

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 511
School District Total Student Enrollment 2254
Percent of Students Receiving Special Education 22.7

Steering Committee

Name	Position/Role	Building	Email
Dr. Amy Leah Filipowski	Director of Special Education	Ambridge Area SD	afilipowski@ambridge.k12.pa.us
Dr. Joseph Pasquerilla	Superintendent	Ambridge Area SD	jpasquerilla@ambridge.k12.pa.us
Mr. Barry King	Director of Curriculum	Ambridge Area SD	bking@ambridge.k12.pa.us
Mrs. JoAnn Hoover	Building Principal	State Street El Sch	jhoover@ambridge.k12.pa.us
Dr. Janice Zupsic	Building Principal	Ambridge Area HS	jzupsic@ambridge.k12.pa.us
Mrs. Kelly Romasco	Board Member	Ambridge Area SD	kelly.romasco@ambridge.k12.pa.us
Miss. Amy Fitsko	Board Member	Ambridge Area SD	amy.fitsko@ambridge.k12.pa.us
Mrs. Cathy Fischer	Board Member	Ambridge Area HS	cfischer@ambridge.k12.pa.us
Mrs. Susan Manuppelli	Special Education Teacher	Economy El Sch	smanuppelli@ambridge.k12.pa.us
Mrs. Jamie Wellman	Special Education Teacher	Highland El Sch	jwellman@ambridge.k12.pa.us
Mrs. Casey Neel	Special Education Teacher	Ambridge Area HS	cneel@ambridge.k12.pa.us
Mrs. Heidi Bober	Special Education Teacher	Ambridge Area MS	hbober@ambridge.k12.pa.us
Mrs. Jessica MacMiller	Parent	Ambridge Area MS	jrruskin@gmail.com
Mrs. Nicole Connolly	General Education Teacher	Highland El Sch	nconnolly@ambridge.k12.pa.us
Mrs. Jessica Saxon	Parent	State Street El Sch	jsaxon@ambridge.k12.pa.us
Mrs. Kelly Smith	Board Member	Ambridge Area SD	kelly.smith@ambridge.k12.pa.us

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)

Improvement and Planning Activity
<p>3A Participation Rate for PSSA: The Ambridge Area School District did not meet the participation rate for PSSA in ELA or Math for students with disabilities. We did surpass the state average but did not meet the 95% target. In an effort to improve and obtain 95% participation rate, the district is making a concerted effort to put the following activities in place: 1. The Director of Special Education and District Assessment Coordinator attended the training on "State Assessment Participation for Students with Disabilities - Why it Matters!" on 2/24/2023. 2. The district developed a plan to increase participation for all students, including students with disabilities. The plan includes: -Use of School-wide PBIS system to help motivate the students to participate in state assessments . -Use the incentive system established through CYS Attendance Team in conjunction with Ambridge Area School District to motivate students to attend school and earn gift cards for a high rate of attendance. -Communicate to parent(s)/guardian(s) the importance of the assessment data and how the district utilizes the data to drive instruction and programming. -Provide communication to the staff that all students are responsible for assessment accountability. -Provide faculty protocol for communication to students prior to test prep and/or testing windows - Contact parent(s)/guardian(s) and give them an opportunity to express their children's challenges when taking tests in an effort to collaborate and respond to challenges.</p>
<p>3B Proficiency rate for children with IEPs against grade level academic achievement standards: The Ambridge Area School District did not meet targets for PSSA Proficiency in both ELA and Math in both 4th and 8th grades. The district recognizes the importance of academic achievement. In an effort to address the issue of achievement, the district has worked to incorporate Focus Periods in K-5 and Tutorial Periods in grades 6-8 throughout the school day where students with disabilities receive both Tier 2 and Tier 3 interventions for ELA and Math. Students with an IEP not performing at Proficient or above will receive intervention in the corresponding subject area through focus/tutorial period and/or in their learning support classroom. The use of interventions should assist with increasing student achievement as well as assist in closing the gap between students with disabilities and students without disabilities. In addition to</p>

adding interventions, the district has added Common Assessments beginning in 2022-23 for all tested grades and subjects. The Common Assessments allow teacher to collect student data corresponding to grade level academic standards. All students in tested grade levels/subject areas take the Common Assessments three times a year. The data informs teacher instruction and allows teachers to differentiate based on data. The district leadership team meets with school data teams and individual teachers to review data after assessments are given and determine next steps based on the data. There are also monthly data team meetings at the school level to review data every other month. As of 2021-2022 school year, the district utilizes Aimsweb to progress monitor ELA and Math for students with IEPs in grade K-12. Aimsweb is also used for benchmark data for all students in grades K-5 so that we can identify students early who are struggling and put interventions in place before students fall behind. This real-time data allows teachers to analyze data and plan lessons to meet the needs of individual students. Aimsweb also gives special education teachers the ability to progress monitor students with IEP goals and measure their growth over time in response to instruction and intervention. If the students are not responding, the teachers know in real time and can alter the interventions to ensure students are getting the appropriate instruction and intervention in order to increase achievement. Finally, the district has provided professional development across a variety of areas including UDL, co-teaching, equitable accommodations for students with disabilities, and other effective strategies. The district will continue to provide professional development to increase student achievement.

3D Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards: The Ambridge Area School District does have a gap in academic achievement between students with disabilities and students without disabilities in both ELA and Math in 4th grade only. The district is working on addressing this issue by re-envisioning how special education supports and services are provided to our students with disabilities. In 2021-22, the district changed the service delivery model to provide the majority of the special education supports in the general education classroom at the elementary level. The students are included in the general education classrooms and get to participate in learning with their typical peers and access the general education curriculum. Students with disabilities are only pulled out for 30 to 45 minutes of intensive Tier 3 reading interventions and 30 to 45 minutes of math intervention if needed according to their IEP. Additional supports are provided by the special education teacher and paraprofessionals who push into the general education classroom to provide supports as outlined in their IEPs. The inclusion model has made a difference already. Both general education and special education teachers have noted that they see much more growth with students included in the general education setting. To support the change in the inclusion model, the district began implementing professional development for co-teaching beginning in the 2020-2021 school year. All teachers and staff were trained on the fundamentals of co-teaching and had additional co-teaching in the fall of 2021-22 to deepen their learning. After receiving professional development in 2020-21 and 2021-22 school years, the district contracted with experts from Keystone Consulting to co-observe our co-teaching teams in each school with our administrators in 2021-22 and 2022-23. The experts and our administrators co-observed together and gave feedback to our teachers so they could continue to grow in the implementation of co-teaching and support all of our students in the general education setting. In addition, the district offered professional development in 2021-22 to all teachers and staff on "Equitable Access for All Students" where teachers received information of how students learn and were provided resources on accommodations for all students and more specifically for students with disabilities. In 2022-23, all teachers and staff received training in Universal Design for Learning to continue the learning on equitable access for all students. Teachers learned how all students learn differently, how to plan lessons for all learners, and effective strategies to utilize in the classroom. It is the districts hope that with the changes in the special education model and the significant amount of professional development, that we will see an increase in achievement and close the gap in achievement between students with disabilities and students without disabilities.

Education Environments (Indicator 5)

Improvement and Planning Activity
<p>The district did not meet the SPP/APR target of including students in the general education classroom for 80% or more of the day. The SPP/APR target is 61.5% and Ambridge Area School District was at 52% as of December 1, 2020. As noted above, the district has changed their Special Education Delivery Model. Beginning in 2022-23, the elementary schools began to teach the majority of students in an inclusion setting. Students are pulled out for shortened periods for Tier 2 and Tier 3 interventions and the special education teachers and push into the general education classrooms for the remainder of the day utilizing the co-teaching model. Therefore, there was an increase of students included in the general education classroom for 80% of the day or more. This model will continue to be implemented in the elementary schools for the life of this 2023-2026 special education plan. The Ambridge Area Middle School has also made a push to include students with IEPs in the general education setting more than they have been in the past, but we still have more work to do. The teachers are scheduled into inclusion classes utilizing the co-teaching model and will continue to support more students with IEPs in the general education class each year. The Ambridge Area High School already services the majority of their students in the general education setting utilizing the co-teaching model. Staff have received training on co-teaching, UDL, effective teaching strategies, and how to provide accommodations to students with IEPs prior to changing the model and will continue to receive training and resources to ensure students with disabilities are successful in the general education setting.</p>
<p>The district did not meet the SPP/APR target of students in other settings. The SPP/APR target is 4.8% and Ambridge Area School District was at 10% as of December 1, 2020. The Ambridge Area School District tries their best to educate all students with IEPs in their neighborhood school. The district provides a full continuum of programs to ensure this happens. Despite offering a full continuum, the Ambridge Area School District has a high percentage of students with IEPs (2022-2023 SY-23%) and many of these students have high needs. In addition, the Ambridge Area School District has a high percentage of students with low socioeconomic status combined with a high transient population. However, the biggest issue the district has identified is that 24% of the outplaced students in the district are students who moved into the district were already placed in an APS or LPAS. The district is required to implement the IEP as written when the students enroll. The IEP Team continues to monitor and has individual goals set for every student to meet in order to return to the district. In an attempt to service more students in their neighborhood schools, the district has established procedures prior to recommending a student to a more restrictive environment. Individual student data must be monitored for a minimum of 6-8 weeks with intervention being implemented and monitored during that time. If there is progress, the student remains and progress monitoring continues. If the student is not making progress, the team must meet to ensure we have exhausted all supplemental aids and services prior to making an IEP Team decision to move to a more restrictive environment. Along with putting procedures in place, we have also provided training in behavior de-escalation, trauma-informed care, and diversity and inclusion to ensure the staff is trained appropriately to work with students with high needs to the best of their ability to avoid referring to outside placements.</p>

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 Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
<p>The Ambridge Area School District is in the warning status for 10 or more days out of school suspensions.</p>	<p>The Ambridge Area School District has implemented Schoolwide Positive Behavior Intervention and Supports System at all schools. They are continuing to improve PBIS at the school-level to ensure fidelity for the benefit of the students, Two schools, Economy Elementary and State Street Elementary, are certified by the state and the other three schools are working on their certification status. The schools work closely with the Beaver Valley Intermediate Unit or Watson to ensure they are meeting the standards and working to improve implementation if they are not meeting the standards. PBIS will assist in providing clear and consistent behavioral expectations and provide positive behavior supports for all students in the district at a Tier 1 level. In addition to SWPBIS, the district has implemented a multi-tiered system of supports for Tier 2 and Tier 3. Students who are struggling behaviorally, receive Tier 2 and Tier 3 supports that include the following depending on each individual student's needs: check in/check out with designated staff, counseling and/or social skills group and individual sessions, social skills curriculum, SAP, Child Study, and a collaborative team approach with outside mental health providers. We continue to add resources to our repertoire to meet individual student needs. In addition to these supports, the district has provided a number of trainings to support staff. The district has provided the following professional development from 2020-21 through 2022-2023 school years: Trauma-Informed Teaching, Equitable Access for All Students, Diversity and Equity Trainings, Inclusion for All Students, Universal Design for Learning, De-escalation of Behaviors in the Classroom, Effective Teaching Strategies for Students who Struggle, Functional Behavior Assessments, and Crisis Prevention. All trainings are aimed at working with students with behavioral challenges and working with students of color and students with disabilities. We will continue to expand upon these training and add additional topics through the span of this plan. The Director of Special Education has also provided professional development to all administrators on IDEA and special education discipline laws and procedures. The Director has also worked with the special education teachers on how to conduct Functional Behavior Assessments and when to conduct FBAs before suspensions reach a high level to intervene and provide supports. New trainings will be provided from 2023-2026. It is the hope that with all of these multi-tiered supports and training for staff that the number of suspensions will decrease for all students but more specifically students with disabilities.</p>

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.)

The Ambridge Area School District does not have any residential facilities within the district boundaries. In the event of a residential facility opening within the Ambridge Area School District, the district is prepared to receive students and provide necessary services. Any student residing in the facility that is found to be exceptional will be provided appropriate educational services in the least restrictive environment. The Ambridge Area School District will be responsible for providing the student with an appropriate program of special education and training consistent with Pennsylvania regulations and standards. The Ambridge Area School District would be responsible for making decisions regarding the goals, programming, and educational placement for each student. The district would also be responsible for seeking advice from the resident school district concerning the student and keeping the resident school district informed of the plan to educate the student. All district administrators understand the obligations associated with 1306 facilities as referenced in the Basic Education Circular (BEC: Educational Programs for Students in " Non- Educational" Placements).

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

When the Ambridge Area School District receives notice that another school district is educating a resident student under section 1306, the district first confirms residency. Next, the district acknowledges the resident student through the PDE 4605 form. This form provides appropriate documentation for funding to support the individual student's education. Finally, the Director of Special Education attends the IEP meetings and discharge planning meetings. The Ambridge Area School District LEA ensures that the student's IEP plan is appropriate for the student to make meaningful educational progress in the least restrictive environment. During transition planning, building-level teams (special education and general education teachers, building administration, and counselors) become involved in the meetings to ensure all team members have input and can develop a plan for a successful transition into the school. Upon return, a reintegration meeting is held, and the IEP is reviewed and revised as necessary.

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).

Least Restrictive Environment

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

The district has remained consistent with its data regarding Least Restrictive Environment for the last seven years reviewed. We do not have a significant change beyond 1% in any category. This is a positive in that we are not placing more students in more restrictive environments, but at the same time we have not increased the number of students included for 80% or more of the day. Reviewing the 2020-21 and 2021-22 data, we have decreased the number of students in "other settings" by one percent and have seen a .6% increase in students being included 80% or more from December 1, 2020 to December 1, 2021. Although the new data for December 1, 2022 is not public yet, the district is proud to report that 54.4% of our students with IEPs are included 80% or more in the general education setting according to our December 1, 2022 child count data. This is a 2.8% increase, and although we did not meet the state target, we did see a statistically significant improvement for the first year of our new service delivery model.

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?

The Ambridge Area School District is committed to providing a free appropriate public education in the least restrictive environment (LRE) and therefore provides a full continuum of special education services K- 12. In addition to the services listed above, the district uses several universal practices to address all students' academic and social/emotional needs. The Ambridge Area School District has a MTSS system to address academic and social/emotional needs in tiers 1, 2, and 3. Depending on the needs of each individual student, the district have universal supports as well as Tier 2 and 3 interventions. Academic supports include robust curriculum at the Tier 1 level that is paired with differentiated instruction and Universal Design for Learning (UDL) planning and instructional strategies. If students are still struggling and not making adequate progress, the district has implemented Focus Periods in grades K-5, Tutorial Periods in grades 6-8, and Study Seminars in grades 9-12 to provide additional Tier 2 and Tier 3 Supports. These periods are taught by highly qualified teachers to provide evidenced-based interventions to students struggling in Reading and/or Math. The district has also purchased intervention materials that can be utilized in the classroom during typical instruction time. Intervention materials and Programs include, but are not limited to: Reading Horizon, Wilson Foundations, Orton Gillingham Phonics Instruction and Materials, Heggerty, PCI, Teachtown, Corrective Reading and Math, TransMath, and multisensory manipulatives. The district looks to add more interventions for the 2023-24 school year to meet student needs. The district utilizes effective instructional practices to support academics as well, including Universal Design for Learning (UDL), co-teaching, differentiated instruction, multi-sensory strategies and manipulatives, providing meaningful accommodations to give equitable access to the general education curriculum, utilizing standards-based IEP goals, and effective instructional strategies that leverage students' strengths such as choice in product and utilizing assistive technology. The district also recognizes that collaboration between home and school also strengthens academics and therefore conducts Child Study, parent conferences, Title I Events, and family learning activities. Social/ emotional supports include SWPBIS system as a Tier 1 Intervention. In addition to SWPBIS, the district has implemented a multi-tiered system of supports offering Tier 1, Tier 2, and Tier 3 interventions. Students who are struggling behaviorally, receive intervention(s) aligned to each individual student's needs hat include the following: check in/check out with designated staff, counseling and/or social skills group and individual sessions, social skills curriculum, SAP, Child Study, and a collaborative team approach with outside mental health providers. We will continue to add resources throughout the life of this plan. The Ambridge Area School District also has various partnerships with mental health agencies that provides mental health services to address social and emotional needs throughout K-12. The district will continue to seek more partnerships and services through grants in the 2023-24 school year through 2025-2026.

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 district's special education service delivery model includes a full continuum of itinerant and supplemental services in our schools that include Learning Support, Autistic Support, Life Skills Support, Multiple Disabilities Support, and Emotional Supports along with Speech, Occupational Therapy, Physical Therapy, Vision, and Hearing Supports. If students require full-time supports as determined by the IEP team and supported through data, we do provide services through a partnership with Approved Private Schools (APS) or Licensed Private Academic Schools (LPAS). However, our ultimate goal is to provide instruction to students with IEPs in their least restrictive environment which is the general education classroom. In an effort to make this happen, the district has invested three years of professional development and coaching focused on co-teaching to ensure students with disabilities are receiving instruction from both highly qualified general education and special education teachers in the general education classroom. In addition to co-teaching, the district has focused on training staff on Universal Design for Learning and providing effective accommodation to access the general education curriculum. The district has provided Orton Gillingham training to select elementary teachers and will continue to look for more opportunities to strength instructional practices focused on research-based multi-sensory direct and systematic instruction to not only help students with disabilities but all students. The Ambridge Area School District has been working hard over the last several years to ensure we have curriculum and interventions in place to meet the individual needs of our students that allows them to be able to access the general education curriculum in the Each year the Ambridge Area School District plans for curricular training and programming. A review of student data and administrative observation informs this planning. Universal design principles guide the development of academic programming. The Ambridge Area School District is committed to providing all students an equal opportunity to succeed. All students are supported in the general education curriculum with various supplemental programs and services identified through the MTSS system. Individual IEP teams utilize the Supplementary Aids and Services Toolkit (PATTAN) to identify services and supports to enable students with disabilities to participate and succeed in general education settings. The district continues to collaborate with the Beaver Valley Intermediate Unit to deliver site-based training, consultation, and technical assistance to staff. Additionally, the district contracts with outside agencies for training and support to ensure all students have access to meaningful educational opportunities.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. Each IEP team discusses the meaningful participation of students with disabilities in extracurricular activities during the IEP with this question: "To what extent, if any, will the student participate with non-disabled peers in extracurricular activities or other nonacademic activities?" In addition, individual teams discuss the supplementary aids and services needed for the school day and determine the necessary support for participation in extracurricular activities. The following are examples of support an IEP team may consider: environmental needs (preferential seating or planned physical space for accessibility), level of support staff (providing paraprofessional support, providing nursing services, providing vision/hearing teacher services), specialized equipment (use of assistive technology, specialized transportation, adapted sports equipment), pace and presentation style of activity (offering breaks, offering customized schedule for participation, offering visuals to supplement), accessibility to materials (use of assistive technology for accessing Braille materials), social interactions (providing social stories, peer-assisted support, intentional cooperative groups, explicit teaching of skills before the event) executive functioning (creating and reviewing a schedule of events, allowing for additional transition time, and creating organizational systems). All students have the opportunity to participate in extracurricular activities. The district will provide necessary supplementary aides and services to ensure this happens. For example, the district has a student who is legally blind and requires extensive vision and orientation and mobility services. The student had a desire to join track and field. The district contracted with School for the Blind and the Orientation and Mobility Specialist came to meets with the student so that he could safely participate run in track meets. This is one example but we ensure all students get what they need to participate 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?

The Ambridge Area School District Director of Special Education attends all IEP meetings for students with disabilities that the district has placed in private institutions. During these meetings, the LEA ensures Chapter 14 compliance and, most importantly, that the student is making meaningful progress. In addition, opportunities for extracurricular participation are discussed, and any options for the student to be educated with non-disabled children are considered. Additionally, parents receive district communication about extracurricular activities available within the district. The district works collaboratively with the private institutions and parents to provide the support needed for students to engage in the identified opportunities (i.e., enrollment at Beaver County Career and Technology Center, community-based work, participation in specific district courses, and district-sponsored sports teams and other extracurricular activities). When the data indicates that the student is prepared to return to a comprehensive school, the Ambridge Area School District works closely with the family and the service provider to develop an individual reintegration plan to ensure success through a transition plan and additional supports for reintegration. We welcome all students back when the IEP team has deemed appropriate and celebrate the student's success.

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)

During the 2020-2021 school year, the Ambridge Area School District completed a needs assessment and closely reviewed the data. The district recognizes it has a high percentage of student outplaced in other settings. Part of the issues is that the district has a high transient population and 24% of our outplaced students are students who transferred into Ambridge Area School District already in outside placements from other districts. However, we still placed 76 % of those students which is still too many student outplaced. In an effort to provide a better continuum of services that allows us to educate students in their neighborhood schools, the district has established procedures prior to recommending a student to a more restrictive environment. Students data must be monitored for a minimum of 6-8 weeks with intervention being implemented and monitored during that time. If there is progress, the student remains and progress monitoring continues. If the student is not making progress, the team must meet to ensure we have exhausted all supplemental aids and services prior to making an IEP Team decision to move to a more restrictive environment. Along with putting procedures in place, we have also provided training in behavior de-escalation, trauma-informed care, and diversity and inclusion to ensure staff is trained appropriately to work with students with high needs to the best of their ability to avoid referring to outside placements. Additionally, the district revised the service delivery model in response to the data gathered. Data indicated a need for a robust system of support through curriculum and interventions as well as trainings as outlined in the plan. The district has increased interventions and put research-based curriculum in our Life Skills, Autistic Support, and Learning Support classrooms in grades K-12. The needs assessment also identified a need for increased transitional services which resulted in a number of high school students being referred to outside placements for transitional programming. In an effort to improve transitional programming, the district applied for and was awarded a grant to add the PAES Lab, an apartment at the high school to build independent living skills, as well as purchase transition curriculum and contract for more onsite job coaching. We also added a Life Skills classroom and hired two teachers who are highly qualified. We will continue to see improvements and build capacity. For the 2023-24 school year, we are looking to purchase Teachtown for all Life Skills and Autistic Support classrooms and will continue to train all general education and special education staff in the areas of behavior supports, curriculum, and instruction.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Western PA School for the Blind	Approved Private School (APS)		Western PA School for the Blind	Blind and Visually Impaired Support	1
The Bradley Center	Licensed Private Academic		The Bradley Center	Emotional Support	2
Wesley Spectrum Academy	Approved Private School (APS)		Wesley Family Services	Emotional Support	2
Watson Education Center	Approved Private School (APS)		Watson Institute	Autistic Support	6
The Watson Institute Social Center for Academic Achievement (WISCA)	Approved Private School (APS)		Watson Institute	Autistic Support	2
St. Stephen's Lutheran Academy	Licensed Private Academic		Glade Run	Emotional Support	3
New Horizon School	Other	IU Operated	Beaver Valley Intermediate Unit #27	Emotional Support	8
New Horizon School	Other	IU Operated	Beaver Valley Intermediate Unit #27	Multiple Disabilities Support	2
CLASS Academy	Licensed Private Academic		Prevention Network	Emotional Support	5
Holy Family Specialized Day School	Licensed Private Academic		Holy Family Institute	Emotional Support	2
The School at McGuire Memorial	Approved Private School (APS)		McGuire Memorial Foundation	Autistic Support	2
St. Stephen's Lutheran Academy	Licensed Private Academic		Glade Run	Autistic Support	1
New Horizon School	Other	IU Operated	Beaver Valley Intermediate Unit #27	Autistic Support	9
New Horizon School	Other	IU Operated	Beaver Valley Intermediate Unit #27	Life Skills Support	4

Positive Behavior Support

Date of Approval

2021-03-17

Uploaded Files

Behavior Policy 113.2.docx

Behavior Support Policy.pdf

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

The Ambridge Area School District provides K-12 comprehensive services to meet the emotional and social needs of students with disabilities. Students with disabilities can access all the services provided through the PBIS system as a Tier 1 Intervention. In addition to SWPBIS, the district has implemented a multi-tiered system of supports offering Tier 1, Tier 2, and Tier 3. Students who are struggling behaviorally, receive Tier 2 and Tier 3 supports that include the following depending on each individual student's needs: check in/check out with designated staff, counseling and/or social skills group and individual sessions, social skills curriculum, SAP, Child Study, and a collaborative team approach with outside mental health providers. With these supports listed above and in an effort to include students in their least restrictive environment, we educate all of our students in need of itinerant and supplemental emotional support programming in the general education setting. This is a new model began in the 2021-22 school year to ensure our students with emotional and social needs had their needs met while being educated in their least restrictive environment. To make this model effective, the Ambridge Area School District has provided at least one Emotional Support teacher in every school to provide the appropriate supports as outlined in the IEPs. For students who require more intensive supports, we have specialized classrooms in Highland Elementary, Ambridge Area Middle School, and Ambridge Area High School where a designated Emotional Support teacher has a classroom to provide social skills curriculum. The students requiring a higher level of supports are fully included in the general education setting for academics and are only pulled out for social skills instruction or when they are escalated and need time to de-escalate before returning back into the general education classroom. The time for de-escalation is brief as possible and student are returned to class quickly as to avoid missing instruction. Additionally, based on IEP team recommendations, social workers and counselors provide individual or small group social skills-based instruction using evidence-based curriculum.

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 Ambridge Area School District has provided a number of trainings to support staff and students. The district has provided the following positive behavior supports professional development from 2020-21 through 2022-2023 school years: De-escalation of Behaviors in the Classroom, Classroom Management Strategies, Conscious Discipline, Effective Teaching Strategies for Students who Struggle Academically and Behaviorally, Functional Behavior Assessments, and Crisis Prevention, Trauma-Informed Teaching, Equitable Access for All Students, Inclusion for All Students, and Universal Design for Learning. All trainings are aimed at working with students with disabilities, especially students with emotional and social needs. In addition to these trainings, the district has also provided professional development to all administrators on IDEA and special education discipline laws and procedures. The district has also worked with the special education teachers on how to conduct Functional Behavior Assessments and when to conduct FBAs before

suspensions reach a high level to intervene and provide supports. As an added layer of behavior support, each school identifies a crisis response team trained in crisis management through Crisis Prevention Institute (CPI). The Crisis Intervention Teams received Safety Care De-escalation Training which includes de-escalation strategies to help reduce restraints as well as training on how to safely restrain a student in crisis who is in danger of hurting self or others. Staff will continue to receive behavioral support trainings through the life of this plan. Staff who are trained in de-escalation and restraint are re-certified every two years.

3. Describe the district positive school wide support programs.

The Ambridge Area School District has implemented Schoolwide Positive Behavior Intervention and Supports System (SWPBIS) at all schools. The district is continuing to improve PBIS at the school-level to ensure fidelity for the benefit of the students. Two schools, Economy and State Street Elementary, are certified by PDE and the other three schools are working on their certification status. The schools work closely with the Beaver Valley Intermediate Unit TAC Team or the Watson Institute Consultant to ensure they are meeting the standards of PBIS with fidelity and working to improve implementation if they are not meeting the standards. PBIS will assist in providing clear and consistent behavioral expectations and provide positive behavior supports for all students in the district at a Tier 1 level. The Ambridge Area School district has implemented a multi-tiered system of supports for Tier 2 and Tier 3 as well. Students who are struggling behaviorally, receive Tier 2 and Tier 3 supports that include the following depending on each individual student's needs: check in/check out with designated staff, counseling and/or social skills group and individual sessions, social skills curriculum, SAP, Child Study, and a collaborative team approach with outside mental health providers. The Ambridge Area School District positive behavioral support policy complies with the PSBA model policy and Special Education regulations outlined in Chapter 14. This policy is posted on the district's website and is referenced in the Annual Public Notice. The district complies with its policy and enforces it as written. The district supports a proactive approach to discipline. The Ambridge Area School District Board Members, solicitors, and district personnel worked together in the Summer of 2022 to revise the Discipline Policy and implement progressive discipline in an effort to put stop-gap measures in place prior to removing students from the learning environment. The committee developed Infractions Levels and within each level recommended progressive discipline for infractions. This system provides an opportunity for students to receive low level discipline for first and second offenses to try to encourage students to not repeat the disciplinary infractions. It also provides an opportunity for the administration and Student Services Team to put interventions in place before the student repeats the infraction for a second or third time which may result in a suspension.

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

The Ambridge Area School District has a robust support system for school-based behavioral health services. The district employs four school counselors and two social workers across K- 12 who work with students, families, and school teams. School counselors are accessible to all students for academic and social-emotional needs by providing services and curriculum such as individual and/or small group and classroom presentations on a variety of mental health and social topics. Student are also provided supports through the Students Assistance Program (SAP) where trained Ambridge Area School District staff mentor students through routine check-ins and mentoring sessions. The Ambridge Area School District partners with several agencies to provide behavior health supports. The district partners with Prevention Network to provide additional mental health supports K-12. There is a full-time mental health provider at the Ambridge Area High School and another Prevention Network Staff Members at the Ambridge Area Middle School three days a week. The elementary schools receive support from Prevention Network through character education classes on a monthly basis. Another partnership with the Ambridge Area School District is with Western PA Psych Care (WPPC) through their Positive Steps Program. Our collaborative partnerships included Positive Steps having space in all office of our schools to provide mental health services to our students who qualify. This provides students the opportunities to receive therapy at the school instead of outside of school which is often difficult for parents and guardians to attend. In addition, Positive

Steps works collaboratively with the district Administrators and staff to address behavioral and mental health concerns as they arise in the schools to approach the crisis immediately. The partnership has allowed the district and Positive Steps to provide more intense, diverse supports in and out of school. The Ambridge Area School District works with UPMC Beaver County Crisis to refer student in crisis for treatment. The district works with a liaison to make referrals and ensure a plan of care is shared with the district to ensure mental health needs are being met and recommendations are implemented for individual students. The district maintains other partnerships including Caring Place Grief Loss Groups, Drug and Alcohol Counseling, Presley Ridge HELP Team, CYS Truancy Prevention, DOVE Program, Youth Ambassadors, Beaver County Women's Shelter, and Pathways for mental health counseling. The Ambridge Area School District values these partnerships and continues to look for more opportunities to provide behavioral health supports for our students and families.

5. Describe the district restraint procedure.

Physical management procedures (restraints) are only used when absolutely necessary which is when the student is in danger of hurting self or hurting or others. Physical management is always a last resort. Physical management (restraint) procedures must meet the following criteria: 1) There must be an imminent risk of serious harm to the agitated person or someone else, 2) There must be no other practical way to prevent that harm without physical management, and 3) The risk of not intervening must be greater than the risk of intervening. Each school has a crisis response team trained in crisis management through Crisis Prevention Institute (CPI). The Crisis Intervention Teams received behavior training which includes de-escalation strategies to help reduce restraints as well as training on how to safely restrain a student in crisis who is in danger of hurting self or others. The school-based crisis teams respond as needed and assess the situation using the above criteria. If physical management is required, the least restrictive method of restraint is applied, and an additional team member observes for safety and times the restraint. During the restraint, de-escalation methods are used. Holds are as brief as possible, and the crisis team plans for release following the CPI restraint procedures. After a restraint has been used, the district nurse completes a brief post-incident assessment, and the family is contacted. The school crisis response team debriefs after a restraint and analyzes what was done well and what could be done differently to avoid the use of a restraint in the future. The crisis response team members will debrief with the student as well at a later time when the student is calm and if deemed appropriate. If the student has an IEP, there is an IEP team meeting convened within ten days. During the IEP team meeting, the team reviews the incident, the student's positive behavioral support plan (if applicable), and IEP. The team decides if changes are needed to meet the student's needs. If the team needs additional information, the parent is given a permission to reevaluate. The district reports restraints through the RISC system. This also includes reported restraints by Approved Private and Private School entities.

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 Ambridge Area School District recognizes that it is responsible for identifying students who require intensive interagency coordination. The students are reported through the Special Education @ Home Reporting System. In addition, students who receive special education services and are receiving homebound instruction or whose IEP team has determined that the placement is Instruction Conducted in the Home, must be reported in this system. If the district cannot successfully locate or design a special education program to provide FAPE, the district would identify the student through the reporting system and participate in the intensive interagency process. The Ambridge Area School District maintains open and positive relationships with the Beaver County Intermediate Unit (IU 27), PaTTAN, and outside service providers. These relationships assist in the resolution of any issue impacting our students. The district is committed to expanding interagency relationships to best serve our students.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
28	Elementary	Full-time (1.0)	04/07/2023 04:13 PM

Building Name		
Highland El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		53
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
NA- SPEECH DOES NOT MIX MORE THAN 2 GRADE LEVELS AT ANY TIME		0.82

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
27	Multiple	Full-time (1.0)	04/07/2023 04:18 PM

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

Itinerant (20% or Less)		47
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
NA- SPEECH DOES NOT MIX MORE THAN 2 GRADE LEVELS AT ANY TIME		0.72

Building Name		
Ambridge Area MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
NA		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
26	Multiple	Full-time (1.0)	04/07/2023 04:23 PM

Building Name	
Ambridge Area HS	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	Case Load
Itinerant (20% or Less)	7

Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
NA- SPEECH DOES NOT MIX MORE THAN 2 GRADE LEVELS AT ANY TIME		0.11

Building Name		
State Street El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		46
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
NA- SPEECH DOES NOT MIX MORE THAN 2 GRADE LEVELS AT ANY TIME		0.71

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
25	Elementary	Full-time (1.0)	04/07/2023 04:10 PM

Building Name		
Highland El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10

Age Range Justification	FTE %
NA	0.45

Building Name		
Highland El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
NA		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
24	Elementary	Full-time (1.0)	04/07/2023 04:03 PM

Building Name		
Highland El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %

NA	0.08
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Building Name		
Highland El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
NA		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
23	Elementary	Full-time (1.0)	04/07/2023 03:58 PM

Building Name		
Highland El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
NA		0.08

Building Name		
Highland El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
NA		0.18

Building Name		
Highland El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
na		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
22	Elementary	Full-time (1.0)	04/07/2023 04:31 PM

Building Name		
Highland El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
NA		0.35

Building Name		
Highland El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
NA		0.1

Building Name		
Highland El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range

School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
21	Elementary	Full-time (1.0)	04/07/2023 04:24 PM

Building Name		
Highland El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
NA		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
20	Elementary	Full-time (1.0)	04/07/2023 03:50 PM

Building Name		
Highland El Sch		
Support Type		

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
NA		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
19	Elementary	Full-time (1.0)	04/07/2023 03:48 PM

Building Name		
Economy El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
NA		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
18	Elementary	Full-time (1.0)	04/07/2023 03:47 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
17	Elementary	Full-time (1.0)	04/07/2023 03:46 PM

Building Name		
Economy El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %

NA	0.06
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Building Name		
Economy El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
NA		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
16	Elementary	Full-time (1.0)	04/07/2023 03:44 PM

Building Name		
Economy El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
NA		0.02

Building Name		
Economy El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
NA		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
15	Elementary	Full-time (1.0)	04/07/2023 04:33 PM

Building Name		
State Street El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
NA		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14	Elementary	Full-time (1.0)	04/07/2023 04:24 PM

Building Name		
State Street El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
NA		0.02

Building Name		
State Street El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
NA		0.2

Building Name		
State Street El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
NA		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13	Secondary	Full-time (1.0)	04/07/2023 03:14 PM

Building Name		
Ambridge Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
NA		0.28

Building Name

Ambridge Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
NA		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12	Secondary	Full-time (1.0)	04/07/2023 03:10 PM

Building Name		
Ambridge Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
NA		0.28

Building Name		
Ambridge Area MS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
NA		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
11	Secondary	Full-time (1.0)	04/07/2023 03:18 PM

Building Name		
Ambridge Area MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
NA		0.02

Building Name		
Ambridge Area MS		
Support Type		

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
NA		0.08

Building Name		
Ambridge Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
NA		0.16

Building Name		
Ambridge Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
NA		0.1

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10	Secondary	Full-time (1.0)	04/07/2023 04:37 PM

Building Name		
Ambridge Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
NA		0.28

Building Name		
Ambridge Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
NA		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9	Secondary	Full-time (1.0)	04/07/2023 03:05 PM

Building Name		
Ambridge Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 12
Age Range Justification		FTE %
NA		0.28

Building Name

Ambridge Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 12
Age Range Justification		FTE %
NA		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8	Secondary	Full-time (1.0)	04/07/2023 04:36 PM

Building Name		
Ambridge Area MS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
Waivers signed. Students are in grades 9 through 12 but some elect to stay for 12+ years until their 21. Students receive transition services and programming.		0.12

Building Name		
Ambridge Area MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
Waivers signed. Students are in grades 9 through 12 but some elect to stay for 12+ years until their 21. Students receive transition services and programming.		0.45

Building Name		
Ambridge Area MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
Waivers signed. Students are in grades 9 through 12 but some elect to stay for 12+ years until their 21. Students receive transition services and programming.		0.12

Building Name		
Ambridge Area MS		
Support Type		
Autistic Support		
Support Sub-Type		

Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
Waivers signed. Students are in grades 9 through 12 but some elect to stay for 12+ years until their 21. Students receive transition services and programming.		0.08

Building Name		
Ambridge Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
Waivers signed. Students are in grades 9 through 12 but some elect to stay for 12+ years until their 21. Students receive transition services and programming.		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7	Secondary	Full-time (1.0)	04/07/2023 12:21 PM

Building Name
Ambridge Area HS
Support Type

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
NA		0.3

Building Name		
Ambridge Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
NA		0.3

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6	Secondary	Full-time (1.0)	04/07/2023 12:12 PM

Building Name		
Ambridge Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
NA		0.34

Building Name		
Ambridge Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
NA		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5	Secondary	Full-time (1.0)	04/07/2023 12:07 PM

Building Name		
Ambridge Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
NA		0.4

Building Name		
Ambridge Area HS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
NA		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4	Secondary	Full-time (1.0)	04/07/2023 04:36 PM

Building Name		
Ambridge Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
NA		0.32

Building Name		
Ambridge Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
NA		0.06

Building Name		
Ambridge Area HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	19 to 21
Age Range Justification		FTE %
NA		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3	Secondary	Full-time (1.0)	04/07/2023 11:55 AM

Building Name		
Ambridge Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
NA		0.28

Building Name

Ambridge Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
NA		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2	Secondary	Full-time (1.0)	04/07/2023 11:41 AM

Building Name		
Ambridge Area HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
NA		0.1

Building Name
Ambridge Area HS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
NA		0.06

Building Name		
Ambridge Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
NA		0.2

Building Name		
Ambridge Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %

NA	0.08
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Building Name		
Ambridge Area HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
NA		0.08

Building Name		
Ambridge Area HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
NA		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1	Secondary	Full-time (1.0)	04/07/2023 11:49 AM

Building Name		
Ambridge Area HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
Waivers signed. Students are in grades 9 through 12 but some elect to stay for 12+ years until their 21. Students receive transition services and programming.		0.25

Building Name		
Ambridge Area HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
Waivers signed. Students are in grades 9 through 12 but some elect to stay for 12+ years until their 21. Students receive transition services and programming.		0.38

Building Name
Ambridge Area HS
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
NA		0.08

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

Special Education Facilities

Building Name		Room #
Ambridge Area HS		234
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 5 inches x 25 feet, 5 inches	646sqft	23
Implementation Date		
2017-08-20		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Ambridge Area HS		236
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
42 feet, 0 inches x 25 feet, 0 inches	1050sqft	37
Implementation Date		
2021-08-16		
Uploaded Files		
Rm 236 Rubaker.jpg		

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	

Building Name		Room #
Ambridge Area HS		231
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 5 inches x 29 feet, 0 inches	737sqft	26
Implementation Date		
2017-08-20		
Uploaded Files		
Rm 231 Puet.jpg		

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	

Building Name		Room #
Ambridge Area HS		238
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 5 inches x 29 feet, 0 inches	737sqft	26
Implementation Date		
2017-08-20		
Uploaded Files		
Rm 238 Neel.jpg		

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	

Building Name		Room #
Ambridge Area HS		239
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 5 inches x 31 feet, 0 inches	787sqft	28
Implementation Date		
2017-08-20		
Uploaded Files		

Rm 229 Schmidt.jpg

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	

Building Name		Room #
Ambridge Area MS		129
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 27 feet, 0 inches	648sqft	23
Implementation Date		
2003-08-25		
Uploaded Files		

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	

Building Name		Room #
Ambridge Area MS		127
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 42 feet, 0 inches	924sqft	33
Implementation Date		
2003-08-25		
Uploaded Files		
MS RM 127.jpg		

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	

Building Name		Room #
Ambridge Area MS		116
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 34 feet, 5 inches	1170sqft	41
Implementation Date		
2020-08-19		
Uploaded Files		

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8 Assurance Check

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

Building Name		Room #
Ambridge Area MS		101
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 45 feet, 0 inches	990sqft	35
Implementation Date		
2021-08-20		
Uploaded Files		

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	

Building Name		Room #
Ambridge Area MS		122
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 60 feet, 0 inches	1320sqft	47
Implementation Date		
2021-08-20		
Uploaded Files		
MS RM 122.jpg		

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	

Building Name		Room #
Ambridge Area MS		126
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
48 feet, 0 inches x 30 feet, 0 inches	1440sqft	51
Implementation Date		
2018-08-22		
Uploaded Files		

11 Assurance Check

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

Building Name		Room #
Economy El Sch		35
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 24 feet, 0 inches	768sqft	27
Implementation Date		
2019-08-23		
Uploaded Files		

12 Assurance Check

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

Building Name		Room #
Economy El Sch		2-4
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 24 feet, 0 inches	768sqft	27
Implementation Date		
2010-08-25		
Uploaded Files		

13Assurance Check

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

Building Name		Room #
Economy El Sch		9-11
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 34 feet, 0 inches	1088sqft	38
Implementation Date		
2016-08-24		
Uploaded Files		

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14 Assurance Check

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

Building Name		Room #
Economy El Sch		37-39
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 24 feet, 0 inches	768sqft	27
Implementation Date		
2018-08-22		
Uploaded Files		

15 Assurance Check

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

Building Name		Room #
Economy El Sch		00
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 13 feet, 0 inches	273sqft	9
Implementation Date		
2021-08-07		
Uploaded Files		

16Assurance Check

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

Building Name		Room #
State Street El Sch		16B
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 3 inches x 29 feet, 10 inches	633sqft	22
Implementation Date		
2016-08-24		
Uploaded Files		

SS 16 A-B.jpg

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	

Building Name		Room #
State Street El Sch		8 A-B
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 21 feet, 3 inches	637sqft	22
Implementation Date		
2016-08-24		
Uploaded Files		
SS 8A-B 2_b69b2d3c.jpg		

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	

Building Name		Room #
State Street El Sch		seminar
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 9 inches x 22 feet, 10 inches	291sqft	10
Implementation Date		
2016-08-24		
Uploaded Files		
SS Seminar.jpg		

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	

Building Name		Room #
Highland El Sch		105
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 5 inches x 18 feet, 0 inches	349sqft	12
Implementation Date		
2013-08-21		
Uploaded Files		

HE RM 105.jpeg

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	

Building Name		Room #
Highland El Sch		206
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 4 inches x 20 feet, 0 inches	586sqft	20
Implementation Date		
2013-08-21		
Uploaded Files		
HE Rm 206.jpg.jpeg		

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	

Building Name		Room #
Highland El Sch		208
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 4 inches x 20 feet, 0 inches	586sqft	20
Implementation Date		
2016-08-24		
Uploaded Files		
HE RM 208.jpg		

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	

Building Name		Room #
Highland El Sch		210
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 20 feet, 0 inches	580sqft	20
Implementation Date		
2020-08-19		
Uploaded Files		

HE Rm 210.jpg

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	

Building Name		Room #
Highland El Sch		109
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 2 inches x 19 feet, 0 inches	478sqft	17
Implementation Date		
2020-08-19		
Uploaded Files		

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	

Building Name		Room #
Highland El Sch		313
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 6 inches x 20 feet, 0 inches	570sqft	20
Implementation Date		
2020-08-19		
Uploaded Files		

25Assurance Check

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

Building Name		Room #
Highland El Sch		304
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 6 inches x 20 feet, 0 inches	570sqft	20
Implementation Date		
2016-08-14		
Uploaded Files		

26 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

27Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
School Psychologist	2	District Wide	District
Guidance Counselor	1	Elementary	District
Guidance Counselor	3	Secondary	District
Social Worker	2	District Wide	District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	District
Physical Therapist	5	District Wide	Contractor
Occupational Therapist	7	District Wide	Contractor
Paraprofessionals	41	District Wide	District
Other	2	District Wide	Contractor
Other	1	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Teachtown Curriculum Training			
Lead Person/Position			Year of Training
Teachtown Training Consultant and Director of Special Education- Amy Filipowski			2023
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	Paraprofessionals Special Education Teachers

Description of Training			
Friendship Development for Autistic Youth			
Lead Person/Position			Year of Training
Organization for Autism Research/ Director of Special Ed -Amy Filipowski			2023
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Parents

Description of Training			
A Guide to Interpersonal Communication and Conflict for Autistic Teens			
Lead Person/Position			Year of Training
Organization for Autism Research/ Director of Special Ed -Amy Filipowski			2024
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Parents

Positive Behavior Support

Description of Training			
TACT 2 Training			
Lead Person/Position		Year of Training	
Director of Special Education- Amy Filipowski		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Trauma Informed Care			
Lead Person/Position		Year of Training	
Director of Special Education- Amy Filipowski		2024 2026	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
CPR/First Aid Training			
Lead Person/Position		Year of Training	
Simplicity CPR Consultant and Director of Special Education- Amy Filipowski		2024	2026
Hours Per Training	Number of Sessions	Provider	Audience
3	2	Other	Building Administrators Central Office Administrators Paraprofessionals

Description of Training			
Role of Paraprofessional and Targeted Topics relevant to paraprofessionals			
Lead Person/Position		Year of Training	
Director of Special Education- Amy Filipowski		2023	2024
		2025	2026
Hours Per Training	Number of Sessions	Provider	Audience
3	5	District Other	Paraprofessionals

Transition

Description of Training	
Indicator 13	
Lead Person/Position	Year of Training
Director of Special Education- Amy Filipowski	2024

Hours Per Training	Number of Sessions	Provider	Audience
3	2	Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training			
Structured Literacy			
Lead Person/Position		Year of Training	
Director of Special Education- Amy Filipowksi		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
10	1	PaTTAN	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Reading Horizon Coaching Sessions			
Lead Person/Position		Year of Training	
Reading Horizon Consultant and Director of Special Education- Amy Filipowksi		2023	
Hours Per Training	Number of Sessions	Provider	Audience
5	2	Other	Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
The Special Education Process for Parents			
Lead Person/Position		Year of Training	
Director of Special Education- Amy Filipowski		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents Other

Description of Training			
How to Access Mental Health Services			
Lead Person/Position		Year of Training	
Director of Special Education- Amy Filipowski		2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Other	Parents

IEP Development

Description of Training			
Using an IEP as an Instructional Tool			
Lead Person/Position		Year of Training	
Director of Special Education- Amy Filipowski		2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Special Education Teachers

Description of Training			
Standards-aligned IEP Goals			
Lead Person/Position		Year of Training	
Director of Special Education- Amy Filipowski		2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Special Education Teachers

[Legal Guidelines for Implementing an IEP](#)

Description of Training			
Legal Guidelines for General Education Teachers to implement IEPs			
Lead Person/Position		Year of Training	
Director of Special Ed -Amy Filipowski		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Signatures & Affirmations

Approval Date
2023-04-19

Uploaded Files

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

Superintendent/Chief Executive Officer

De. Joseph Pasquerella

Date

2023-04-23

