AM

<b>Building Name</b>		
Dormont El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Dormont El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>

The teacher has multiple grade levels on their roster. However, no students receive instruction outside of the allowable grade span.	0.45
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4	Multiple	Full-time (1.0)	05/13/2022 09:47 AM

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
29	Elementary	Full-time (1.0)	05/17/2022 09:31 AM

<b>Building Name</b>		
Fred L Aiken El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Fred L Aiken El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Fred L Aiken El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Fred L Aiken El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
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1	Elementary	Full-time (1.0)	05/17/2022 09:27 AM
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<b>Building Name</b>		
Fred L Aiken El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Fred L Aiken El Sch		
<b>Support Type</b>		
Physical Support		
<b>Support Sub-Type</b>		
Physical Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Fred L Aiken El Sch		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Keystone Oaks HS		218
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
38 feet, 4 inches x 20 feet, 4 inches	779sqft	27
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		
KOSD High School - Second Floor.pdf		

### 1Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Keystone Oaks HS		240
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
40 feet, 2 inches x 19 feet, 6 inches	783sqft	27
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		
KOSD High School - Second Floor.pdf		

2 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Keystone Oaks HS		209
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
35 feet, 6 inches x 24 feet, 9 inches	878sqft	31
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		
KOSD High School - Second Floor.pdf		

3 Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
Keystone Oaks HS		203
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 6 inches x 32 feet, 5 inches	696sqft	24
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		
KOSD High School - Second Floor.pdf		

#### 4Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Keystone Oaks HS		123
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 6 inches x 32 feet, 4 inches	759sqft	27
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

5 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Keystone Oaks HS		146
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
35 feet, 0 inches x 23 feet, 4 inches	816sqft	29
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		
KOSD High School - Second Floor.pdf		

6 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Keystone Oaks MS		208
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 3 inches x 30 feet, 6 inches	861sqft	30
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		
KOSD Middle School - Second Floor.pdf		

7Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Keystone Oaks MS		310
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 27 feet, 10 inches	807sqft	28
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

8 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Keystone Oaks MS		202
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
35 feet, 8 inches x 28 feet, 2 inches	1004sqft	35
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		
KOSD Middle School - Second Floor.pdf		

9 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Keystone Oaks MS		110
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 27 feet, 10 inches	807sqft	28
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		
KOSD Middle School - First Floor.pdf		

10Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Keystone Oaks MS		120
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
39 feet, 6 inches x 42 feet, 8 inches	1685sqft	60
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

11 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Keystone Oaks MS		102
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
35 feet, 8 inches x 28 feet, 2 inches	1004sqft	35
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		
KOSD Middle School - First Floor.pdf		

12 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Fred L Aiken El Sch		118
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
16 feet, 0 inches x 28 feet, 8 inches	458sqft	16
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		
KOSD Aiken Elementary 1st Floor.pdf		

13Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Fred L Aiken El Sch		111
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 7 inches x 15 feet, 6 inches	474sqft	16
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

14 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Fred L Aiken El Sch		253
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 8 inches x 22 feet, 8 inches	763sqft	27
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		
KOSD Aiken Elementary 2nd Floor.pdf		

15 Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
Dormont El Sch		111
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 6 inches x 30 feet, 2 inches	950sqft	33
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		
KOSD Dormont Elementary - First Floor.pdf		

16Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Dormont El Sch		238
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
38 feet, 0 inches x 30 feet, 0 inches	1140sqft	40
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

17 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Dormont El Sch		139
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
38 feet, 0 inches x 30 feet, 0 inches	1140sqft	40
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		
KOSD Dormont Elementary - First Floor.pdf		

18 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Dormont El Sch		102
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 7 inches x 13 feet, 5 inches	302sqft	10
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		
KOSD Dormont Elementary - First Floor.pdf		

19Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Dormont El Sch		138
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
37 feet, 11 inches x 30 feet, 0 inches	1137sqft	40
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Myrtle Ave Sch		233
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 3 inches x 15 feet, 5 inches	373sqft	13
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		
KOSD Myrtle Elementary - Second Floor.pdf		

21 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Myrtle Ave Sch		303
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 3 inches x 25 feet, 0 inches	856sqft	30
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		
KOSD Myrtle Elementary - Third Floor.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Myrtle Ave Sch		202
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 4 inches x 25 feet, 9 inches	884sqft	31
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

KOSD Myrtle Elementary - Second Floor.pdf

23 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Myrtle Ave Sch		240
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
40 feet, 0 inches x 23 feet, 4 inches	933sqft	33
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		
KOSD Myrtle Elementary - Second Floor.pdf		

24 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	



## Special Education Support Services

### 25Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	District
Paraprofessionals	9	District Wide	District
School Psychologist	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Director of Pupil Services	1	District Wide	District



## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
Executive Functioning Overview to Pupil Services Department			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Desiree Burns, Director of Special Education		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	Intermediate Unit	Other

### Positive Behavior Support

<b>Description of Training</b>			
School-Wide Positive Behavior Interventions and Supports (SWPBIS).			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Suzanne Lochie, Director of Pupil Services		2022 -2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	3	District Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Crisis Prevention Intervention			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Suzanne Lochie, Director of Pupil Services		2022-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	3	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

### Paraprofessional

Description of Training			
Mandatory training on child abuse recognition and reporting			
Lead Person/Position		Year of Training	
Desiree Burns, Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
First Aid/CPR			
Lead Person/Position		Year of Training	
Desiree Burns, Director of Special Education		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District	Paraprofessionals

### Transition

Description of Training			
Indicator 13 Review			
Lead Person/Position		Year of Training	
Mark Elphinstone, Transition Coordinator & Desiree Burns, Director of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	Once per year	District	Special Education Teachers

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### Science of Literacy

<b>Description of Training</b>			
LETRS Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dr. Shannon Varley, Assistant to the Superintendent for Student Achievement		2022-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	4	District Intermediate Unit	General Education Teachers Special Education Teachers

### Parent Training

<b>Description of Training</b>			
Special Education Services			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Desiree Burns		2022-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1 per year	District	Parents

<b>Description of Training</b>			
Transition Planning			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Mark Elphinstone, Transition Coordinator and Desiree Burns, Director of Special Education		2022-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1 per year	District	Parents

## IEP Development

<b>Description of Training</b>			
Progress Monitoring			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Desiree Burns, Director of Special Education		2022-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1-3	3	Intermediate Unit Other	Special Education Teachers

<b>Description of Training</b>			
IEP Compliance			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Desiree Burns, Director of Special Education		2022-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1-3	3	District	Special Education Teachers

## Signatures & Affirmations

Approval Date

2022-06-21

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SIGNATURE PAGE SPEC ED PLAN.pdf

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

Superintendent/Chief Executive Officer

Date

