

Profile and Plan Essentials

LEA Name		AUN
Brentwood Borough SD		103021453
Address 1		
3601 Brownsville Rd		
Address 2		
City	State	Zip
Pittsburgh	PA	15227
Director of Special Education Name		
Dr. Christine Winiarski		
Director of Special Education Email		
christine.winiarski@bb-sd.com		
Director of Special Education Phone Number		Director of Special Education Ext
412-881-4940		2216
Chief Administrator Name		
Dr Amy M Burch		
Chief Administrator Email		
Amy.Burch@bb-sd.com		

Special Education Students

Total Number of Students Receiving Special Education 220

School District Total Student Enrollment 1136

Percent of Students Receiving Special Education 19.4

Steering Committee

Name	Position/Role	Building	Email
Dr. Amy Burch	Superintendent	Brentwood Borough SD	amy.burch@bb-sd.com
Dr. Christine Winiarski	Director of Special Education	Brentwood Borough SD	christine.winiarski@bb-sd.com
Stephanie DeLuca	Director of Curriculum	Brentwood Borough SD	stephanie.deluca@bb-sd.com
Dr. Jason Olexa	Building Principal	Brentwood SHS	jason.olexa@bb-sd.com
David Radcliffe	Building Principal	Brentwood MS	david.radcliffe@bb-sd.com
Dr. Bonnie Betler	Building Principal	Moore Sch	bonnie.betler@bb-sd.com
Diana Kleinhampl	Special Education Teacher	Brentwood MS	diana.kleinhampl@bb-sd.com
Tatiana Ziegler	Special Education Teacher	Moore Sch	tatiana.ziegler@bb-sd.com
Linda Capozzoli	Parent	Brentwood SHS	linda.capozzoli@bb-sd.com
Julie Carlisle	Parent	Brentwood Borough SD	juliafrijole@aol.com
Casey Phillips	General Education Teacher	Brentwood MS	casey.phillips@bb-sd.com
Rebecca Wilson	General Education Teacher	Moore Sch	rebecca.wilson@bb-sd.com
Jennifer Zunic	Building Principal	Elroy Avenue El Sch	jennifer.zunic@bb-sd.com

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)

Improvement and Planning Activity
Review all requirements of Indicator 13 with special education staff at the Middle School and High School levels
Conduct an internal audit of all transition age students IEPs to determine if transition sections are compliant with regulations
All middle and high school special education staff as well as building principals at those levels will complete the Schoology training dealing with Indicator 13 training.
All middle and high school special education staff will submit a transition age IEP for review by IU Transition TaC staff prior to undergoing the Schoology training and then submit another IEP for TaC review post Schoology training.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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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.)

Under Section 1306 of the Pennsylvania School Code, the host school district (where facility is located), is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a "free appropriate public education" for eligible children with Individualized Education Programs in accordance with the Individuals with Disabilities Education Act and for "qualified handicapped students" with Service Agreements in accordance with the Rehabilitation Act of 1973 and 22 PA Code Chapter 15. For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host district must consider the educational placement options to educate the student in the host district's public schools. If the host district and parent through the IEP or Service Agreement process determine that an alternative educational setting will more appropriately address the student's educational needs, the host school district is responsible for providing the student with a Free Appropriate Public Education and any needed special services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and 504 of the Rehabilitation Act. For students eligible for services under Chapter 14, this means the host school district is responsible for making decisions regarding the IEP goals, specially designed instruction, and educational placement for each student through the IEP Team process. The host district is responsible for monitoring the educational progress and reviewing educational services for the student on a continuous basis and at least as often as report cards are issued. The host school district is also responsible for maintaining contact with the resident school district with respect to the student's placement and progress. Similarly, the host school district is responsible for conferring or meeting with the family and for developing a Service Agreement for a "qualified handicapped student" pursuant to Chapter 15. In addition to ensuring that an appropriate educational program is provided, the host school district has Child Find responsibility for children "thought-to-be" eligible for special education services and/or accommodations within the host school district's jurisdiction. This responsibility includes locating, identifying, and evaluating all Section 1306 students with suspected disabilities, including but not limited to evaluating students for whom a request for an evaluation has been made. The resident school district (where the student's parent(s) resides) has a financial obligation, a duty to cooperate regarding transfer of records, and a role in student monitoring and educational planning. The host district is responsible for maintaining contact with the student's district of residence for the purpose of keeping the district of residence informed of its plans for educating the student and seeking the advice of the

district with respect to the student. The school district has and will continue to meet its obligations under Section 1306. There are no problems or barriers that limit the District's ability to meet its responsibilities under Section 1306 of the Public School Code.

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

When a student is placed in a 1306 facility, the district receives notification that the student is being educated in said facility. The district releases the student information and IEP to the facility. Generally speaking, the facility will invite the district to participate in any IEP meeting that is held for the student during their time in the facility. When discharge is thoughtfully planned out, the district is made aware that the student will be returning to their home district. If an IEP meeting is held, the district always participates. However, frequently there is no IEP meeting held and the parent informs the district that the student will be returning to the home district on a given date. The district requests that the 1306 facility releases current special education paperwork back to the district and the IEP Team is reconvened to review the information and plan for the student. If adaptations or revisions are needed, the IEP Team will revise the IEP. If the IEP remains appropriate, it is implemented within the student's home school district.

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 districts, within whose boundaries a local correctional institution is located, are responsible for complying fully with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed therein. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense. Specifically, school districts providing special education services to incarcerated school-age individuals are required to: 1) comply with the “child find” obligations of IDEA; 2) utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of school-age individuals; 3) implement, timely review and/or develop Individualized Education Programs for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and 4) provide FAPE in conformity with the IEP. Section 1309 of the School Code permits the district providing special education to charge the district of residence a special education charge not to exceed the total net cost of the special education program provided. In addition, the Department of Education performs monitoring to confirm the appropriate provision of special education to children confined in local correction institutions. Districts in which a correction facility is located have a responsibility to adopt and use a system to locate and identify all students within the district's jurisdiction who are thought to be eligible and to determine those students' needs through a screening and evaluation process which meets the requirements of Chapter 14. Part of this responsibility is to provide annual public notice under Section 14.121. Districts send their annual public notice to the warden of each county jail or prison within their jurisdiction. Furthermore, districts in which local correction institutions are located develop a systematic, on-going means of communicating with these institutions to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated, and, when deemed eligible, offered FAPE. In addition, districts may obtain information from PIMS and the PennData database to determine whether school-age inmates have been previously identified as eligible for special education. Due to the atypical nature of providing services to children with disabilities who are convicted as adults under State law and who are incarcerated in adult prisons the following requirements of IDEA do not apply: A) participation of children with disabilities in general assessments; and B) transition planning and transition services to children whose eligibility ends due to age before release from prison. Finally, if a child with a disability is convicted as an adult under state law and incarcerated in an adult prison, the child's IEP team may modify the child's IEP or placement notwithstanding the requirements of least restrictive

environment if a bona fide security or compelling penological interest that cannot otherwise be accommodated is demonstrated. The continued delivery of services in a student's IEP is superseded by the duty of the local correction institution to maintain and control security. The school district must conduct an IEP meeting and revise the IEP accordingly, following the usual procedural safeguards provided for under Chapter 14.

Least Restrictive Environment

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

1. Since 20/21 school year, there has been little variation in the numbers of students receiving special education services in other settings outside of the school district (average 9% which falls above the state target) 2. Since the 20/21 school year, there has been a gradual decrease in the number of students who are receiving special education inside the regular class for 80% or more of the school day. Students are presented with additional needs and those services are more frequently being given in the special education environment. 3. The district has opened its own Life Skills Support classroom at the Middle School level to allow students to continue to receive Life Skills programming within the home school district at the secondary level. The district has also increased its supplemental aids and supports to support students with disabilities in the general education programs.

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?

Each elementary building is working from a multi-tiered support system approach. Presentation of SEL curriculum grades k-5 through guidance counselors at the elementary schools. The district has hired an additional guidance counselor and each building has its own dedicated guidance counselor. The district has increased its school psychologist services from .6 to 1.0 FTE Utilization of the PASS surveys (universal screener) to gauge social/emotional needs of all students grades 3-11

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

The District is committed to its obligation to ensure meaningful participation of students with disabilities in the general education curriculum. The District IEP teams adhere to the following principles when making educational placement decisions: 1. Free and Appropriate Public Education (FAPE) must be provided to every student with an IEP and must be delivered in the Least Restrictive Environment, 2. Students will not be removed from regular education classrooms merely because of the severity of their disabilities, 3. When students with disabilities, including students with significant cognitive disabilities, need specially designed instruction or other supplemental aids and services to benefit from participating in general education classrooms, the District ensures that those services are provided, 4. IEP Teams collaborate to determine whether the goals in the student's IEP can be implemented in the general education classroom with supplementary aids and services before considering removal from the general education classroom, and 5. The IEP teams will consider the full range of supplemental aids and services in general education classrooms based on peer-reviewed research to the extent practical, including modification of curriculum content before contemplating placement in a more restrictive setting. These five principles are highlighted and woven through professional development activities for staff. Staff training also focuses on supplemental aids and services needed to address student needs in the regular education classroom- including collaborative strategies, instructional accommodations/modifications, physical restructuring of classrooms, and strategies to address social/behavioral needs of students. Recent training efforts have focused on the Introduction of specific research-based interventions in reading and math to address specific skill deficits. Additional support

services that provide a means of reducing barriers to learning while promoting mental health, positive school climate, student engagement and family involvement have included adding a second position of School Counselor at the elementary school level, contracting with a community mental health service provider to utilize our schools as locations where students and families can receive out patient mental health services, and building capacity for staff connectedness with students and families.

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

Paraprofessional services when needed, auxilliary nursing services

5. **Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?**

The district participates in all IEP meetings for students placed outside of the district and work toward building internal capacity to return students to their neighborhood schools where they can be educated with their non-disabled peers. The District stays in close contact with all external service providers to monitor special education services for district students. Student progress is communicated via quarterly progress reports and intensifies when the IEP Team is considering the return of a special needs student to the school district so they transition can be smooth and positive. Special education students in out of district placements are encouraged and welcome to participate in school district extra curricular activities including sports, clubs, music, and other social activities. The district advertises all extra-curricular activities on the district website.

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

The district sees a need to expand Autistic Support programming available in the students' regular school district. Over the past few years, the district has seen a dramatic increase of students who enter kindergarten as a student who has already be identified as a student requiring special education programming. The rate of identification of students with Autism has been dramatic from the Early Intervention programs. Students transitioning to school age are also students who have been impacted by COVID restrictions and frequently come to kindergarten without any prior educational opportunities. The district sees a need to address these social, emotional, behavioral, and academic issues in our youngest learners.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Mon Valley School	Other	IU Center Based Program	AIU 3	Life Skills Support	1
The Mon Valley School	Other	IU Center Based Program	AIU3	Emotional Support	2
The Mon Valley School	Other	IU Center Based Program	AIU 3	Autistic Support	5
Pittsburgh Pioneer	Other	Neighboring School District	Pittsburgh Public Schools	Multiple Disabilities Support	1
Pathfinder School	Other	IU Center Based Program	AIU 3	Multiple Disabilities Support	1
Pathfinder School	Other	IU Center Based Program	AIU 3	Autistic Support	1
Bethel Park School District	Other	Neighboring School District	Bethel Park School District	Life Skills Support	2
Western PA School for Blind Children	Approved Private School (APS)		Western PA School for Blind Children	Blind and Visually Impaired Support	1
Tillitson School	Approved Private School (APS)		Tillitson	Autistic Support	1
Wesley High School	Approved Private School (APS)		Wesley Family Services	Emotional Support	2
The Watson Institute	Licensed Private Academic		The Watson Institute	Autistic Support	2
Easter Seals	Approved Private School (APS)		Easter Seals	Autistic Support	1
IU 1 Educational Campus at McMurray	Other	IU Center Based Program	IU 1	Emotional Support	1

Positive Behavior Support

Date of Approval

2020-11-16

Uploaded Files

Behavior Support Policy.docx

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

The district supports the social and emotional needs of all elementary students through the adoption of the PATH curriculum. The guidance counselor presents these lessons to each classroom on a weekly basis along with the classroom teachers to promote carryover of newly presented skills throughout the school day/week. The district also utilizes Student Assistance Programming at every building to address any social or emotional barriers or obstacles in learning. The district has cultivated a partnership with Mercy Behavioral Health services to provide school-based mental health services within each of the district buildings. Students with disabilities who are demonstrating social and emotional needs impacting their learning have functional behavioral assessments completed and some have positive behavioral intervention plans incorporated into their IEPs. The district has cultivated relationships with families to offer additional supports and training to them as well when dealing with a child with social and emotional needs.

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.

Training on the use of positive behavior supports is conducted yearly. The district policy is reviewed with all staff and an emphasis is placed upon the need to address behaviors from a positive rather than a punitive perspective. De-escalation techniques are inherent in the Non-Violent Crises Prevention INtervention program. CPI training is conducted by the district's Director of School Police and Security on a biennial PD schedule.

3. Describe the district positive school wide support programs.

At the current time, only one of the elementary schools (Elroy Elementary) utilizes a school wide behavioral support model. The staff and students have developed a list of rules and behavioral expectations for all students. The teachers award tickets to students demonstrating appropriate behaviors and rewards are earned monthly.

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

School counselors are available at each district building and are the first line provider of specific emotional/social/behavioral interventions. Counselors offer individual and group sessions to students in need as well as keep in close contact with students'

families. If there is a need for increased services, staff will refer to the building Student Assistance Team who will conduct initial screening evaluations and refer students and families to service providers, including those who offer school-based services within their neighborhood school. The district also has developed relationships with community based mental health providers and organizations (hospitals). The district strives to stay aware and participate in discharge planning before a child is sent back to the school district after a period of psychiatric hospitalization.

5. Describe the district restraint procedure.

The district trains all staff in non-violent Crises Prevention Intervention and stresses that all other means of de-escalation must be utilized before physical restraint occurs. Physical intervention is a last recourse and done only when danger to the student or others is likely to occur. After a restraint is utilized the staff participating in that restraint is required to complete a Restraint Intervention form and submit it to the Director of Special Education. In the event that a restraint was utilized on a student with a disability, the Director of Special Education reports the restraint through the Leader services RISC system. Data on restraints is analyzed throughout the year to detect any patterns or areas of concern.

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.

In the past 3 years, only one student has been placed on Instruction Conducted in the Home or have been at a substantial risk of waiting more than 30 days for an appropriate placement. The district activated the Intensive Inter-Agency Team through its AIU 3 liaison. The district engaged in the Inter-Agency process and filed reports on at least a monthly basis with the regional Interagency staff through the SES system. Placement for this student has not been secured at the time of this report being filed, but the IEP Team has begun to support the child through Instruction in the Home with the goal to provide these services until such time as an appropriate educational placement can be secured for the student.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
013	Secondary	Full-time (1.0)	11/01/2024 03:19 PM

Building Name		
Brentwood MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.83

Building Name		
Brentwood MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
012	Multiple	Full-time (1.0)	10/31/2024 03:28 PM

Building Name		
Moore Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Students are seen within small groups and the students within those small groups are within 3 years age range		0.77

Building Name		
Brentwood MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 14
Age Range Justification		FTE %
Students are seen within small groups and the students within those small groups are within 4 years age range		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
009	Secondary	Full-time (1.0)	11/01/2024 03:12 PM

Building Name		
Brentwood SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.3

Building Name		
Brentwood SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
006	Secondary	Full-time (1.0)	11/01/2024 03:07 PM

Building Name		
Brentwood MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.3

Building Name		
Brentwood MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
001	Elementary	Full-time (1.0)	10/31/2024 03:16 PM

Building Name		
Elroy Avenue El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
IEP Teams have determined that each child's needs can be appropriately addressed in this classroom due to the nature and needs of each student		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
011	Multiple	Full-time (1.0)	11/01/2024 03:20 PM

Building Name
Elroy Avenue El Sch
Support Type
Speech And Language Support
Support Sub-Type

Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		55
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Students are seen in small groups and age ranges of students within those groups are within 3 years		0.85

Building Name		
Brentwood MS		
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	Secondary	11 to 14
Age Range Justification		FTE %
Life Skills students are seen individually or in small groups which do not exceed the age range requirement		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
008	Secondary	Full-time (1.0)	11/01/2024 03:11 PM

Building Name
Brentwood SHS
Support Type
Learning Support
Support Sub-Type

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.3

Building Name		
Brentwood SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
005	Elementary	Full-time (1.0)	10/31/2024 03:31 PM

Building Name		
Moore Sch		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.24

Building Name		
Moore Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
007	Secondary	Full-time (1.0)	11/01/2024 03:08 PM

Building Name		
Brentwood MS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.3

Building Name		
Brentwood MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
003	Elementary	Full-time (1.0)	10/31/2024 03:19 PM

Building Name		
Elroy Avenue El Sch		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.24

Building Name		
Elroy Avenue El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
010	Secondary	Full-time (1.0)	11/01/2024 03:16 PM

Building Name		
Brentwood SHS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Caseload exceeds the allowable 4 year span, but the 4 year age span is ensured during each individual class periods		0.3

Building Name		
Brentwood SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Caseload exceeds the allowable 4 year span, but the 4 year age span is ensured during each individual class periods		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
004	Elementary	Full-time (1.0)	10/31/2024 03:22 PM

Building Name		
Moore Sch		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
While the age span on caseload exceeds three years, age span of students in classroom at any given time does not exceed the three year span		0.2

Building Name		
Moore Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
While the age span on caseload exceeds three years, age span of students in classroom at any given time does not exceed the three year span		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
002	Elementary	Full-time (1.0)	10/31/2024 03:17 PM

Building Name		
Elroy Avenue El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.2

Building Name		
Elroy Avenue El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.75

Special Education Facilities

Building Name		Room #
Elroy Avenue El Sch		204
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 6 inches x 21 feet, 0 inches	661sqft	23
Implementation Date		
2021-11-29		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Moore Sch		103
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 24 feet, 0 inches	648sqft	23
Implementation Date		
2021-11-29		
Uploaded Files		

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2Assurance Check

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

Building Name		Room #
Brentwood SHS		320
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 30 feet, 0 inches	990sqft	35
Implementation Date		
2021-11-29		
Uploaded Files		

3Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Brentwood MS		305
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 22 feet, 0 inches	704sqft	25
Implementation Date		
2021-11-29		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Brentwood MS		308
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 6 inches x 22 feet, 0 inches	693sqft	24
Implementation Date		
2021-11-29		
Uploaded Files		

5Assurance Check

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

Building Name		Room #
Elroy Avenue El Sch		306
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 6 inches x 20 feet, 6 inches	645sqft	23
Implementation Date		
2021-11-29		
Uploaded Files		

6Assurance Check

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

Building Name		Room #
Moore Sch		206
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 13 feet, 0 inches	260sqft	9
Implementation Date		
2021-11-29		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Brentwood SHS		225
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 26 feet, 6 inches	742sqft	26
Implementation Date		
2021-11-29		
Uploaded Files		

8Assurance Check

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

Building Name		Room #
Moore Sch		102
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 26 feet, 0 inches	702sqft	25
Implementation Date		
2021-11-29		
Uploaded Files		

9 Assurance Check

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

Building Name		Room #
Elroy Avenue El Sch		210
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 8 feet, 0 inches	192sqft	6
Implementation Date		
2021-11-29		
Uploaded Files		

10 Assurance Check

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

The location of the class has been maintained for at least 3 school years.	Yes	
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Building Name		Room #
Brentwood SHS		223
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 28 feet, 6 inches	798sqft	28
Implementation Date		
2021-11-29		
Uploaded Files		

11Assurance Check

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

Building Name		Room #
Brentwood MS		207
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 11 inches x 22 feet, 0 inches	702sqft	25
Implementation Date		
2024-08-26		
Uploaded Files		

12Assurance Check

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

Building Name		Room #
Elroy Avenue El Sch		302
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 33 feet, 0 inches	693sqft	24
Implementation Date		
2024-10-04		
Uploaded Files		

13 Assurance Check

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

Special Education Support Services

14Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1.00	District Wide	District
Paraprofessionals	9.8	District Wide	District
School Psychologist	1.00	District Wide	Contractor
Physical Therapist	.01	District Wide	Contractor
Occupational Therapist	.2	District Wide	Contractor
Guidance Counselor	3.0	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Autism Spectrum Disorder (ASD) Overview			
Lead Person/Position			Year of Training
School Principals/Director of Special Education/Director of Curriculum and Professional Development			2028
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Autism Spectrum Disorder (ASD): Intervention Strategies			
Lead Person/Position			Year of Training
School Principals/Director of Special Education/Director of Curriculum and Professional Development			2028
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training

Social Stories: Overview and Criteria			
Lead Person/Position		Year of Training	
School Principals/Director of Special Education/Director of Curriculum and Professional Development		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Behavior Intervention Plan (Overview)			
Lead Person/Position		Year of Training	
School Principals/Director of Special Education/Director of Curriculum and Professional Development		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Functional Behavior Analysis (FBA) Overview			
Lead Person/Position			Year of Training
School Principals/Director of Special Education/Director of Curriculum and Professional Development			2025
			2026
			2027
			2028
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
De-Escalation Strategies			
Lead Person/Position			Year of Training
School Principals/Director of Special Education/Director of Curriculum and Professional Development			2025
			2026
			2027
			2028
Hours Per Training	Number of Sessions	Provider	Audience
.5	1	District Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Restraint and Seclusion (Overview and Alternatives)			
Lead Person/Position			Year of Training
School Principals/Director of Special Education/Director of Curriculum and Professional Development			2026
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Managing Challenging Behavior- Antecedent and Consequence Strategies			
Lead Person/Position			Year of Training
School Principals/Director of Special Education/Director of Curriculum and Professional Development			2027
Hours Per Training	Number of Sessions	Provider	Audience
1	2	Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Considerations for Administrators in Supporting and Supervising Special Education Paraprofessionals- provides school administrators the needed information to guide the work of special education paraprofessionals in a manner that supports the outcomes for students with disabilities. This training is designed for school administrators who play a role in hiring, monitoring, supervising, and training paras or teachers who supervise paras. Training package includes: introduction,; laws and regulations and standards related to paraprofessionals; supervision , policies, team roles and ethical considerations; and when and how to utilize paras effectively.			
Lead Person/Position		Year of Training	
Building Principals, Director of Special Education, Director of Professional Development		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
2.25	1	PaTTAN	Building Administrators

Description of Training			
Special Education Support Staff: Safety and Injury Prevention			
Lead Person/Position			Year of Training
Building Principals, Director of Special Education, Director of Professional Development and Vector			2025
			2026
			2027
			2028
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Other	Paraprofessionals

Description of Training
Communication for Inclusion

Lead Person/Position		Year of Training	
Building Principals, Director of Special Education, Director of Professional Development and Vector		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Paraprofessionals

Description of Training			
personal skills for an Inclusive Classroom			
Lead Person/Position		Year of Training	
Building Principals, Director of Special Education, Director of Professional Development and Vector		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Other	Paraprofessionals

Description of Training			
First Aid and other medical considerations for students			
Lead Person/Position		Year of Training	
Building Principals, Director of Special Education, Director of Professional Development		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience

1	1	District	Paraprofessionals
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Description of Training			
Trauma Informed Schools			
Lead Person/Position		Year of Training	
Building Principals, Director of Special Education, Director of Professional Development		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Transition

Description of Training			
Transition Planning-Schoolology Course and Guided practice			
Lead Person/Position		Year of Training	
School Principals/Director of Special Education/Director of Curriculum and Professional Development		2025	
Hours Per Training	Number of Sessions	Provider	Audience
7	2	Intermediate Unit PaTTAN	Building Administrators Special Education Teachers

Description of Training			
Professional Learning Group- Planning for life after high school via Smart Futures			
Lead Person/Position			Year of Training
School Principals/Director of Special Education/Director of Curriculum and Professional Development			2025
Hours Per Training	Number of Sessions		Provider Audience
2	4		District General Education Teachers Special Education Teachers

Description of Training			
Transition Planning			
Lead Person/Position		Year of Training	
Director of Special Education and Vector		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Parents Special Education Teachers

Science of Literacy

Description of Training			
The Science of Reading Meets the Science of Learning- discusses critical variables in instruction: clear lesson purposes, structured lessons including demonstrations, guided practice, checking for understanding, embedding formative assessments, active participation, effective feedback, and judicious practice			
Lead Person/Position		Year of Training	
School Principals/Director of Special Education/Director of Curriculum and Professional Development		2028	
Hours Per Training	Number of Sessions	Provider	Audience

1.25 hours	1	PaTTAN	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers
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Description of Training			
Supporting Teachers Knowledge of the Science of Reading- explains how to better prepare and support teachers to teach reading			
Lead Person/Position			Year of Training
School Principals/Director of Special Education/Director of Curriculum and Professional Development			2028
Hours Per Training	Number of Sessions	Provider	Audience
1.25	1	PaTTAN	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Discovering the Science of Reading- Discusses the huge gap between research and practice in reading instruction and learning			
Lead Person/Position			Year of Training
School Principals/Director of Special Education/Director of Curriculum and Professional Development			2028
Hours Per Training	Number of Sessions	Provider	Audience
1	1	PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Parent Training

Description of Training			
Collaborative IEP Meetings			
Lead Person/Position		Year of Training	
Director of Special Education and Vector		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
.25	1	Other	General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Individualized Education Programs			
Lead Person/Position		Year of Training	
Director of Special Education and Vector		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
.25	1	Other	General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Indiividuals with Disabilities Education Act			
Lead Person/Position		Year of Training	
Director of Special Education and Vector		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
.25	1	District Other	General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Special Education Referra; Process			
Lead Person/Position		Year of Training	
Director of Special Education and Vector		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
.25	1	Other	General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Transition Services			
Lead Person/Position		Year of Training	
Director of Special Education and Vector		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
.25	1	Other	General Education Teachers Parents Paraprofessionals Special Education Teachers

IEP Development

Description of Training			
Individualized Education Program (IEP) Compliance			
Lead Person/Position		Year of Training	
Director of Special Education and Vector		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Special Education Teachers

Description of Training	
Developing Individualized Education Programs: Required Elements	
Lead Person/Position	Year of Training

Director of Special Education		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Intermediate Unit PaTTAN	Special Education Teachers

Description of Training			
IEP Meetings and Team Collaboration			
Lead Person/Position		Year of Training	
Director of Special Education and Vector		2026	
Hours Per Training	Number of Sessions	Provider	Audience
.45	1	District Other	Special Education Teachers

Description of Training			
IEPs and Progress Monitoring /Educational Benefit Review			
Lead Person/Position		Year of Training	
Director of Special Education and Vector		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit Other	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

