Profile and Plan Essentials

LEA Name		AUN	
School District		103028753	
Address 1			
2005 Eagle Ridge Rd			
Address 2			
City	**State**	**Zip**	
South Park	PA	15129	
Director of Special Education Name			
Isaac J. Tarbell			
Director of Special Education Email			
isaac.tarbell@sparksd.org			
Director of Special Education Phone Number		**Director of Special Education Ext**	
412-532-0036		4439	
Chief Administrator Name			
Mr Wayne Gdovic			
Chief Administrator Email			
Wayne.Gdovic@sparksd.org			

Special Education Students

Total Number of Students Receiving Special Education 294
School District Total Student Enrollment 1816
Percent of Students Receiving Special Education   16.2

Steering Committee

Name	Position/Role	Building	Email
Wayne Gdovic	Superintendent	South Park SD	wayne.gdovic@sparksd.org
Erica Kolat	Director of Curriculum	South Park SD	erica.kolat@sparksd.org
Isaac Tarbell	Director of Special Education	South Park SD	isaac.tarbell@sparksd.org
Kelli Dellarose	Building Principal	South Park SD	kelli.dellarose@sparksd.org
Justin Dellarose	Building Principal	South Park SHS	justin.dellarose@sparksd.org
Lynn Como	Building Principal	South Park MS	lynn.como@sparksd.org
Brittany Didion	Other	South Park SD	brittany.didion@sparksd.org
John Innocenti	Board Member	South Park SD	john.innocenti@sparksd.org
David Giusti	Parent	South Park MS	dgxcoal@gmail.com
Kim Mosi	Other	South Park Elem Center	kim.mosi@sparksd.org
Bethany Chicora-Lewis	Other	South Park SHS	bethany.chicoralewis@sparksd.org
Stephanie Giusti	Parent	South Park MS	sayitwithstyle2511@gmail.com
Meredith Peterson	Parent	South Park SHS	meredithpeterson@gmail.com
Wendy Holmes	Parent	South Park SHS	wendychris@verizon.net
Jaclyn Cortazzo	Other	South Park SD	jaclyn.cortazzo@sparksd.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity
South Park School District has invested resources into K-12 alignment of curriculum and instruction in adoption of evidence-based instructional programming across all core content areas focusing on access to and delivery of core programming aligned to state aligned standards.
South Park School District's Administrative Team's continued work to meet and identify barriers to increased participation rates and increase access for student participation in state standardized assessment measures.
Increased school-wide communications and positive reinforcement for attendance and engagement on state standardized assessment measures associated with student learning outcomes and school-based performance indicators.

Education Environments (Indicator 5)

Improvement and Planning Activity
Increased capacity, staffing, and service delivery of supplementary aids and services in grades K-4 with additional staffing of coteaching classroom models in

English Language Arts and Mathematics.
Continued professional development on implementation of best practices in coteaching, universal design for learning (UDL), and implementation of evidence-based interventions maximizing access to general education, core programming.
Staffing and additional school-based mental and behavioral health supports that provide students with emotional and behavioral difficulties to access comprehensive school programming within neighborhood schools. Implementation of comprehensive School Social Work Services, School Psychological Services, and continued training and support for Special Education Teachers and Paraprofessionals in the areas of Youth Mental Health First Aid and Safety-Care (De-escalation and Crisis Management).

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

Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

   No

1. **Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)**

   The District does not have a 1306 facility within its jurisdiction at this time. If/When the district may have a 1306 facility within its jurisdiction with a potential special education student, or potential 504 eligible student the protocol indicated below will be followed: Child Find - Procedures are references for any resident student requiring supports placed within a 1306 facility outside of South Park's School District geographic area.   PROCEDURES TO LOCATE, IDENTIFY, AND EVALUATE STUDENTS   As prescribed by section 1402 of the School Code, the South Park School District routinely conducts a visual acuity screening for all students at each grade level and a hearing acuity in kindergarten and grades 1, 2, 3, 7 and 11. Speech and language skills are screened for students on a referral basis. Gross motor and fine motor, and academic skills, and social/emotional development are continuously assessed by classroom teachers. A Home Language Survey is completed for all students at registration to screen for English as a Second Language services. Specific needs from screening are recorded in the child's official file. Screening information may be used by the Student Assistance Program (SAP) Team at each school to plan, implement, and monitor appropriate interventions. Screening information may also indicate a need for further evaluation. Parents and Guardians that have concerns about their student may contact the school Principal, Assistant Principal, or School Counselor to request a screening or SAP Team referral, or may contact the School Psychologist for consideration of additional evaluations that may be needed for their student.   Interventions are designed by the SAP Team to provide for a child's learning including their academic, sensory, physical, speech, social, and behavioral needs, so that students can be successful in the general education curriculum and programming. If a student does not demonstrate progress, then a parent/guardian may be asked for informed consent so that the School District may conduct a multidisciplinary evaluation. The multidisciplinary evaluation is a process of gathering information and completing assessments necessary to design a program for a child's educational needs. Parent input is requested and tests, interviews, and other assessments are conducted by teachers and education specialists as necessary to obtain information about a student's educational strengths and needs. A parent or guardian may request in writing that the school district initiate a screening or evaluation of their child if there are concerns at any time. The reason for referral should be stated in the letter and it should be submitted to the School Psychologist.   Once the evaluation is completed an Evaluation Report (ER) is prepared. The ER includes findings from school records, observations, and assessment data, information about the child's strengths and needs, a statement as to whether a child is exceptional, and if so, specific recommendations necessary to best inform subsequent educational programming. The ER is distributed to team members for review and signature, and a meeting is offered to the team to discuss findings. The School District will then notify and invite parents, guardians, and students in writing, or through a series of documented telephone calls or home visits, of the opportunity to participate in an educational/team meeting during which the multidisciplinary evaluation will be discussed and any subsequent educational programming developed. The educational team may consist of the following members: the parents/guardians, the student, a school principal/assistant principal, a special education teacher, a general education teacher, the school psychologist, school social worker, and/or school counselor, the director of special education, and other teachers or educational specialists as necessary and appropriate based on a student's presenting needs. The parents/guardians, and students, if age 14 or older, are required to discuss transition planning for any students identified with a school-age

disability. In advance of the IEP meeting procedural safeguards are provided to families that describe rights and protections afforded to parents and students related to identification, evaluation, and placement of students with disabilities. These include the parent and guardian rights to be notified about a student's program, progress, and any substantive changes in programming and/or placement, the right to approve or reject programs and evaluation, and the right to privacy of educational records. If a student is determined to be eligible for special education support and services the educational team will develop a written Individualized Education Plan (IEP). The IEP includes information about the student's present levels of academic and functional performance, strengths, needs, and identifies annual goals and objectives. The IEP also includes modifications, any needed related services, and outlines for accommodations. Upon completion of the meeting and development of the IEP the parents and/or guardians are presented with a Notice of Recommended Educational Placement (NOREP) which indicates level, type, and placement where services will be provided. Parents/Guardians may choose to agree or disagree with the educational recommendation of the NOREP. There is an opportunity to resolve disagreements through informal meetings, conferences, mediation, a pre-hearing conference, or due process hearing.   Students identified as having a school-age disability needing specially designed instruction to make meaningful progress on identified educational goals will be provided Free and Appropriate Education through South Park School District. All teachers and educational specialists offering services through in-person and online learning environments will be certified special education teachers and providers. If teachers/specialist cannot be provided through LEA staffing, contracting staff will be provided through the Allegheny Intermediate Unit or a certified independent contractor/agency.   Information regarding student services, special education, and programs offered through South Park School District is available upon request from the building Principals or the Director of Special Education at 412-532-0036.

2. **Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?**
The Special Education Administrator/Coordinator of the 1306 facility will notify the Director of Special Education at South Park within 1 business day regarding an identified student.   South Park School District (Host District) will then issue a 4605 to the District of residence for the identified student and request educational records.   South Park School District (Host District) will review the records received from the District of Residence and convene the IEP team to determine educational placement always considering education in least restrictive environment (public school) first unless it is determined that this would not provide an appropriate level of supports and services for the student. Once educational placement is determined, South Park School District (Host District) will issue the Notice of Recommended Educational Placement. South Park School District (Host District) would be responsible for provision of FAPE, Child Find, reporting progress, appointing a surrogate and communicating with the School District of Residence. Child Find procedures are additionally referenced for any students requiring initial evaluation services through South Park School District.   For South Park School District students placed in facilities outside of district boundaries, the Director of Special Education will work with the host district to ensure students are located, identified, evaluated and, when deemed eligible, offered a free appropriate education to students 21 years of age or under who have not yet received their diploma. The district will send an LEA to relevant meetings to ensure that FAPE is provided to the student and/or discuss a transition plan to successfully transition back to the school with consideration of least restrictive environment. Communication flows between the district's Director of Special Education and the 1306 facility.

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).**

   School district personnel are informed about the requirement to transfer records to the appropriate authority for students with disabilities who are currently incarcerated. Each building administrator has a copy of the BEC on this issue. When necessary, the solicitor is contacted for consultation and support. A collaborative working relationship has been established between district administrators and local law enforcement in order to safeguard the confidentiality of the students to the degree protected by the law. All incarcerated students are offered a free appropriate public education (FAPE) by either the Allegheny Intermediate Unit or the school district hosting the facility. South Park School District does not have any students incarcerated at the time of this report.

Least Restrictive Environment

1. **Review the district's data for Least Restrictive Environment. Highlight areas of improvement.**
   The IEP team first determines which services will be provided by reviewing the Evaluation Report and documenting the student's present levels of academic achievement and functional performance and the academic, developmental, and functional needs sections of the IEP. Goals and objectives, as well as other sections of the plan are agreed upon. The IEP team then determines, based on the needs of the student, the level and location of the intervention. The general education environment with supplemental aids and services within the student's home school is considered as the first level of least restrictive environment. Individualized Education Program teams consider what supplementary aids and services that would be necessary to support the student in the general education environment. The Supplementary Aid and Support Toolkit has been distributed to staff and is utilized as a resource tool during IEPs. South Park School District has implemented co-teaching instructional models across elementary, middle, and high school levels. Continued areas for improvement have been identified and targeted through professional learning inclusive of special education teachers and general education co-teaching partner teachers in the areas of instructional practices and supplementary aids and services.   An area for continued improvement regarding LRE is increasing South Park School District's capacity to provide a more comprehensive service delivery model that increases student 's access to comprehensive school programming within their neighborhood school. Historical trends in South Park School District indicate that approximately 8-10 of students receive supports and services outside of the their neighborhood school. Expanding service delivery, providing mental health health/behavioral health supports are identified areas for continued improvement to maximize student's access to appropriate programming within the least restrictive environment.

2. **What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?**
   The Student Assistance Program has a team of specially trained individuals who conduct student needs assessments, and develop specific intervention plans focusing on student's academic, social, emotional, behavioral, and mental health development. Members include administrative members, school counselors, nurses, social worker, psychologist, and teachers and representatives from Allegheny County Office of Behavioral Health. Allegheny Health Network, LPCs serve as an on-site mental health provider at the high school and middle school, and elementary levels. HSAO also assists families with accessing community mental health services and/or resources and Associates in Counseling and Wellness provide trauma based care training to staff and individual supports to students with needs requiring higher levels of care through community and family based services.   All special education teachers have been trained to conduct Functional Behavior Assessments and to develop Positive Behavior Intervention Plans with the support of the district School Social Worker and School Psychologist. School safety teams have been trained in either/or Crisis Prevention Intervention and Safety Care de-escalation and crisis management techniques. South Park School District is moving toward use of Safety Care provided through Quality Behavioral Resources (QBS). The Director of Special Education is the current Safety Care Trainer, however, additional staff (School Resource Officer) will also be trained prior to the 2023-24 school year. The district employs three on-campus school police officers and still maintains a close working relationship with the South Park Police Department.   The South Park School District provides on-going professional development activities to prepare and train District staff to address the special knowledge and skills to serve the behavioral needs of children with disabilities. Each building has a team trained in Addressing Challenging Behavior Using Data. This includes training on conducting functional behavior assessments and developing positive behavior support plans.   Additionally, all school buildings are at tiered levels of School-Wide Positive Behavior Interventions and Supports implementation. Data review is a constant within this framework for successful practices and is reviewed quarterly with the core/student assistance program teams and incentive and progress are shared with school-based staff. Staff buy-in helped the school to create and define the Three P's - Prompt, Prepared and Polite / and PRIDE behavioral expectations at building levels. Students are taught what the school rules are to look like in various areas of the building and on transportation provided. Teachers are present in the

hallways and are quick to positively reward students for good behaviors Through the process, students have received many positive behavioral incentives for both behavior and academic changes.   When an challenging trends in behavior are observed to impact many students, teachers and school counselors support growth and improvement through targeted skills development within structured instructional times. Research suggest that students involvement in these explicit skills development activities builds feelings of connectedness and responsibility that can result in a positive impact within school climate. The South Park School District has expanded its offerings to provide a full continuum of services K- 12. The district's service delivery model includes several universal practices to address all students' academic and social/ emotional needs. The South Park School District is committed to providing a free appropriate public education in the least restrictive environment. The design of each building's schedule allows for a full continuum of services. The inclusive nature of the schedule allows each IEP team to determine through the IEP the least restrictive environment. The South Park School District has participated in professional development and coaching on differentiated instruction and Understanding by Design. The district has a robust system of support provided and monitored through the MTSS system to address academic and social/emotional needs in tiers 1, 2, and 3. The South Park School District also has a unique partnership with a local mental health agency that provides community-based mental health services at the elementary school. The district hopes to expand this program. Numerous community agencies support the district in supporting mental health needs. In addition, the district has a well-established SAP team that collaborates with outside providers to ensure needed support is provided. Further, staff participate and engage in a professional learning community to strengthen their capacities to address the needs of all students.   Student Assistance Teams operate at each level to identify students at risk for mental health needs. A member of HSAO Mental Health participates on the elementary, middle, and high school teams as a liaison. The district also works with the Youth Advocacy Program (YAP) and Focus on Attendance to support consistent school attendance. Students with emotional and behavioral support needs receive programming across both a co-taught classroom supports with supplementary aids and supports or in pull-out small-group settings. In addition, they receive on-site mental health counseling provided by school counselors, licensed professional counselors, school social worker, or through counseling as a related school psychological services.   Some of the areas of Support through School Counseling, School Social Work, and School Psychological Services that are provided during school hours focus on: -Inter-personal relationships -Stress and Mood -Grief and Loss -Trauma and Anxiety -Anger Management -Conflict Resolution -Behavioral Issues (Data Collection and Intervention Planning) -Communication Skills -Critical Thinking and Problem-Solving -Character Building and Self-Esteem -Person Centered Planning and Motivational Interviewing -ReNEW (Rehabilitation, Empowerment, Natural Supports, Education, and Work) -Cognitive Behavioral Therapy -Dialectical Behavioral Therapy

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 IEP team first determines which services will be provided by reviewing the Evaluation Report and documenting the student's present levels of academic achievement and functional performance and the academic, developmental, and functional needs sections of the IEP. Goals and objectives, as well as other sections of the plan are agreed upon. The IEP team then determines, based on the needs of the student, the level and location of the intervention. The general education environment with supplemental aids and services within the student's home school is considered as the first level of least restrictive environment.   Individualized Education Program teams consider what supplementary aids and services that would be necessary to support the student in the general education environment. The Supplementary Aid and Support Toolkit has been distributed to staff and is utilized as a resource tool during IEPs. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment occurs ONLY if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot meet a student's educational needs.   Supplementary Aids and Services -Allegheny Intermediate Unit Services The Allegheny Intermediate Unit provides the following services on an as needed basis: Special Education Services including visual and hearing support services; Related Services including occupational and

physical therapy); Professional Development, Preschool Early Intervention Services, Homeless Children's Initiative; Pupil Personnel Services (psychological services, social work services); ACCESS Program (data collection and reporting system); Extended School Year (coordinates programs and services). -Co-Teaching Supports K-12 Co-teaching is currently offered to special education students grades K-12 in ELA and Math.   -Supplemental Aids and Services Continued Supplementary Aids and Services are provided in general education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with their peers to the maximum extent appropriate in accordance with the law. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment occurs ONLY if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. The following is a framework for considering the full range of Supplementary Aids and Services (SAS). Collaborative (adults working together to support students) -Scheduled time for co-planning for team meetings Instructional arrangements that support collaboration (e.g. co-teaching, paraeducator support) -Professional development related to collaboration -Coaching and guided support for team members in implementation of coteaching and assistive technology -Scheduled opportunities for parental collaboration All school personnel -collaborate in the development and delivery of a Standard Aligned System -Family day and evening workshops -Attendance at monthly AIU liaison meetings -Director of Special Education meets at least monthly within each building with special education staff to provide support -Director of Special Education meets twice monthly with Central Office and Building Administration -Special Education Website -Data analysis meetings Instructional Development (development and delivery of instruction that addresses diverse learning needs) -Providing modified curricular goals -Providing alternate ways for students to demonstrate learning -Providing testing modifications -Providing alternate materials and/or assistive technology (e.g. large print, books on tape, transcribe text to Braille, alternate computer access -Providing instruction on functional skills in the context of the typical routines in the general classroom setting -Changing method of presentation -Using of supportive reading services -Providing research and evidence-based supplementary materials -Providing instructional adaptations (e.g. pre-teaching, repeating directions, extra examples and non-examples) -Guided Study guides -Access to computers Books on Tape -Software to enhance learning -Extra set of books for home -Adapted electives -Teacher outlines -Modification of length of assignment -Modified grading -Providing visual or written schedules -Paraprofessional Support Physical (adaptions and modifications to the physical environment) -Furniture arrangement, facilitates alterations, and other environmental considerations -Specific seating arrangements and preferential placement of materials -Individualized desk, chairs etc. -Adaptive equipment -Adjustments to sensory input (e.g. light, sound) -Environmental Aids such as sensory room -Structural Aids (e.g. wheelchair accessibility, elevator, grab bars) -Supervision of elevator -Vocational stations within class Social-Behavioral (supports and services to increase appropriate behavior and reduce disruptive or interfering behavior) -Social skills instruction -Counseling supports and school-based behavioral health -Individualized behavior support plans -Cooperative learning strategies -Providing breaks during instructions -Assignment books checks between home and school -Notifying students in advance of schedule changes -Utilization of Social Stories -Professional development on behaviors and disabilities -Conflict mediation -Anti-bullying Interventions -Extra time to travel between class / transition -Trauma-Informed Care   Support Services Special education services and supports are provided in both special education and general education classrooms that are operated within each building. The Elementary Center includes two specialized classrooms that provides services to students in grades K-4 for students needing supplemental and full-time level supports through Multiple Disabilities Support, Autistic Support, and Life Skills Support. The Middle School provides a functional academics/Life Skills Support classroom that provides supports and services to students in grades 5-8. The High School also provides a functional academics/Life Skills Support classroom settings which provides services for students in grades 9-12 as well as for our students needing supports and services through the age of 21.   The district also employs two full-time speech/language pathologists that serve all three buildings. All programs are staffed by school district employees. The District employs a Full-Time School Psychologist, a Full-Time School Social Worker, 6 Full-Time School Counselors, and contracts with 4 Licensed Professional Counselors through Allegheny Health Network.   The District contracts

with the Allegheny Intermediate Unit for supports needed and associated with Low Incidence Programming. South Park School District contracts with the Allegheny Intermediate Unit for Teacher of the Visually Impaired, Teacher of the Deaf/Hard of Hearing, Occupational Therapist, Certified Occupational Therapy Assistant, Physical Therapist, Physical Therapy Assistant, Orientation and Mobility Specialist, Assistive Technology Supports, Continued Professional Development and Learning through TaC (Technical Assistance and Consultation) staff.   Transition Services High School Special Education Teachers meet with students and their families to support the students' post school outcomes for education, competitive integrated employment and independent living. The transition coordinator also works with families with accessing services with the Office of Intellectual/Developmental Disabilities. In addition, the Office of Vocational Rehabilitation organization (OVR) provides workshops to students in grades 9-12 regarding post-secondary ambitions through the Early Reach Program, and is invited to attend IEP Meetings for students in grades 11 and 12 to prepare for the transition between High School and Post-Secondary Education and/or employment. A PAES (Practical Assessment Exploration System) is used to support students with acquisition of skills transferrable to gainful employment opportunities.   Student additionally have opportunities to acquire vocational skills through hands-on experiences in a simulated and real-world world environments through Brewing Success, South Park School District's partnership with Coffee Tree Roasters. The South Park High School Cafe' and opportunities to shadow and participate in community-based vocation education at Coffee Tree Roasters warehouse and store front locations also provide opportunities for transfer of skills and generalization of learning.

4. **Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.**
Supplementary Aids and Services are provided in general education classes, other education-related settings, and in extracurricular and other educational settings, to enable students with disabilities to be educated and participate with non-disabled peers to the maximum extent appropriate in accordance with IDEIA and PA Chapter 14 regulations.

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?**
Students with exceptionalities are provided opportunities to engage with school-based activities through provision of transportation, integrated supports through related services and paraprofessional support staff, and additionally addressing staffing needs as trends in special education data inform programmatic needs.   South Park additionally works with PA Special Olympics and Unified Sports to provide opportunities for students to participate through our Bocce Program offered at South Park High School and additionally being piloted at South Park Middle School for the 2023-24 school year.

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)**
Each year the South Park School District plans for district curricular training and programming. A review of student data and administrative observation informs this planning processing with support of the district leadership team. Universal design principles guide the development of academic programming. The South Park School District is committed to providing all students an equal opportunity to succeed. The district utilizes a variety of evidence-based and research-based instructional approaches and programs in core academic areas to support participation in the general education curriculum.   In addition, 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 PaTTAN, and the Allegheny Intermediate Unit (AIU3) 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.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Watson Education Center South	Approved Private School (APS)		Watson	Life Skills Support	6
Western PA School for Blind Children	Approved Private School (APS)		Western PA School for Blind Children	Blind and Visually Impaired Support	1
Western PA School for the Deaf	Approved Private School (APS)		Western PA School for the Deaf	Deaf and Hard of Hearing Support	2
The Bradley Center	Licensed Private Academic		The Bradley Center	Emotional Support	2
Watson Institute Social Center for Academic Achievement (WISCA)	Licensed Private Academic		Watson	Autistic Support	3
Watson (Friendship Academy)	Approved Private School (APS)		Watson	Emotional Support	1
ACLD Tillotson School	Approved Private School (APS)		ACLD Tillotson School	Learning Support	2
Friendship Academy	Approved Private School (APS)		Watson	Emotional Support	1
Pioneer Education Center	Other	Other Public Facility (Non-Residential)	Pittsburgh Public Schools	Multiple Disabilities Support	1
Pathfinder School (AIU3)	Other	Other Public Facility (Non-Residential)	Allegheny Intermediate Unit 3	Multiple Disabilities Support	4
Mon Valley School (AIU3)	Other	Other Public Facility (Non-Residential)	Allegheny Intermediate Unit 3	Emotional Support	2
Primary Expressions, Hoover Elementary School (AIU3)	Other	Other Public Facility (Non-Residential)	Allegheny Intermediate Unit 3	Speech and Language Support	1
Bethel Park School District	Other	Western PA School for Blind Children	Bethel Park School District	Autistic Support	1

Positive Behavior Support

Date of Approval
2020-11-12

Uploaded Files
BoardDocs® Pro.pdf

1. **How does the district support the emotional, social needs of students with disabilities?**
   The South Park School District provides special education supports and student services K- 12 to address the emotional and social needs of students with disabilities. Students with disabilities can access all the services provided through the PBIS system and school-based behavioral health services. Additionally, based on IEP team recommendations, special education teachers and related service providers may provide individual or small group skills-based instruction using evidence-based and aligned instructional materials.

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 South Park School District is committed to approaching behavioral management with evidence-based practices. Training topics for staff include functional behavioral assessments, classroom management, school-wide positive behavioral interventions, youth mental health first aid, and best practices in behavioral and emotional supports.   Special education and paraprofessional staff in South Park School District receive de-escalation training. Additionally, each school identifies a crisis response team trained in crisis management through Crisis Prevention Institute and/or Safety-Care (Quality Behavioral Services).

3. **Describe the district positive school wide support programs.**
   Positive Behavioral Interventions & Supports (PBIS) is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2007). Positive Behavioral Interventions and Supports (PBIS) is a process that is consistent with the core principles of multi-tiered systems of support (MTSS). PBIS offers a range of interventions that are systematically applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to development and improvement of behavior problems. Both MTSS and PBIS are grounded in differentiated instruction. Each approach delimits critical factors and components to be in place at the universal (Tier 1), targeted group (Tier 2), and individual (Tier 3) levels. The goal is to describe the shared characteristics of these approaches as a basis for highlighting how best to meet the needs of children experiencing academic and social difficulties in school. (Source: www.pbis.org)

4. **Describe the district school-based behavior health services.**
   The South Park District provides various behavior, social, and emotional supports to help maintain students in the least restrictive environment. The District provides a continuum of services and interventions including a school-wide behavior program that focuses on positive reinforcement and accountability; good classroom management strategies; Individual Behavior Plans; staff consultation; and student counseling services. The District employs six school counselors: two at elementary school, two at the middle school, and two at high school. School counselors work with individual and small groups of

students. Counselors also enter the classrooms to teach a weekly Social-Emotional Learning curriculum. Topics focus on behavior, social skills, career planning, and academic skills. The District also employs one school psychologist and one school social worker. The school psychologist provides support in the areas of mental health, learning, and behavior. Supports include comprehensive psychoeducational evaluations for students, consultation with school personnel and families, individual and group counseling, data collection and analysis, functional behavior assessments, support for diverse learners, etc. The school social worker provides both direct and indirect social work services to students experiencing social, emotional, or behavioral challenges. Supports include consultation with community supports, risk/threat assessments, referrals for additional services, and providing information and assistance to families to equip them with the necessary tools to support their child's education. The District has also had three school psychology advanced doctoral students, one school psychology specialist level intern, and one social worker intern provide indirect and service services to students.   The Student Assistance Program has a team of specially trained individuals who conduct student needs assessments, and develop specific intervention plans focusing on student's academic, social, emotional, behavioral, and mental health development. Members include administrative members, school counselors, nurses, school psychologist, school social worker, and teachers and representatives from Allegheny County Behavioral Health. Allegheny Health Network (AHN) serves as an on-site mental health provider at the elementary, middle, and high schools. HSAO also assists families with accessing community mental health services. The elementary school and middle school are supported by the Chill Project from AHN. Students are able to utilize the Chill Room for breaks, social skills opportunities, mindfulness, etc..   Emotional support programming occurs across co-taught and in small-group pull-out settings based on student needs. Additionally, students receive access to school-based mental health support provided by school counselors, AHN school-based Licensed Professional Counselors, Counseling through School-Based Psychological Services, or School Social Work Services. Students may receive psychological counseling or school social work as a related services as based on goals, specially designed instruction, and educational needs set forth by the Individualized Education Plan (IEP) team.

5. **Describe the district restraint procedure.**
   Physical management procedures (restraints) are only used when necessary for safety and with the utmost care for the safety and wellbeing of the person in crisis and staff supporting the student in need.   Physical management procedures (restraints) 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. The school-based crisis teams (trained Safety Care Specialists) 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 (QBS) safety care procedures. A district nurse completes a brief post-incident screening, and the family is contacted. The school team debriefs the student when appropriate. If the student has an IEP, an IEP team meeting is 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 South Park School District, as of this date, has been able to locate a program for all their special education students to ensure the provision of FAPE. The South Park School District has been able to locate services for difficult to place students by exploring a range of services and consulting with various agencies, and in consultation with the Allegheny Intermediate Unit 3 and PaTTAN technical assistance and consultative supports.   However, if the District ever had difficulty locating a program to ensure FAPE, documentation and reporting through the intensive interagency staffing process would occur through the Bureau of Special Education within the Pennsylvania Department of Education to report the students who may lose instruction while waiting for an appropriate special education program.   The District would also contact the Interagency Coordinator at PaTTAN and the AIU, to assist in the process of securing a placement for the student. In addition the following agencies may also be contacted to be part of the team: HSAO, Mercy Behavior Health Services, Family Links, Wesley Spectrum, Family Behavior Resources, Wesley Spectrum, Southwestern Health Services, Juvenile Court (Probation Officer), Children and Youth Services, Partial Hospital Programs, Allegheny Department of Human Services Office of Behavioral Health, Drug and Alcohol Treatment Centers, and Alternative Education for Disrupted Youth Programs. The District special education administrative staff have participated in training and workshops by the State and the AIU, which included focusing on the interagency approach. We also have staff participate in Student Assistance Program Training. As a result we have engaged in interagency collaboration resulting in appropriate programming and interventions to meet the individual needs of students.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AIU D/HoH	Multiple	Part-time (0.5)	03/31/2023 12:13 PM

Building Name		
South Park SD		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	5 to 12
Age Range Justification		**FTE %**
Teacher of Deaf Hard of Hearing (AIU3)		0.12

Building Name		
South Park Elem Center		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.07

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

3000 I/S LS MR	Multiple	Full-time (1.0)	03/31/2023 12:04 PM

Building Name		
South Park MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	11 to 14
Age Range Justification		**FTE %**
		0.16

Building Name		
South Park MS		
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 15
Age Range Justification		**FTE %**
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4000 ILS EK	Elementary	Full-time (1.0)	03/31/2023 11:23 AM

Building Name		
South Park Elem Center		
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 9
Age Range Justification		**FTE %**
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AIU TVI	Multiple	Part-time (0.5)	03/31/2023 12:37 PM

Building Name		
South Park SD		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Multiple	5 to 21
Age Range Justification		**FTE %**

TVI (Teacher of Visually Impaired) Support Grades K-12+	0.12

Building Name		
South Park SD		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Secondary	5 to 21
Age Range Justification		**FTE %**
TVI (Teacher of Visually Impaired) Support Grades K-12+		0.27

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP K8	Elementary	Full-time (1.0)	03/31/2023 11:30 AM

Building Name		
South Park SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 9
Age Range Justification		**FTE %**
Itinerant Speech Language Support Services		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP 512	Multiple	Full-time (1.0)	03/31/2023 12:47 PM

Building Name		
South Park SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		30
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	10 to 21
Age Range Justification		**FTE %**
N/A		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP K4	Elementary	Full-time (1.0)	03/31/2023 12:46 PM

Building Name	
South Park Elem Center	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 9
Age Range Justification		**FTE %**
		0.23

Building Name		
South Park Elem Center		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
		0.15

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
2220 ILS/LSS JS	Secondary	Full-time (1.0)	03/31/2023 12:31 PM

Building Name		
South Park SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	17 to 18
Age Range Justification		**FTE %**
		0.02

Building Name		
South Park SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 18
Age Range Justification		**FTE %**
		0.24

Building Name		
South Park SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	18 to 18
Age Range Justification		**FTE %**
		0.05

Building Name
South Park SHS
Support Type
Life Skills Support
Support Sub-Type

Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	20 to 20
Age Range Justification		**FTE %**
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2206 ILS MY	Secondary	Full-time (1.0)	03/31/2023 12:26 PM

Building Name		
South Park SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 16
Age Range Justification		**FTE %**
		0.18

Building Name	
South Park SHS	
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 16
Age Range Justification		**FTE %**
		0.3

Building Name		
South Park SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 17
Age Range Justification		**FTE %**
		0.02

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
2218 ILS/ES SF	Secondary	Full-time (1.0)	03/31/2023 12:24 PM

Building Name		
South Park SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		11
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	16 to 18
Age Range Justification		**FTE %**
		0.22

Building Name		
South Park SHS		
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	16 to 18
Age Range Justification		**FTE %**
		0.06

Building Name		
South Park SHS		
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	16 to 18
Age Range Justification		**FTE %**
		0.05

Building Name
South Park SHS
Support Type
Learning Support
Support Sub-Type

Learning 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 %**
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2113 ILS CD	Secondary	Full-time (1.0)	03/31/2023 12:21 PM

Building Name		
South Park SHS		
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 16
Age Range Justification		**FTE %**
		0.06

Building Name	
South Park SHS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 17
Age Range Justification		**FTE %**
		0.22

Building Name		
South Park SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
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 17
Age Range Justification		**FTE %**
		0.25

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
2101 FT LSS SL	Secondary	Full-time (1.0)	03/31/2023 12:35 PM

Building Name		
South Park SHS		
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 17
Age Range Justification		**FTE %**
		0.38

Building Name		
South Park SHS		
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	14 to 17
Age Range Justification		**FTE %**
		0.25

Building Name		
South Park SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 18
Age Range Justification		**FTE %**
		0.13

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
3223 ILS GB	Secondary	Full-time (1.0)	03/31/2023 12:36 PM

Building Name		
South Park 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	13 to 15
Age Range Justification		**FTE %**
		0.35

Building Name		
South Park MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
		0.12

Building Name	
South Park MS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	1

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		**FTE %**
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3230 ILS TD	Multiple	Full-time (1.0)	03/31/2023 11:49 AM

Building Name		
South Park MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 14
Age Range Justification		**FTE %**
		0.05

Building Name		
South Park MS		
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	Secondary	12 to 14

Age Range Justification	FTE %
	0.45

Building Name		
South Park MS		
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	12 to 14
Age Range Justification		**FTE %**
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3110 ILS ED CS	Secondary	Full-time (1.0)	03/31/2023 12:39 PM

Building Name		
South Park MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
		0.1

Building Name		
South Park MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
		0.02

Building Name		
South Park 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 13
Age Range Justification		**FTE %**
		0.12

Building Name	
South Park 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 13
Age Range Justification		**FTE %**
		0.12

Building Name		
South Park MS		
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	11 to 12
Age Range Justification		**FTE %**
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3101 SLS SLAS ML	Elementary	Full-time (1.0)	03/31/2023 11:52 AM

Building Name		
South Park MS		
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	Elementary	10 to 11

Age Range Justification	FTE %
	0.3

Building Name		
South Park MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 11
Age Range Justification		**FTE %**
		0.16

Building Name		
South Park MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 11
Age Range Justification		**FTE %**
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3118 FT LSS AT	Multiple	Full-time (1.0)	03/31/2023 11:56 AM

Building Name		
South Park MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	12 to 13
Age Range Justification		**FTE %**
		0.15

Building Name		
South Park MS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		**Case Load**
Full-Time (80% or More)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 14
Age Range Justification		**FTE %**
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4473 PT LS	Elementary	Part-time (0.5)	03/31/2023 12:39 PM

Building Name		
South Park Elem Center		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4450 ILS AN	Elementary	Full-time (1.0)	03/31/2023 11:32 AM

Building Name		
South Park Elem Center		
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	7 to 9
Age Range Justification		**FTE %**
		0.2

Building Name
South Park Elem Center

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	Elementary	7 to 9
Age Range Justification		**FTE %**
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4468 ILS AH	Elementary	Full-time (1.0)	03/31/2023 11:21 AM

Building Name		
South Park Elem Center		
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	9 to 10
Age Range Justification		**FTE %**
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4452 ILS JG	Elementary	Full-time (1.0)	03/31/2023 11:12 AM

Building Name		
South Park Elem Center		
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

Building Name		
South Park Elem Center		
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	8 to 10
Age Range Justification		**FTE %**
		0.02

Building Name
South Park Elem Center
Support Type
Autistic Support
Support Sub-Type

Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.25

Building Name		
South Park Elem Center		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.15

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
4435 ILS AM	Elementary	Full-time (1.0)	03/31/2023 11:31 AM

Building Name	
South Park Elem Center	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 9
Age Range Justification		**FTE %**
		0.16

Building Name		
South Park Elem Center		
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	Elementary	7 to 9
Age Range Justification		**FTE %**
		0.1

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
4463 ILS AB	Elementary	Full-time (1.0)	03/31/2023 11:07 AM

Building Name		
South Park Elem Center		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**

School District	Elementary	6 to 9
Age Range Justification		**FTE %**
		0.12

Building Name		
South Park Elem Center		
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 9
Age Range Justification		**FTE %**
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4428A ILS MF	Elementary	Full-time (1.0)	03/27/2023 11:28 AM

Building Name		
South Park Elem Center		
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	7 to 9
Age Range Justification		**FTE %**

	0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4428 ILS KG	Elementary	Full-time (1.0)	03/31/2023 11:20 AM

Building Name		
South Park Elem Center		
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	5 to 8
Age Range Justification		**FTE %**
		0.06

Building Name		
South Park Elem Center		
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	5 to 8
Age Range Justification		**FTE %**
		0.08

Building Name		
South Park Elem Center		
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	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.12

Building Name		
South Park Elem Center		
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	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4463 FT AS	Elementary	Full-time (1.0)	03/31/2023 11:17 AM

Building Name
South Park Elem Center

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 10
Age Range Justification		**FTE %**
Classroom Setting		0.5

Building Name		
South Park Elem Center		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 10
Age Range Justification		**FTE %**
Classroom Setting		0.05

Building Name		
South Park Elem Center		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 10
Age Range Justification		**FTE %**

Classroom Setting	0.12

Building Name		
South Park Elem Center		
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	Elementary	7 to 10
Age Range Justification		**FTE %**
Classroom Setting		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4472 FT AS	Elementary	Full-time (1.0)	03/31/2023 11:29 AM

Building Name		
South Park Elem Center		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.25

Building Name		
South Park Elem Center		
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	5 to 8
Age Range Justification		**FTE %**
		0.05

Building Name		
South Park Elem Center		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		**Case Load**
Full-Time (80% or More)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.12

Building Name		
South Park Elem Center		
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	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.38

Special Education Facilities

Building Name		Room #
South Park Elem Center		202A
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 0 inches x 20 feet, 0 inches	520sqft	18
Implementation Date		
2023-03-31		
Uploaded Files		

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 #
South Park Elem Center		202B
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 0 inches x 20 feet, 0 inches	520sqft	18
Implementation Date		
2023-03-31		
Uploaded Files		

2Assurance Check

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

Building Name		Room #	
South Park Elem Center		102A	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
26 feet, 0 inches x 20 feet, 0 inches	520sqft	18	
Implementation Date			
2023-03-31			
Uploaded Files			

3Assurance Check

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

Building Name		Room #
South Park Elem Center		D207
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 27 feet, 0 inches	810sqft	28
Implementation Date		
2023-03-31		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
South Park Elem Center		D110
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, 0 inches x 24 feet, 0 inches	672sqft	24
Implementation Date		
2023-03-31		
Uploaded Files		

5Assurance Check

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

Building Name		Room #	
South Park Elem Center		C124	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
13 feet, 0 inches x 17 feet, 0 inches	221sqft	7	
Implementation Date			
2023-03-31			
Uploaded Files			

6Assurance Check

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

Building Name		Room #
South Park Elem Center		210A
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, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2023-03-31		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
South Park Elem Center		C107
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
14 feet, 0 inches x 11 feet, 0 inches	154sqft	5
Implementation Date		
2023-03-31		
Uploaded Files		

8Assurance Check

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

Building Name		Room #	
South Park Elem Center		D210	
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, 0 inches x 24 feet, 0 inches	672sqft	24	
Implementation Date			
2023-03-31			
Uploaded Files			

9Assurance Check

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

Building Name		Room #
South Park Elem Center		D206
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
23 feet, 0 inches x 31 feet, 0 inches	713sqft	25
Implementation Date		
2023-03-31		
Uploaded Files		

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 #
South Park Elem Center		F209
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 24 feet, 0 inches	696sqft	24
Implementation Date		
2023-03-31		
Uploaded Files		

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 #	
South Park Elem Center		F106	
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 22 feet, 0 inches	660sqft	23	
Implementation Date			
2023-03-31			
Uploaded Files			

12Assurance Check

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

Building Name		Room #
South Park MS		223
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
32 feet, 0 inches x 29 feet, 0 inches	928sqft	33
Implementation Date		
2023-03-31		
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 #
South Park MS		230
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
27 feet, 0 inches x 29 feet, 0 inches	783sqft	27
Implementation Date		
2023-03-31		
Uploaded Files		

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 #	
South Park 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**	
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29	
Implementation Date			
2023-03-31			
Uploaded Files			

15Assurance 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 #
South Park MS		123
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2023-03-31		
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 #
South Park MS		118
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
25 feet, 0 inches x 40 feet, 0 inches	1000sqft	35
Implementation Date		
2023-03-31		
Uploaded Files		

17Assurance Check

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

Building Name		Room #
South Park MS		174
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
16 feet, 0 inches x 12 feet, 0 inches	192sqft	6
Implementation Date		
2023-03-31		
Uploaded Files		

18Assurance Check

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

Building Name		Room #	
South Park MS		211	
School Building		**Building Description**	
Middle		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29	
Implementation Date			
2023-03-31			
Uploaded Files			

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 #	
South Park SHS		103	
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, 0 inches x 29 feet, 0 inches	725sqft	25	
Implementation Date			
2023-03-31			
Uploaded Files			

20Assurance 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 #	
South Park SHS		101	
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, 0 inches x 29 feet, 0 inches	725sqft	25	
Implementation Date			
2023-03-31			
Uploaded Files			

21Assurance Check

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

Building Name		Room #
South Park SHS		100
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**
23 feet, 0 inches x 41 feet, 0 inches	943sqft	33
Implementation Date		
2023-03-31		
Uploaded Files		

22Assurance Check

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

Building Name		Room #
South Park SHS		113
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, 0 inches x 29 feet, 0 inches	725sqft	25
Implementation Date		
2023-03-31		
Uploaded Files		

23Assurance Check

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

Building Name		Room #	
South Park SHS		220	
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, 0 inches x 29 feet, 0 inches	725sqft	25	
Implementation Date			
2023-03-31			
Uploaded Files			

24Assurance Check

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

Building Name		Room #	
South Park SHS		218	
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, 0 inches x 29 feet, 0 inches	725sqft	25	
Implementation Date			
2023-03-31			
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 #	
South Park SHS		206	
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, 0 inches x 29 feet, 0 inches	725sqft	25	
Implementation Date			
2023-03-31			
Uploaded Files			

26Assurance Check

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

Special Education Support Services

27Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	District
Social Worker	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Behavior Specialist	1	District Wide	District
Paraprofessionals	21	District Wide	District
Guidance Counselor	6	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Communication and Assistive Technology for Students with Autism Spectrum Disorders			
Lead Person/Position		**Year of Training**	
Isaac Tarbell/Director of Special Education		2023 2024 2025 2026	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	4	District Intermediate Unit	General Education Teachers Paraprofessionals

Positive Behavior Support

Description of Training			
SafetyCare and/or Crisis Prevention Institute			
Lead Person/Position		**Year of Training**	
Isaac Tarbell/Director of Special Education		2023 2024 2025 2026	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
8	2	District PaTTAN	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Youth Mental Health First Aid			
Lead Person/Position		**Year of Training**	
Isaac Tarbell/Director of Special Education		2024 2026	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
8	2	District	Paraprofessionals

Transition

Description of Training			
RENEW (Rehabilitation for Empowerment, Natural Supports, Education and Work)			
Lead Person/Position		**Year of Training**	
Isaac Tarbell/Director of Special Education		2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
20	4	Intermediate Unit PaTTAN	Building Administrators Central Office Administrators Special Education Teachers Other

Science of Literacy

Description of Training
AIM Institute for Learning and Research (Science of Reading)

Lead Person/Position	Year of Training		
Erica Kolat/Director of Curriculum and Instruction	2023		
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
30	Asynchronous	District Other	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Community Based Services. Accessing Supports through the Local Task Force			
Lead Person/Position	**Year of Training**		
Isaac Tarbell/Director of Special Education	2023 2025		
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Parents

IEP Development

Description of Training			
Introduction to IDEA/Special Education Supports and Services			
Lead Person/Position	**Year of Training**		
Isaac Tarbell/Director of Special Education	2023 2024 2025 2026		
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**

3	4	District	Building Administrators Central Office Administrators General Education Teachers Parents Special Education Teachers

Signatures & Affirmations

Approval Date

2023-04-13

Uploaded Files

Affirmation_30 Day and Board Approval.pdf

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

Superintendent/Chief Executive Officer

Wayne P. Gdovic

Date

2023-07-05