

Fox Chapel Area SD  
**Special Education Plan Report**  
07/01/2019 - 06/30/2022

# District Profile

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## Demographics

611 Field Club Rd  
Pittsburgh, PA 15238  
(412)963-9600

Superintendent: Robert Freeman

Director of Special Education: Timothy Mahoney

## Planning Committee

Name	Role
<b>Cassandra Pencek</b>	Building Principal : Special Education
<b>Megan Edwards</b>	Ed Specialist - School Psychologist : Special Education
<b>Jess Green</b>	High School Teacher - Regular Education : Professional Education Special Education
<b>Michele Fischer</b>	High School Teacher - Special Education : Professional Education Special Education
<b>Elizabeth Sipe</b>	Parent : Special Education
<b>Timothy Mahoney</b>	Special Education Director/Specialist : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 513

### *Identification Method*

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

In order to meet criteria for identification as a student with a specific learning disability, the school district confirms that the student has been provided learning experiences and scientifically based instruction appropriate for his or her age and based on state-approved grade level standards. The school district then uses a discrepancy model for determining that a student has a specific learning disability according to state and federal regulations. The IQ-achievement discrepancy model assesses whether there is a statistically significant difference between a student's scores on a test of general intelligence and scores obtained on nationally normed academic achievement tests. According to state and federal regulations, in order to meet criteria for identification as a student with a specific learning disability, the student does not achieve adequately for his or her age and intellectual ability. In addition, the student does not meet state-approved grade-level standards in one or more of the following eight areas of achievement:

- Oral expression
- Listening comprehension
- Written expression
- Basic reading skills
- Reading fluency skills
- Reading comprehension
- Mathematics calculation
- Mathematics problem solving

Several factors must also be taken into consideration before a student meets the state's SLD eligibility criteria, such as: visual, hearing or motor disabilities; intellectual disability; emotional disability; cultural factors; environmental or economic disadvantage; limited English proficiency; attendance; and access to appropriate instruction, including the essential components of reading instruction.

### *Enrollment*

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

The district has identified 12.1% of students as special education students as compared to 16.9% of students identified as special education students throughout the state. This difference is most likely representative of the use of the RtII model across all buildings K-12. All students are provided with interventions based on need specifically in the areas of math and English Language Arts.

The district has identified 15.2% of special education students as students with Autism as compared to 11% of students identified as students with Autism throughout the state. This difference is most likely due to the collaboration with the PA Autism Initiative and the high quality of programming

and efforts to support students with Autism within the inclusive environment.

The district has identified 7.6% of special education students as students with an emotional disturbance as compared to 8.6% of students identified as students with an emotional disturbance throughout the state. The difference is most likely due to district collaboration with local mental health agencies and a contract with UPMC to provide mental health personnel to the district. The district has identified 3.1% of special education students as students with intellectual disabilities as compared to 6.4% of students identified as students with intellectual disabilities throughout the state. This difference is most likely due to the increase in the number of students with Autism and intellectual disabilities who are identified as students with Autism on the Special Education Data Report.

The district has identified 20.5% of special education students as students with an other health impairment as compared to 15.7% of students identified as having an other health impairment throughout the state. This difference is most likely due to the high prevalence of ADHD and Anxiety within the student population. The district is working on implementing tiers of support for behavior and mental health to address the needs of students outside of identification for individualized programming.

The district has identified 30.2% of special education students as students with learning disabilities as compared to 40.9% of students identified as having a learning disability throughout the state. This difference is most likely due to the strong RtII and intervention programs that are implemented throughout the district.

The district has identified 18.5% of special education students as students with a speech or language impairment as compared to 14.5% of students identified with speech or language impairments throughout the state. This is most likely due to the large percentage of district students who participate in preschools and early intervention programs as well as the high percentage of those students diagnosed with Autism enrolled in the district.

### ***Non-Resident Students Oversight***

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

1. The Fox Chapel Area School District is host to one facility under 1306 and meets its obligation by providing the students with an appropriate program of special education and training. Additionally, the FCASD maintains contact with the home school district of the student for the purpose of keeping the school district informed of its plans for educating the student and seeking the advice of that district with respect to the student.

2. The FCASD ensures that students are receiving FAPE within the LRE through appropriate evaluation and programming as outlined in PA Code 22: Chapter 14. The FCASD also plans with the home district and guardians with respect to the student.

3. The FCASD has not yet identified any barriers to meet its obligation under Section 1306 of the Public School Code.

### *Incarcerated Students Oversight*

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

There are currently no facilities in FCASD for incarcerated students. The district would establish a set of procedures in collaboration with the educational program provider at the facility in order to identify, evaluate, and offer FAPE to incarcerated students. The procedures would include locating existing educational records. If the student has never been identified as eligible for special education services, then the records will be reviewed by FCASD to determine whether the student should be referred for a multi-disciplinary evaluation. The district in collaboration with the educational provider would assure that special education laws are followed, including the provision of a Free Appropriate Public Education.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1. The district's philosophy regarding educating students with disabilities is all students have the right to be educated with their nondisabled peers in their home schools. The philosophy and practice is reflected in how decisions are made about each student's educational program and placement. At every IEP meeting, current student data is reviewed and teams consider whether or not that particular student is in the least restrictive environment to meet their needs.
2. Over the years, FCASD has benefited from PDE's initiatives on educating all students in an inclusive educational system. Specifically, the district has accessed professional development offered through PaTTAN, AIU3, and other agencies. The FCASD also utilizes consultation, training, and technical assistance provided by the AIU, PaTTAN and other agencies. PaTTAN has provided on site consultation and district training on best practices and utilizing ABA techniques in instruction.
3. 85.7% of district students are inside regular education classes 80% or more of the day. This is considerably higher than the state average of 62.0%. 5.1% of district students are inside regular education classes less than 40% of the day. This number is considerably lower than the state average of 9.3%. 5.5% of district students are educated in settings outside of the school district. Although the state average is 4.9%, the difference can be attributed to the special education students who have moved into the district with IEP's for specialized settings.

## ***Behavior Support Services***

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
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.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

1. Students with disabilities shall be educated in the least restrictive environment 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. The IEP team for a student with a disability shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations. The Board directs that the 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. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. A functional assessment of behavior requires parental consent (permission to evaluate or re-evaluate).

The following terms shall have these meanings, unless the context clearly indicates otherwise.

### **Aversive techniques**

- deliberate activities designed to establish a negative association with a specific behavior.

### **Behavior support**

- development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

### **Behavior Support Plan or Behavior Intervention Plan**

- plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.

### **Positive techniques**

- methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.

### **Restraints**

- application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following:

1. Briefly holding a student, without force, to calm or comfort him/her.
2. Guiding a student to an appropriate activity.
3. Holding a student's hand to escort him/her safely from one area to another.
4. Hand-over-hand assistance with feeding or task completion.

5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.
6. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.

### **Seclusion**

- confinement of a student in a room, with or without staff supervision, in order to provide a safe environment to allow the student to regain self-control.

### **Students with disabilities -**

school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.

The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations.

The Superintendent or designee shall develop administrative regulations to implement this policy. The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy.

The Superintendent or designee shall maintain and report data on the use of restraints, as required. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and vocational schools.

Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP. When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.

### Physical Restraints

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 Special Education Coordinator or designee shall notify the parent/guardian as soon as possible 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 parent/guardian, 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 employed as punishment. Restraints may be included in an IEP 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. 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 students 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 parents/guardians.

Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

### Seclusion

The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative.

The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.

### Aversive Techniques

The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:

1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Suspensions constituting a pattern as defined in state regulations.
7. Treatment of a demeaning nature.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Prone restraints, which are restraints by which a student is held face down on the floor.

### Referral to Law Enforcement

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Behavior Support Plan.

Subsequent to a referral to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support



Plans at the time of such referral.

If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Special Education Coordinator or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan.

For a student with a disability who does not have a Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy.

#### Relations with Law Enforcement

The district shall provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the district.

The district shall invite representatives of each local police department that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program.

Fox Chapel Area School District has school wide expectations of behavior for all students, based on the values of respect, responsibility, and integrity. There are guidance counselors at each elementary building who work with students to develop positive peer relationships. At the middle school level there are three guidance counselors, one for each grade level, and at the high school there are six guidance counselors available to work with students who may need additional support for behavior. In addition the district employs two Behavior Specialists to work with small groups and individual students on how to manage anger and establish positive relationships with peers and adults. There are three master's level social workers contracted through the University of Pittsburgh's Maximizing Adolescent Potentials (MAPs). The Behavior Specialist and or the MAPs counselor may also implement the goals for psychological counseling and may coordinate strategies for managing anger, depression or anxiety.

When a student's behavior begins to interfere with learning, the student and an adult will discuss alternative choices of behaving that could lead to better consequences. A classroom management system, including a reinforcement schedule, may be implemented to provide positive feedback on positive behaviors. When these steps are not sufficient, a building team requests parent permission to conduct a Functional Behavior Assessment (FBA) to determine the antecedents and consequences related to the interfering behavior of a student.

2. Ongoing training is provided by AIU3, PaTTAN, consultants and district staff. The District also utilizes Comprehensive Crisis Management (CCM) training through UPMC. This program encompasses, 3 certified trainers in the district, as well as building level teams trained annually on de-escalation and response to behavior that may require immediate intervention.

3. The District provides School-Based Behavioral and Mental Health Services through partnerships with the University of Pittsburgh, Maximizing Adolescent Potentials (MAPS) program and Family Behavioral Resources (FBR).

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

1. The Fox Chapel Area School District has been successful in providing a Free Appropriate Public Education to students with disabilities. At the present time, the Fox Chapel Area School District has no unresolved issues with locating and ensuring FAPE for any individual student, or for a particular disability category.

2. It is the goal of every IEP team to look at the services that can be provided for a student within the regular educational setting with their peers by looking at the addition of appropriate supports within the general educational setting. We offer a full continuum of services including placements in Allegheny County private and approved private schools. In order to meet the needs of our students, we have opened intensive teaching classrooms K - 8 to support students with complex needs. We have worked with community agencies and local businesses to expand our transition program. The district continues to look at the data and will access and develop programming designed to meet the needs of our students. The district works closely with the Allegheny County Department of Human Services, Office of Behavioral Health, Bureau of Child & Adolescent Services, Early Intervention, Allegheny County CYF, Office of Intellectual Disabilities, Allegheny County Probation Office, the Allegheny Intermediate Unit 3, and local behavioral and mental health providers to ensure FAPE for our students. The Fox Chapel Area School District works with Therapeutic Staff Support personnel, Mobile Therapists, Behavioral Therapists, and Intensive Case Managers. District and building administrators, guidance counselors, general education teachers, special education teachers and support staff endorse the philosophy that individual students require the collaboration of multiple agencies to address issues that can occur within the school environment, community setting, or in the home.

3. The Fox Chapel Area School District is currently meeting the needs of all students through a comprehensive continuum of services. The district also collaborates with local resources such as PaTTAN, the AIU3 and PDE to assess needs and evaluate continuous improvement within the district.

# Assurances

## Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of 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.
- Implementation of 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 District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of 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.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following 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.
- Assurance of 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.

## 24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Passavant Memorial Homes	Nonresident	The Fox Chapel Area School District	3

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
The Children's Institute	Approved Private Schools	Life Skills Support	5
Friendship Academy	Approved Private Schools	Emotional Support	9
Phase IV	Other	Alternative Education - Emotional Support	1
Sunrise School	Special Education Centers	Life Skills Support	2
Watson Institute	Approved Private	Autistic Support	3

	Schools		
<b>Western Pa. School for the Blind</b>	Approved Private Schools	Multi Disabilities Support	4
<b>Pressley Ridge Day School</b>	Approved Private Schools	Emotional Support	2
<b>Pressley Ridge Day School for Autism</b>	Approved Private Schools	Autistic Support	1
<b>The School at McGuire Memorial</b>	Approved Private Schools	Multiple Disabilities	1
<b>WISCA</b>	Approved Private Schools	Autistic Support	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class and Position

*Implementation Date:* May 1, 2019

*Reason for the proposed change:* Updated for Special Education Plan

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	8 to 11	11	0.8
<b>Locations:</b>				
<b>Fairview Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Deaf and Hearing Impaired Support	9 to 9	1	0.2
<b>Locations:</b>				
<b>Fairview Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* May 1, 2019

*Reason for the proposed change:* Updated roster for Special Education Plan

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Autistic Support	8 to 11	4	1
<b>Locations:</b>				
<b>Fairview Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* May 1, 2019*Reason for the proposed change:* Updated roster for Special Education Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	21	0.8
<b>Justification: Speech/Language therapist who see students individually or in small groups within the age range.</b>				
<b>Locations:</b>				
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 9	7	0.2
<b>Locations:</b>				
Hartwood Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* November 19, 2014*Reason for the proposed change:* Updated roster for special education plan.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 7	1	1
<b>Locations:</b>				
Hartwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* May 1, 2019*Reason for the proposed change:* Updated roster for Special Education Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	13	0.8
<b>Justification: Itinerant learning support students who are seen individually or in small groups with same age peers. Students outside of the age range are never supported together.</b>				
<b>Locations:</b>				
Hartwood	An Elementary School	A building in which General Education		

Elementary	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 10	2	0.2
<b>Locations:</b>				
Hartwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* November 19, 2014*Reason for the proposed change:* Updated roster for Special Education Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	4	0.8
<b>Locations:</b>				
Hartwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 9	1	0.2
<b>Locations:</b>				
Hartwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #7***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* November 19, 2014*Reason for the proposed change:* Updated for Special Education Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	7 to 8	3	0.7
<b>Locations:</b>				
Hartwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 8	1	0.1
<b>Locations:</b>				
Hartwood Elementary School	An Elementary School Building	A building in which General Education programs are		

		operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Full-Time Special Education Class</b>	Life Skills Support	9 to 9	1	0.1
<b>Locations:</b>				
<b>Hartwood Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Autistic Support	10 to 10	1	0.1
<b>Locations:</b>				
<b>Hartwood Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #9

*Operator:* School District

##### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* May 1, 2019

*Reason for the proposed change:* Updated for Special Education Plan

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	5 to 5	1	0.5
<b>Locations:</b>				
<b>Kerr Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Blind or Visually Impaired Support	5 to 5	1	0.5
<b>Locations:</b>				
<b>Kerr Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #10

*Operator:* School District

##### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* November 19, 2014

*Reason for the proposed change:* Update roster for special education roster.

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	9 to 9	3	1
<b>Locations:</b>				

<b>Kerr Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		
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**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* November 19, 2014*Reason for the proposed change:* Update roster for special education plan.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	9 to 9	3	1
<b>Locations:</b>				
<b>Kerr Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #12***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* November 19, 2014*Reason for the proposed change:* Updated roster for special education plan.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	8 to 8	1	1
<b>Locations:</b>				
<b>Kerr Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #13***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* November 19, 2014*Reason for the proposed change:* Update roster for special education plan.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	9 to 10	4	1
<b>Locations:</b>				
<b>Kerr Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #14***Operator:* School District**PROGRAM DETAILS***Type:* Class



*Implementation Date: May 1, 2019*

*Reason for the proposed change: Update for Special Education Plan*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	10 to 11	13	0.9
<b>Locations:</b>				
<b>Kerr Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Emotional Support	11 to 11	1	0.1
<b>Locations:</b>				
<b>Kerr Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #15**

*Operator: School District*

**PROGRAM DETAILS**

*Type: Class*

*Implementation Date: May 1, 2019*

*Reason for the proposed change: Updated for Special Education Plan.*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Speech and Language Support	5 to 10	13	0.7
<b>Justification: Speech/Language therapist who see students individually or in small groups within the age range.</b>				
<b>Locations:</b>				
<b>Kerr Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Speech and Language Support	5 to 8	5	0.3
<b>Locations:</b>				
<b>Hartwood Elementary School</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #18**

*Operator: School District*

**PROGRAM DETAILS**

*Type: Position*

*Implementation Date: May 1, 2019*

*Reason for the proposed change: Updated roster for Special Education Plan*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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<b>Supplemental (Less Than 80% but More Than 20%)</b>	Life Skills Support	15 to 19	9	0.7
<b>Locations:</b>				
<b>FCAHS</b>	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Full-Time Special Education Class</b>	Life Skills Support	14 to 19	3	0.2
<b>Justification: Students are working on individualized goals and objectives within individual and small groups with same-age peers</b>				
<b>Locations:</b>				
<b>FCAHS</b>	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Autistic Support	15 to 15	1	0.1
<b>Locations:</b>				
<b>FCAHS</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #19***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* November 21, 2014*Reason for the proposed change:* Updated roster for special education plan.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	13 to 15	18	1
<b>Locations:</b>				
<b>Dorseyville Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #20***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* November 21, 2014*Reason for the proposed change:* Updated roster for special education plan.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	14 to 18	18	1
<b>Locations:</b>				
<b>FCAHS</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #21**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: May 14, 2014

Reason for the proposed change: Updated roster for special education plan.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	14 to 18	21	0.9
<b>Locations:</b>				
<b>FCAHS</b>	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Emotional Support	17 to 17	1	0.1
<b>Locations:</b>				
<b>FCAHS</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #22**

Operator: School District

**PROGRAM DETAILS**

Type: Position

Implementation Date: May 1, 2019

Reason for the proposed change: Updated roster for Special Education Plan

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	16 to 18	11	0.5
<b>Locations:</b>				
<b>FCAHS</b>	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Full-Time Special Education Class</b>	Life Skills Support	16 to 16	1	0.15
<b>Locations:</b>				
<b>Fox Chapel Area High School</b>	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Autistic Support	17 to 17	1	0.15
<b>Locations:</b>				
<b>Fox Chapel Area High School</b>	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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<b>Itinerant</b>	Deaf and Hearing Impaired Support	14 to 17	5	0.2
<b>Locations:</b>				
<b>FCAHS</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #23***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* November 21, 2014*Reason for the proposed change:* Updated roster for Special Education Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	15 to 18	15	0.8
<b>Locations:</b>				
<b>FCAHS</b>	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Emotional Support	18 to 18	1	0.1
<b>Locations:</b>				
<b>FCAHS</b>	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Blind or Visually Impaired Support	17 to 17	1	0.1
<b>Locations:</b>				
<b>FCAHS</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #24***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* May 1, 2019*Reason for the proposed change:* Updated roster for Special Education Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	14 to 18	13	1
<b>Locations:</b>				
<b>FCAHS</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #25***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* May 1, 2019*Reason for the proposed change:* Updated roster for Special Education Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Emotional Support	14 to 19	15	0.8
<b>Justification: Itinerant Emotional Support students are seen individually or within small groups with same age peers.</b>				
<b>Locations:</b>				
<b>FCAHS</b>	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	16 to 18	3	0.2
<b>Locations:</b>				
<b>FCAHS</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #26***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* November 21, 2014*Reason for the proposed change:* Updated roster for special education plan.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	14 to 20	12	0.9
<b>Justification: Students work 1:1 and in small groups with same age peers.</b>				
<b>Locations:</b>				
<b>FCAHS</b>	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Emotional Support	14 to 14	1	0.1
<b>Locations:</b>				
<b>Fox Chapel Area High School</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #27***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* November 21, 2014*Reason for the proposed change:* Updated roster for special education plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	14 to 18	18	1
<b>Locations:</b>				
<b>FCAHS</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #28***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* May 1, 2019*Reason for the proposed change:* Updated roster for Special Education Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Emotional Support	15 to 15	1	0.2
<b>Locations:</b>				
<b>FCAHS</b>	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	14 to 18	8	0.8
<b>Locations:</b>				
<b>FCASD</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #29***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* May 1, 2019*Reason for the proposed change:* Updated roster for Special Education Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	14 to 16	8	0.8

<b>Locations:</b>				
<b>FCAHS</b>	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Emotional Support	14 to 14	1	0.2
<b>Locations:</b>				
<b>FCASD</b>	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #30***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* May 1, 2019*Reason for the proposed change:* Updated roster for Special Education Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Speech and Language Support	12 to 12	1	1
<b>Locations:</b>				
<b>Dorseyville Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #31***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* May 1, 2019*Reason for the proposed change:* Updated roster for Special Education Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	12 to 13	16	0.85
<b>Locations:</b>				
<b>Dorseyville Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Deaf and Hearing Impaired Support	12 to 12	1	0.15
<b>Locations:</b>				
<b>Dorseyville Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #32***Operator:* School District**PROGRAM DETAILS***Type:* Position

Implementation Date: May 1, 2019

Reason for the proposed change: Updated roster for Special Education Plan

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	17	0.7
<b>Locations:</b>				
Dorseyville Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 11	1	0.1
<b>Locations:</b>				
Dorseyville Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 12	1	0.2
<b>Locations:</b>				
Dorseyville Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #33**

Operator: School District

**PROGRAM DETAILS**

Type: Position

Implementation Date: May 1, 2019

Reason for the proposed change: Updated roster for Special Education Plan

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	5	0.4
<b>Locations:</b>				
Dorseyville Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 14	3	0.2
<b>Locations:</b>				
Dorseyville Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 13	1	0.2
<b>Locations:</b>				
Dorseyville Middle School	A Middle School Building	A building in which General Education programs are operated		



Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 14	1	0.2
<b>Locations:</b>				
<b>Dorseyville Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #34***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* May 1, 2019*Reason for the proposed change:* Updated roster for Special Education Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	17	0.65
<b>Locations:</b>				
<b>Dorseyville Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 13	1	0.15
<b>Locations:</b>				
<b>Dorseyville Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 14	2	0.2
<b>Locations:</b>				
<b>Dorseyville Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #35***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* May 1, 2019*Reason for the proposed change:* Updated roster for Special Education Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	13	0.8
<b>Locations:</b>				
<b>Dorseyville Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 12	2	0.2
<b>Locations:</b>				
<b>Dorseyville Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #36***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* May 1, 2019*Reason for the proposed change:* Updated roster for Special Education Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Life Skills Support	11 to 12	2	0.2
<b>Locations:</b>				
<b>Dorseyville Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Full-Time Special Education Class</b>	Life Skills Support	13 to 14	4	0.4
<b>Locations:</b>				
<b>Dorseyville Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Full-Time Special Education Class</b>	Autistic Support	12 to 12	1	0.2
<b>Locations:</b>				
<b>Dorseyville Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Autistic Support	12 to 12	1	0.1
<b>Locations:</b>				
<b>Dorseyville Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	12 to 12	1	0.1
<b>Locations:</b>				
<b>Dorseyville Middle School</b>	A Middle School Building	A building in which General Education programs are operated		

**Program Position #37**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: November 20, 2014

Reason for the proposed change: Updated roster for special education plan.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	25	1
<b>Justification: Speech/Language therapist who see students individually or in small groups within the age range.</b>				
<b>Locations:</b>				
<b>O'Hara</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #38**

Operator: School District

**PROGRAM DETAILS**

Type: Position

Implementation Date: May 1, 2019

Reason for the proposed change: Updated roster for Special Education Plan

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	7	0.75
<b>Locations:</b>				
<b>O'Hara Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 12	1	0.25
<b>Locations:</b>				
<b>O'Hara Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #39**

Operator: School District

**PROGRAM DETAILS**

Type: Position

Implementation Date: May 1, 2019

Reason for the proposed change: Updated roster for Special Education Plan

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	6	0.7
<b>Locations:</b>				
<b>O'Hara Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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<b>Itinerant</b>	Deaf and Hearing Impaired Support	8 to 8	1	0.1
<b>Locations:</b>				
<b>O'Hara Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

<b>Type of Support</b>	<b>Level of Support</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
<b>Itinerant</b>	Autistic Support	9 to 9	1	0.1
<b>Locations:</b>				
<b>O'Hara Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

<b>Type of Support</b>	<b>Level of Support</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
<b>Itinerant</b>	Emotional Support	9 to 9	1	0.1
<b>Locations:</b>				
<b>O'Hara Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #40***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* November 20, 2014*Reason for the proposed change:* Updated roster for special education plan.**PROGRAM SEGMENTS**

<b>Type of Support</b>	<b>Level of Support</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
<b>Itinerant</b>	Learning Support	6 to 8	7	1
<b>Locations:</b>				
<b>O'Hara Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #41***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* May 1, 2019*Reason for the proposed change:* Updated roster for Special Education Plan**PROGRAM SEGMENTS**

<b>Type of Support</b>	<b>Level of Support</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
<b>Itinerant</b>	Learning Support	6 to 9	5	0.8
<b>Locations:</b>				
<b>O'Hara Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

<b>Type of Support</b>	<b>Level of Support</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
<b>Itinerant</b>	Autistic Support	5 to 5	1	0.2
<b>Locations:</b>				
<b>O'Hara Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #42***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: November 20, 2014**Reason for the proposed change: Updated roster for special education plan.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	9 to 10	4	1
<b>Locations:</b>				
<b>O'Hara Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #43***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: May 1, 2019**Reason for the proposed change: Updated roster for Special Education Plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	6 to 11	5	0.7
<b>Justification: Supporting students individually within a K-5 general education building.</b>				
<b>Locations:</b>				
<b>Fairview Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	11 to 11	1	0.1
<b>Locations:</b>				
<b>Fairview Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Autistic Support	7 to 7	1	0.1
<b>Locations:</b>				
<b>Fairview Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Deaf and Hearing Impaired Support	6 to 6	1	0.1
<b>Locations:</b>				
<b>Fairview Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

### Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessionals	All Buildings	53
School Psychologists	All Buildings	2
Behavior Specialists	All Buildings	2
Special Education Director	District	1
Speech and Language Pathologist	All Buildings	4

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Hearing Support	Outside Contractor	15.5 Hours
Physical Therapy	Outside Contractor	1.5 Hours
Vision Support	Outside Contractor	0.53 Hours
Occupational Therapy	Outside Contractor	76.25 Hours
Social Services Liaisons	Outside Contractor	15 Days
Orientation and Mobility	Outside Contractor	0.63 Hours

# District Level Plan

## Special Education Personnel Development

### Autism

<b>Description</b>	<p>The goal of the Fox Chapel Area School District is for all students, including students with Autism, to be educated in the least restrictive environment (LRE) by personnel with the knowledge and skills necessary to meet individual needs. Teachers, staff, and families will continue to receive on-going professional development related to Autism Spectrum Disorders.</p> <p>The District will continue to collaborate with outside agencies that include but are not limited to: PaTTAN's Autism Initiative training and consultation through PaTTAN, Allegheny Intermediate Unit, Watson Institute, FCASD staff, and independent consulting firms in order to provide quality professional development for staff and families.</p> <p>Training goals will consist of:</p> <ul style="list-style-type: none"> <li>• On-site consultation within the Autism Support Intensive Teaching classrooms to grow effective programming within the Intensive Teaching Protocols.</li> <li>• District-wide training provided by PaTTAN's Autism Initiative.</li> <li>• Parent training focused on inclusive practices and working with students with disabilities.</li> </ul> <p>Evidence of Implementation:</p> <ul style="list-style-type: none"> <li>• Agendas from professional development activities</li> <li>• Visit summaries and consultation notes from site visits</li> <li>• Parent feedback from training sessions collected through surveys</li> </ul>
<b>Person Responsible</b>	Timothy Mahoney
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	5.5
<b># of Sessions</b>	18
<b># of Participants Per Session</b>	20
<b>Provider</b>	PaTTAN
<b>Provider Type</b>	PaTTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<p>The district has 3 classrooms that are supported through PaTTAN's Autism Initiative. The goal of PaTTAN's Autism Initiative ABA Support effort is to assist teams in delivering evidence based interventions for children with Autism. A unifying aspect of effective intervention is a basis in clearly defined performance standards, reliable progress monitoring, procedural descriptions of instructional practices, and teacher responsiveness to student progress within a well-sequenced list of skills targeted for</p>

	<p>instruction. In short, the characteristics of applied behavior analysis clearly overlap with the qualities of effective instruction. Applied Behavior Analysis is a systematic process to achieve socially significant outcomes based on a scientific approach to human behavior. Behavior is defined as observable and measureable events that occur in relation to regular aspects of the environment in which individuals act. The environment includes any observable aspect of the social and physical world. The analysis involves use of methods of measuring behavior and the antecedent and consequent events that correlate with predictable patterns of responding. Skills related to thinking, reasoning, and emotion are defined through their overt characteristics, in other words what the students do to indicate their covert activity.</p> <p>Overall implementation is measured through a rigorous site review process. The site review is a checklist of 61 measureable items. The site review checklist is used to assess all sites in the beginning of each school year and then again late in the school year, thus it serves as a pre-post measure of consultative implementation. Specific site review items are grouped into several main categories:</p> <ul style="list-style-type: none"> <li>• Classroom organization, including scheduling, data systems, and materials organization</li> <li>• Inclusive practices</li> <li>• Consultation Processes, including degree to which consultation guides practice and the degree to which treatment integrity processes are used.</li> <li>• Parent and Family Engagement</li> <li>• Instructional practices including intensive teaching, mand training, natural environment training, fluency training, Direct Instruction, social skills instruction, vocal training, and group instruction.</li> <li>• A function-based approach to behavior interventions to reduce problem behavior</li> <li>• The initial site review is used to set priorities and guide consultation for regularly scheduled sessions.</li> </ul>
<p><b>Research &amp; Best Practices Base</b></p>	<p>PaTTAN's Autism Initiative ABA Supports utilizes research based ABA training and consultation that is viewed as the best practice for working with students on the Autism Spectrum.</p>
<p><b>For classroom teachers, school counselors and education specialists</b></p>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community</p>



	partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>Related Service Personnel</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p>

	Participant survey
	Review of written reports summarizing instructional activity

## Behavior Support

<b>Description</b>	<p>The Fox Chapel Area School District utilizes the Comprehensive Crisis Management program including the Train the Trainer component which is a 40-hour training designed to give trainers the knowledge, skills, and confidence to instruct the Comprehensive Crisis Management (CCM). Additionally, all members of building crisis teams and all paraprofessionals will be trained in crisis prevention and management on a eight-hour/yearly schedule.</p> <p>Training goals will consist of:</p> <ul style="list-style-type: none"> <li>• Identify a variety of reasons for challenging behaviors</li> <li>• Understand the impact of emotional trauma and the importance of providing trauma-informed care</li> <li>• Recognize the importance of ongoing self-assessment</li> <li>• Understand the importance of developing a trusting relationship</li> <li>• Identify key factors in the prevention of crisis situations</li> <li>• Discuss responsibilities necessary in the safe resolution of crisis situations</li> <li>• Perform appropriate physical escape and emergency safety interventions</li> </ul> <p>Evidence of Implementation:</p> <ul style="list-style-type: none"> <li>• Agendas from professional development activities</li> <li>• Collection of certification</li> </ul>
<b>Person Responsible</b>	Timothy Mahoney
<b>Start Date</b>	8/9/2019
<b>End Date</b>	2/28/2021
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	8.0
<b># of Sessions</b>	7
<b># of Participants Per Session</b>	30
<b>Provider</b>	District Staff
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	<p>The strategies taught in the Comprehensive Crisis Management training program provide staff members with an effective framework for decision making and problem solving to prevent, de-escalate, and safely respond to disruptive or assaultive behavior. The philosophy relating to care, welfare, safety, and security expands throughout the continuum of interventions that are necessary when working toward reduction or elimination of restraint use.</p>

	<p>CCM Basic Program is an eight hour program consisting of two components:</p> <ol style="list-style-type: none"> <li>1. The lecture and discussion component focuses on assessment and prevention techniques as well as crisis management skills. The information helps employees to assess whether a potentially dangerous situation is developing and how to prevent a crisis.</li> <li>2. A physical demonstration and practice component teaches physical interventions for movement, escape, and emergency safety interventions that are effective and safe for staff and the aggressor. These interventions do not rely on strength or surprise, but instead, participants learn to use natural body movement in effective ways.</li> </ol>
<b>Research &amp; Best Practices Base</b>	The Comprehensive Crisis Management program espouses a philosophy that focuses on providing the best possible care, welfare, safety, and security to staff members and those in their care. The emphasis is on prevention, de-escalation, and the use of physical intervention only as a last resort when an individual presents a danger to self or others.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1)

	Elementary - Intermediate (grades 2-5)  Middle (grades 6-8)  High (grades 9-12)
<b>Follow-up Activities</b>	Lesson modeling with mentoring
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  Classroom student assessment data

## Paraprofessional

<b>Description</b>	<p>The Fox Chapel Area School District will provide 3 years of quality training for paraprofessionals, 20 hours annually. This will be in compliance of PDE guidelines as well as relevant to the job skills performed by the employees. Training will be provided through partnerships with: PaTTAN's Autism Initiative, AIU3, The Watson Institute, FCASD staff, and independent contractors.</p> <p>Training goals will consist of:</p> <ul style="list-style-type: none"> <li>• District-wide training on ABA best-practices for instruction</li> <li>• Comprehensive Crisis Management training</li> <li>• CPR and First Aide training</li> <li>• School-wide Safety and Security training through the ALICE Institute</li> </ul> <p>Evidence of Implementation:</p> <ul style="list-style-type: none"> <li>• Agendas from professional development activities.</li> <li>• Certification of completion for training modules.</li> </ul>
<b>Person Responsible</b>	Timothy Mahoney
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	5.0
<b># of Sessions</b>	12
<b># of Participants Per Session</b>	53
<b>Provider</b>	In House Staff including behavior specialists, school psychologists and other special educators, AIU3 staff, Pattan trainings, School Resource Officers
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Acquire new skills based on identified district need(s) that include but are not limited to: ABA, school safety, CPR and First Aide, and Crisis Management.

<b>Research &amp; Best Practices Base</b>	Research and Best Practices Training in Foundations of Special Education, Behavior, Special Health Care, Low Incidence Disabilities, Autism, Secondary Transition, and School Safety.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p>
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p>
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and

	preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
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## Reading

<b>Description</b>	<p>Full Implementation of Secondary ELA curriculum for struggling learners. Nationally-normed data driven literacy program that provides a blended learning model for comprehension strategies and written expression guided by differentiated student assessments. Instruction involves customized learning experiences using informative assessments and a flexible rotation model that combines traditional and online instruction.</p> <p>Training goals will consist of:</p> <ul style="list-style-type: none"> <li>• Site-based training including face-to-face and web-based interactions</li> <li>• Walkthroughs providing feedback on fidelity of implementation</li> <li>• Full implementation of a comprehensive reading program for tiered support (6-12)</li> </ul> <p>Evidence of Implementation:</p> <ul style="list-style-type: none"> <li>• Agendas from professional development activities</li> <li>• Walkthrough data</li> <li>• Growth data from target students within PVAAS</li> </ul>
<b>Person Responsible</b>	Matthew Harris
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education

## Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	10
<b>Provider</b>	AIU3, District Staff, Publisher Consultant
<b>Provider Type</b>	For Profit Company
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Full Implementation of comprehensive tier 2/3 reading program for Grades 6-12, using the gradual-release model and featuring 30 weeks of explicit comprehension-focused lessons for the whole class, small groups, and intervention. Full alignment with Common Core Standards.
<b>Research &amp; Best Practices Base</b>	Aligned with PA Core Standards
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-</p>

	<p>making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p> <p>Data meetings with Program Principal</p>
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

	<p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Benchmarking Assessments, Keystone Literature Assessment</p>
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## Transition

<b>Description</b>	Secondary team will provide a series of transition trainings for staff, parents and students.
<b>Person Responsible</b>	Timothy Mahoney
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	18
<b># of Participants Per Session</b>	50
<b>Provider</b>	Students and Former Students, Agency Representatives, Post Secondary Representatives, Disability Advocates
<b>Provider Type</b>	Students and Former Students, Agency Representatives, Post Secondary Representatives, Disability Advocates, OVR. OBH
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Work collaboratively with students, families, education, and agency staff in the secondary transition process
<b>Research &amp; Best Practices Base</b>	Evidence- Based practices for transition and resources gained from NTACT (National Technical Assistance on Transition) and best practices from DCDT (Division on Career Development and Transition) related indicators of Pennsylvania's State Performance Plan for Special Education (Indicators 1, 2, 5, 8, 13, and 14) that promote positive post-school outcomes for all students with disabilities.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking</b>	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to



<b>leadership roles</b>	each other as well as to Pennsylvania’s academic standards.  Instructs the leader in managing resources for effective results.
<b>Training Format</b>	LEA Whole Group Presentation  Series of Workshops  Department Focused Presentation  Offsite Conferences
<b>Participant Roles</b>	Classroom teachers  Principals / Asst. Principals  Parents
<b>Grade Levels</b>	Middle (grades 6-8)  High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Analysis of student work, with administrator and/or peers  Transition plan development
<b>Evaluation Methods</b>	Standardized student assessment data other than the PSSA  Participant survey  Student portfolio, transition assessments, college applications, Individual student plan development, work experiences

# Special Education Affirmations

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We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. 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.
2. 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.
3. 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.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. 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.
6. 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.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*