

South Allegheny SD  
**Special Education Plan Report**  
07/01/2019 - 06/30/2022

# District Profile

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## Demographics

2743 Washington Blvd  
 Mc Keesport, PA 15133-2017  
 412-675-3070-1101  
 Superintendent: Lisa Duval  
 Director of Special Education: Christy Chicklo

## Planning Committee

Name	Role
Nicole Price	Ed Specialist - School Psychologist : Special Education
Jennifer Wachs	Elementary School Teacher - Regular Education : Special Education
Amy Beatty	Elementary School Teacher - Special Education : Special Education
Andrea Kirchner	High School Teacher - Regular Education : Special Education
Nicole Latini	High School Teacher - Special Education : Special Education
Angela Hart	Parent : Special Education
Christy Chicklo	Special Education Director/Specialist : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 339

### *Identification Method*

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

The South Allegheny School District continues to use a severe discrepancy model that examines whether a student exhibits a pattern of strengths and weaknesses, relative to their intellectual ability as defined by a severe discrepancy between their intellectual ability and achievement, and related to their age and/or grade level. In order to determine if a student has a specific learning disability, the District acknowledges whether or not the student is not achieving adequately for his or her age level and/or is not meeting state approved grade level standards through data collection in the following skill areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension skills, mathematics calculation skills, and mathematics problem solving. When determining if a student has a specific learning disability, the District looks at the student's response to scientific, research-based interventions through documentation of the student's participation in high quality instruction in the general education curriculum. The District also ensures that the child is provided research-based instruction and interventions, and that the academic, behavioral, and emotional progress is regularly monitored.

In addition, the District looks for a pattern of strengths and weaknesses relative to the student's intellectual ability. The District's multi-disciplinary teams ensure that the findings of a student with a specific learning disability are not due to visual, hearing, or physical disability; intellectual disability; emotional disturbance; social barriers; cultural factors; environmental or economic factors; or limited English proficiency. Also, the District's multi-disciplinary teams ensure that the underachievement is not due to lack of appropriate instruction in a specific skill area. The instruction that is provided in the general education classroom setting is delivered by highly qualified teaching professionals, and student progress is routinely monitored and documented at regular intervals in the school year, which is shared with the student's parents. The District has components of Multi-Tier System of Supports (MTSS) which encompasses Response to Instruction and Intervention (RTII); with the three tier system at the elementary, middle, and high school levels; however, the District does not use the MTSS/RTII process to identify students with specific learning disabilities.

SASD utilizes PDE's *Identifying Students with Specific Learning Disabilities* resource guide retrieved from <https://www.pattan.net/getmedia/56d1bb3c-2e53-4cce-bfd4-821ee333871b/RtII-SLD>.

### *Enrollment*

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

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

South Allegheny School District's Special Education State Data Report for the 2017-2018 School Year does not indicate any significant disproportionalities in regard to Enrollment. South Allegheny School District (SASD) offers a continuum of special education services. Special education services available within the District include Learning Support, Emotional Support, Speech and Language Support, Hearing and/or Vision Support, and Life Skills Support. Services available based upon contracting with neighboring districts include Life Skills Support, Physical Support, Autistic Support, and Multiple Handicapped Support. Autistic Support, Emotional Support, Hearing and/or Vision Support, TBI Support, and Orthopedic Impairment Support are available through Approved Private Schools. School records of special education students support the placement of students in the general education class with supplementary aids and services. The student's IEP indicates the student's present level of academic and functional performance and identifies the student's needs, involvement, and progress in the general education curriculum.

Special education students in the District participate in the PSSA/PASA/Keystone exams and local assessments with appropriate accommodations necessary to measure their academic achievement and functional performance. Student standard-based goals and objectives are continuously monitored for progress. Supplementary aids and services are provided to help students be successful in the regular education class, including; modifications and specially designed instruction within the general education class and special education class: related services including speech and language, occupational therapy, physical therapy, psychological counseling, health services, social work, etc: and supports for school personnel including consultation and collaboration between general education and special education teachers.

In addition, SASD staff continuously receives professional development activities that support education of students in the general education classroom. The IEP Team reviews individual student profiles which include strengths, needs, and learning characteristics based on the Supplementary Aids and Services (SAS) Consideration Toolkit. This data is then utilized to assist in the decision making in regard to the most appropriate educational placement. This process is completed for all students. In the areas of math and ELA, South Allegheny School District offers Multi-Tier System of Supports (MTSS) and Response to Instruction and Intervention (RtII), inclusive practices through differentiated instruction, and resource level supports. Reading interventions include Leveled Literacy Intervention System (LLI), Souday System, Read Naturally, Language!, USA Test Prep, and Destinations. Math interventions include First in Math, ALEKS, Destinations, USA Test Prep, and VMATH. Universal Screenings take place three times per school year and screening assessments include STAR Assessments, On-Hands, Read Naturally, and other diagnostic assessments. Data also includes PSSA/PASA/Keystone exams, current grades, and curriculum based measurements.

During the 2017 - 2018 school year, SASD implemented enrollment procedures for newly enrolled special education students. When a new special education student enrolls in the District, the Special Education Director creates a new enrollment form, which includes the student's name, date of birth, grade level, date of enrollment, date of IEP, date of ER/RR, disability category, date student was added to a special education teacher's roster, and the name of the special education teacher. The Special Education Director creates the form and sends it to the special education teacher via email. The special education teacher reviews the form to determine accuracy, signs, dates, and returns the

form to the Special Education Director's attention in a timely manner. When the special education teacher signs the form, they acknowledge that a student has been added to their roster and is receiving special education services. Leader Services also notifies special education teachers via email, when a student is added to their roster in IEP Writer.

### *Non-Resident Students Oversight*

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

#### 1. District Obligation:

At this time, South Allegheny School District (SASD) does not host a Section 1306 Program. However, if SASD were a host district under Section 1306 of the Public School Code, the District would reference the Educational Programs for Students in Non-Educational Placements Basic Education Circular (BEC) for obligation guidelines. Under § 1306 of the PA School Code, the host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The host school district 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 (FAPE) for eligible children with IEPs in accordance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400 et seq.) and for qualified handicapped students with Service Agreements in accordance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 701 et seq.) and 22 PA Code Chapter 15.

The host school district cannot refuse to educate a student in a regular or special education program in a regular public school unless 1) a court order requires that the child be educated at the residential facility; 2) a current IEP and Notice of Recommended Educational Placement (NOREP), or a Service Agreement under 22 PA Code Chapter 15 requires a different placement; 3) the child is currently expelled from their last educational placement due to a weapons offense under 24 P.S. § 13-1317.2(e.1); or 4) the student is in an interim alternative educational setting and placed in accordance with the IDEA per 34 CFR § 300.530(c), (d)(5), and (g). Students may not be presumptively assigned to alternative education programs for disruptive youth; such placements must be made in accordance with federal and state disciplinary protections referenced in the BECs: 1) Alternative Education for Disruptive Youth 2) Enrollment of Students.

For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host school district must consider the educational placement options to educate the student in the host school district's public schools. If the host school district and parent through the IEP or Service Agreement process determine that an alternative educational setting will appropriately address the student's educational needs, the host school district is responsible for providing the student with FAPE and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and Section 504 of the Rehabilitation Act of 1973. For students eligible for services under 22 PA Code Chapter 14, this means the host school district is

responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. 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 22 PA Code Chapter 15.

## 2. Child Find Responsibilities to ensure FAPE in the LRE:

According to the Educational Programs for Students in Non-Educational Placements Basic Education Circular (BEC), in addition to ensuring that an appropriate educational program is provided, the host school district has a Child Find responsibility per 34 CFR § 300.111 Child Find 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 § 1306 students with suspected disabilities, including but not limited to, evaluating students for whom a request for an evaluation has been made. In fulfilling the Child Find obligation, the host school district cannot rely entirely on information from the facility, but must make independent efforts to ascertain whether eligible students are present. If a host school district suspects that a child may be eligible for special education or for a Service Agreement under 22 PA Code Chapter 15, the host school district must seek informed consent to initiate evaluation procedures from an individual who meets the definition of parent in the IDEA, a surrogate parent appointed by the host school district, or a person appointed by a court to provide such consent. If a child who is handicapped under Section 504 or is identified by a school district as thought-to-be disabled and in possible need of specially designed instruction under the IDEA and Chapter 14, the host school district should procedurally move forward with a special education evaluation under the IDEA and Chapter 14. One indication that a child is thought-to-be-eligible may include a determination by the host school district, parent, or a professional that the child's educational needs cannot be met in a regular public school setting.

The South Allegheny School District Special Education Department's Annual Public Notice includes all the required components as listed in 34 CFR 300.125 and 22 Pa. Code 14.121. All personnel within South Allegheny School District are familiar with the Annual Public Notice, titled "Annual Public Notice: Parent Information Notice of Special Education Services". The Annual Public Notice is disseminated to all school buildings and are displayed in all of the main offices at each school building. The notice is also incorporated into admission packets for all new students including Early Intervention Transitions and Kindergarten Registration. The Annual Public Notice is distributed once a year via the local Tribune Review Pennysaver. The Pennysaver and Annual Public Notice are delivered via US Mail to all homes within South Allegheny School District. The notice is also on the District website, [www.southallegheny.org](http://www.southallegheny.org).

During the § 1306 student's tenure in the children's institution, the host school district must ensure that: all students have access to education; students with disabilities receive FAPE in accordance with their IEPs or Service Agreements; and all mandated procedural protections are provided. Host and resident school districts may agree in writing to a different arrangement for the division of educational and procedural responsibilities for students identified as IDEA eligible, but they must receive approval from PDE after notice to and an opportunity for comment by the parents of the student. If the student has an IEP from the previous school district, the host school district must without delay convene an IEP meeting to determine whether the child's IEP should be revised, whether the student can be educated in the public schools of the host school district, or whether some other placement option is appropriate for the child. If the child's parent cannot attend the IEP meeting in person, the host school district must take steps to ensure that the parent is included in the IEP meeting, including informing the parent they can participate through a teleconference call or other appropriate means in the same way the host school district would facilitate the participation of the parents of its resident children. Until a new IEP is developed for the child by the IEP Team

including the parent, the child must receive services comparable to those in the existing IEP. The host school 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. The parent and the host school district should, if feasible, make a decision as to the appropriate educational placement of the child before the student arrives at the facility. However, in any case, the student must be attending a school program within five (5) business days of the student's admission to the institution per 22 PA Code 11.11 (b). If the information or an individual necessary to make an informed decision about the appropriate educational placement of the child is not available within the five (5) day period, and if the parent agrees, the host school district can arrange for or authorize the child's education at a school program located at the facility until the host school district and parent can make a formal decision regarding the student's educational placement.

If no parent can be identified, the child can temporarily be educated at the facility if there is a clinical recommendation that the child should not attend public school. In either case, the final decision regarding the child's educational placement must be made without delay. To facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host school district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least two weeks prior to the student's planned discharge from the residential program, if possible. If, instead of returning home, the student moves to a residential facility in another school district, these contacts should be made with the new host school district. In making a decision about where to educate a student, consideration should be given to the courses that would be available to the child in the proposed program, the qualifications of the staff, and the program's ability to provide FAPE and comply with the other requirements of the IDEA and Title 22 of the PA Code Chapters 14,15, and 16 along with Section 504 of the Rehabilitation Act of 1973. In addition, the IEP Team should consider whether the program will prepare the student to meet any applicable promotion and/or graduation requirements based on their needs.

### 3. Barriers:

If neither the parent of a child who is eligible or thought-to-be-eligible for special education nor an individual who meets the definition of parent per 34 CFR § 300.30 Parent can be located, the host school district must appoint a surrogate parent per 34 CFR § 300.519 Surrogate parents. Students with disabilities (pre-school and school age) who are wards of the state, or whose parents are unknown, unavailable, or have had their parental rights legally terminated, must have appropriate representation when educational programming decisions are made. The Special Education Department in coordination with the building principal and counselor or with the liaison of any out-of-district placements would assess each individual situation and determine whether a child needs a surrogate parent. The same procedures would be applied for students considered "thought-to-be eligible" for special education services. The Allegheny County Department of Human Services, Office of Behavioral Health and the Office of Children, Youth, and Family Services would also be consulted on an as needed basis.

Surrogate parents are recruited, selected, trained, and assigned by the Pupil Personnel Services Department of the Allegheny Intermediate Unit, Special Education Division. Individuals interested in becoming surrogate parents must meet the qualifications for surrogate parents including being a person of good character, be at least 18 years of age, possess reasonable abilities to make decisions regarding a child's educational needs, be willing to acquaint themselves with the child's educational needs and with the special education system in the Commonwealth of PA, have no vested interest that would conflict with the primary allegiance to the child they are representing, secure Act 33 and

Act 34 clearances from the Commonwealth of Pennsylvania, and be willing to complete the training program conducted by the AIU. The AIU consistently maintains an adequate number of qualified and trained surrogate parents to meet the needs of the LEA's in Allegheny County. Surrogate parents are afforded the same rights as other parents of students with disabilities in the South Allegheny School District. Surrogate parents are invited to attend and actively participate as members of the evaluation team and the IEP team. They also have the right to agree or disagree with programs and services in their signature on the NOREP. The Special Education Department maintains ongoing communication with the AIU Surrogate Parent Coordinator, to ensure that potential surrogate parents would have adequate knowledge of their role in the special education process from appropriate training opportunities. Training is provided to individuals on a one-to-one basis. If a child is in need of a surrogate parent, the South Allegheny School District ensures that a surrogate is appointed within 30 days. The Special Education Department will submit a referral to the AIU Surrogate Parent Coordinator as soon as a need has been established for a child. The AIU Surrogate Parent Coordinator will then assign a trained, qualified and available surrogate parent to the child. If no such qualified surrogate parent is available, the Surrogate Parent Coordinator will work with the District to recruit qualified persons.

### **South Allegheny School District - Surrogate Parent Procedures (from AIU 3)**

#### **Purpose of the Surrogate Parent Program**

Federal law establishes the right of a free and appropriate public education for all children with disabilities. To ensure that this right is realized, certain procedures are written into the laws to ensure that children with disabilities who are wards of the state, or whose parents are unknown, unavailable, or have had their parental rights legally terminated, have appropriate representation when educational programming decisions are made. This is provided through the recruitment, training, and assignment of volunteer surrogate parents who represent the child during the educational process.

#### **Identification of Eligible Children**

Children with disabilities receiving a free and appropriate program of education in a public school, or an approved private school, who meet one of the following criteria are eligible for the assignment of a qualified surrogate parent:

- The child is a ward of the state, or
- The child's parent(s) or guardian(s) are unknown or unavailable (this includes preschool as well as school-aged children)

#### **Qualification for Surrogate Parents**

Surrogate parents must meet the following qualifications:

- Be a person of good character
- Be at least 18 years of age

- Possess reasonable abilities to make decisions regarding a child's educational needs
- Be willing to acquaint themselves with the child's educational needs and with the special education system in the Commonwealth of Pennsylvania
- Have no vested interest that would conflict with the primary allegiance to the child they are representing. The surrogate parent should not be an employee of the agency responsible for the care of the child
- Foster parents may be considered if they meet all other qualifications
- Have Act 33 and Act 34 clearances from the Commonwealth of Pennsylvania
- Be willing to complete a training program conducted by the AIU

### **Responsibilities of the Surrogate Parent**

The surrogate parent is expected to act in place of a parent concerning the educational program for the student. This involves:

- Attending a planning conference to develop an individualized educational program
- Being familiar with appropriate procedures for due process and confidentiality of school records
- Receiving and responding to requests and notices concerning the evaluation and/or educational placement of the assigned student
- Becoming familiar with the unique educational needs of the assigned student

The surrogate parent takes on certain quasi-legal responsibilities in order to serve the best interests of the child. The primary function is to represent the student during circumstances in which decisions are made concerning the student's educational program or placement. It is necessary for the surrogate parent to receive considerable training to familiarize himself or herself with all aspects of the surrogate parent role. The demands of the role may be extensive and require the volunteer to make a significant commitment of time and learning in order to serve the best interest of the child.

### **Referral Procedures**

The following procedure has been developed for obtaining a surrogate parent:

1. An application form for Obtaining a Surrogate Parent must be completed by the student's district of residence and submitted to the Surrogate Parent Coordinator of the AIU. This form will identify the legal status of the child in need of a surrogate parent and other basic demographic and personal information. Click the following link to [download the application form](#).
2. The Surrogate Parent Coordinator will assign a trained, qualified and available surrogate parent to the child. If no such qualified surrogate parent is available, the Surrogate Parent Coordinator will work with the district or agency to recruit qualified persons.

3. The Surrogate Parent Coordinator will arrange a training program for qualified surrogate parent volunteers prior to the assignment of the surrogate parent to a specific student. Act 33 and Act 34 clearances must be obtained before assignment is made.

Completed application forms requesting a surrogate parent should be submitted as far in advance as possible. **It is suggested that districts apply immediately upon learning of the need so that a surrogate parent will be available if an educational placement decision becomes necessary.**

**For More Information on the Surrogate Parent Program, please refer to the [PA Department of Education Surrogate Guide](#)**

### *Incarcerated Students Oversight*

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

At this time, there are no correctional facilities within the South Allegheny School District. The South Allegheny School District complies with the requirements of IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school age individuals who have been incarcerated. Once the South Allegheny School District is informed of students in an incarceration facility, the District forwards the educational records including the most recent evaluation/reevaluation report, as well as the IEP to the facility. Eligible students receive special education services when they are charged with a criminal offense, are awaiting trial, and after they are convicted of a criminal offense. The District will monitor students who have been placed in other settings through the Juvenile Services and Children and Youth Services. The District administration is notified by the aforementioned agencies in regard to student placement. The District administration will notify the District Special Education Director of such placements. The District Special Education Director will contact the receiving school to ensure the implementation of the IEP and delivery of FAPE.

If a correctional facility was to open within the geographical boundaries of South Allegheny School District, the District would work cooperatively with the correctional facility to ensure Section 1306 of the Public School Code is implemented. Students with special needs would be assigned to the correctional facility would receive all the necessary special education services, supplementary aids and services, and related services as outlined in their IEP. The District would implement the student's existing IEP and/or fulfill the obligation of completing an initial evaluation/re-evaluation if needed upon their entrance into the facility. The District would comply with the regulations of Child Find and provide the necessary access to FAPE and LRE based on the student's individualized needs while they are in the correctional facility.

The South Allegheny School District will reference **Education Services for Students Incarcerated -**

**24 P.S. Section 13-1306.2 -  
DATE OF ISSUE: July 1, 1999**

**REPLACES: Educational Services for Students Incarcerated in Local Correction Institutions, BEC 24 P.S. Section 13.1306.2, issued January 15, 1998:**

The federal Individuals with Disabilities Education Act (IDEA) imposes a duty on state educational agencies (SEAs) to ensure the rights of students with disabilities to a free appropriate, public education (FAPE) in order to receive federal funds. As the SEA, the Department provides general supervision of services and programs under Pennsylvania's special education regulations and standards, Chapter 14. The Commonwealth has delegated to school districts the operational responsibility to offer FAPE to each student who is eligible for special education until the student or students who turn 21 during the school term are entitled to finish that school term, whichever occurs first. School districts, within whose boundaries a local correction institution is located, should comply 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 inmates; 3. implement, timely review and/or develop Individualized Education Programs ("IEPs") 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.

Districts 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 should 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 must 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 the Department's PennData database to determine whether schoolage inmates have been previously identified as eligible for special education by contacting the Records Center at 717-541-8575 or 1-800-945-7854.

Obviously, the provision of special education in local correction institutions is somewhat unique. Added pursuant to the 1997 amendments to the IDEA, Section 614(d)(6) recognizes 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. Section 614(d)(6)(A) provides that the following requirements of IDEA do not apply: A. participation of children with disabilities in general assessments as is required in section 612(a)(17) and paragraph (1)(A)(v); and B. transition planning and transition services as is required in subclauses (I) and (II) of paragraph (1)(A)(vii) with respect to children whose eligibility will end, because of their age, before they will be released from prison. Finally, Section 614(d)(6)(B) provides that 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 section 612(a)(5)(A) and 614(d)(1)(A) (least restrictive environment) if a bona fide security or compelling penological interest that cannot

otherwise be accommodated is demonstrated. Where 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. It should be noted that Section 614(d)(6) of the IDEA applies only to individuals with disabilities who have been convicted as adults under State law, not to those individuals who have merely been charged as an adult and are awaiting trial. Questions regarding this Basic Education Circular should be addressed to the Bureau of Community and Student Services (Basic Education), the Bureau of Special Education or Bureau of Correction Education (Special Education), or the Bureau of Budget and Fiscal Management (Funding issues).

### *Least Restrictive Environment*

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

#### 1. District Procedures:

South Allegheny School District (SASD) offers a continuum of special education services. Special education services available within the District include Learning Support, Emotional Support, Speech and Language Support, Hearing and/or Vision Support, and Life Skills Support. Services available based upon contracting with neighboring districts include Life Skills Support, Physical Support, Autistic Support, and Multiple Handicapped Support. Autistic Support, Emotional Support, Hearing and/or Vision Support, TBI Support, and Orthopedic Impairment Support are available through Approved Private Schools.

School records of special education students support the placement of students in the general education setting with supplementary aids and services. The student's IEP indicates the student's present level of academic and functional performance and identifies the student's needs, involvement, and progress in the general education curriculum. Special education students in the District participate in the PSSA/PASA/Keystone exams and local assessments with appropriate accommodations necessary to measure their academic achievement and functional performance. Student standard-based goals and objectives are continuously monitored for progress.

Supplementary aids and services are provided to help students be successful in the general

education setting, including: modifications and specially designed instruction within the general education class and special education class, related services including speech and language, occupational therapy, physical therapy, psychological counseling, health services, social work, et cetera, and supports for school personnel including consultation and collaboration between general education and special education teachers. In addition, SASD staff continuously receives professional development activities that support education of students in the general education classroom. The IEP Team reviews individual student profiles which include strengths, needs, and learning characteristics based on the Supplementary Aids and Services (SaS) Consideration Toolkit. This data is then utilized to assist in the decision making in regard to the most appropriate educational placement.

When a student is placed out of the general education classroom for more than 20% of the day, the IEP Team determined that the student's academic, functional, and/or behavioral needs exceed the amount of support that may be offered in the general education setting, with supplementary aids and services. The District educates students outside of the general education setting only when 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. Supplementary aids and services can include a variety of interventions such as computers, instructional software, white boards, overheads, visual supports, graphic organizers, pre-printed notes, oral presentations, performance tasks, group projects, graphic presentations, small group discussion, 1:1 instruction, positive reinforcement, a problem solving approach, peer assistance, posted classroom rules, visual schedules, positive behavior support plans, room arrangements, decrease in noise level, lunch bunch, etc. All programs are provided at the general education level depending upon the degree of need of the particular student. Every effort is made to address a student's need within the general education setting. Needs may warrant placement in settings beyond the general education setting.

## 2. District Initiatives:

In the areas of math and ELA, South Allegheny School District offers Multi-Tier System of Supports (MTSS) and Response to Instruction and Intervention (RtII), inclusive practices through differentiated instruction and resource level supports. Reading interventions include Leveled Literacy Intervention System (LLI), Souday System, Read Naturally, Language!, USA Test Prep, and Destinations. Math interventions include First in Math, ALEKS, Destinations, USA Test Prep, and VMath. Universal Screenings take place three times per school year and screening assessments include STAR Assessments, On-Hands Assessments, Read Naturally, and other diagnostic assessments. Data also includes PSSA/PASA/Keystone exams, current grades, and curriculum based measurements. The District will continue to provide professional development in the areas of inclusive practices such as differentiated instruction, RtII/MTSS, behavior supports, Supplementary Aids and Services (SaS) and disability categories such as autism. The District will also expand partnerships with school based behavioral health services. At this time, all buildings implement School-Wide Positive Behavior Interventions and Supports (SWPBIS), as well as School-Based, out-patient therapy services.

## 3. SPP Targets:

According to the District's Special Education Data Report: LEA Performance on State Performance Plan (SPP) Targets for School Year 2016-2017, the District met one out of three SPP targets. In regard to Special Education Students educated in the general education class 80% or more, the District is at 42.1%, compared to the state average of 62.4%. District special education students educated in the general education class less than 40% is at 4.3%, compared to the state average of 9.0%. Throughout the years, the District's percentage of special education students educated in other settings has been significantly higher than the state average. During the 2016-2017 school

year, 11.8% of District special education students were educated in other settings, compared to the state average of 4.9%. According to South Allegheny School District's Special Education State Data Report for the 2017-2018 School Year, 14% of District special education students were educated in other settings.

In response, during the 2017-2018 school year SASD developed an LRE SPP corrective action plan, focusing on professional development in the areas of Quality Indicators of Programming for Emotional Services and Supports, SaS, Administrators' role as an LEA, and autism awareness. SASD currently partners with Wesley Family Services, Turtle Creek Valley, Mon Yough Community Services, and the Watson Institute for consultation and training purposes.

### *Behavior Support Services*

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

#### 1. District Policy:

The Behavior Support Policy includes all of the required components as listed in Pa. Code 14.133. The policy was adopted on September 20, 2001, revised on June 17, 2010, and is currently in the process of another revision. According to South Allegheny's Policy, a student with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific interventions to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations. The Board directs that the District's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. The Behavior Support Policy states that the Superintendent or designee shall provide regular training and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusion.

#### 2. Training:

South Allegheny School District staff members receive training in Crisis Prevention Incorporation: The Nonviolent Crisis Intervention Program on a continual basis. Staff members utilize supportive, directive, and therapeutic rapport interventions to help alleviate student anxiety. Within all grade levels, School Wide Positive Behavior Support Systems have been developed and implemented in various stages. For instance, the South Allegheny Early Childhood Center (kindergarten and first

grade) and South Allegheny Elementary School (second through sixth grade) utilize a token economy system, in which students earn "shields" as acknowledgment when they follow school wide expectations. Students redeem their "shields" for items in the school store on a monthly basis. The Early Childhood Center also implements a bully prevention program, including school wide assemblies, students receiving "Be a Bully Fighter" bulldog trophies and certificates. Similarly, the South Allegheny Middle and High School implement school wide incentives for behavioral expectations. Students can earn special privileges throughout the school day. The South Allegheny Middle School recently implemented a check-in/check-out mentor program as a tier two intervention.

### **Restraint Procedures for SASD:**

#### **Chapter 14.133 (c) (5) s**

- i. Restraints are to be considered as a measure of last resort, only after less restrictive measures have been used.
- ii. The use of **prone restraints is prohibited** in PA educational settings.

#### **Required IEP Meeting:**

- i. The use of restraints to control the aggressive behavior of an individual student shall cause the school entity to immediately have a staff debriefing and to notify the parent of the use of restraint.
- ii. The restraint shall cause a meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notice, agrees *in writing* to waive the meeting.
- iii. Even when the parent waives their right to attend the IEP meeting, the team may convene to determine if changes need to be made to the Positive Behavior Support Plan (PBSP) or Individualized Education Plan (IEP). Any/all changes will then be shared with the parent.
- iv. If the parent implements their rights to an IEP meeting, the IEP team shall consider whether the student or eligible young child needs a functional behavioral assessment (FBA), a reevaluation (RR), a new or revised positive behavior plan (PBSP), or a change of placement to address the inappropriate behavior.

#### **Inclusion of Restraints in an IEP:**

- i. Per Chapter 14 Section 14.133 (2) (3) (4) the use of restraints may only be included in a student's IEP when the following conditions apply:
  - A. The restraint is utilized with specific component elements of positive behavior support.
  - B. The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.
  - C. Staff is authorized to use the procedure and have received the staff training required.

- D. There is a plan in place for eliminating the use of restraints through the application of positive behavior support.
- E. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.

#### **South Allegheny School District (SASD) - Internal Procedures:**

1. On a yearly basis, SASD will choose personnel that are/will become certified in a training program that focuses on positive behavioral supports and de-escalation techniques, and safe physical management techniques. Every school building will identify crisis management teams.
2. When a restraint is used for a student, staff will contact a building level administrator, immediately following the restraint.
3. Once the building level administrator ensures safety for all involved, the building level administrator will contact the student's parent/guardian. Parental notification must occur within **one school day** of a restraint.
4. The building level administrator will then contact the Director of Special Education and Superintendent/Designee.
5. If the restraint resulted in serious injury to a student and/or staff person, the injury will be reported via an email to the Bureau of Special Education (BSE), within **two school days** of the occurrence. The Director of Special Education is responsible for notifying the BSE. A serious medical injury is considered any injury that requires medical attention outside/beyond that which is available at the school where the incident occurred.
  - a. Email notifications are to be sent to [kfocht@pa.gov](mailto:kfocht@pa.gov) with a carbon copy to [amdeluca@pa.gov](mailto:amdeluca@pa.gov).
6. The Director of Special Education will contact the parent/guardian to schedule an IEP team meeting within 10 school days of the inappropriate behavior causing the use of restraints.
7. If the parent wishes to waive the IEP team meeting, the Director of Special Education will send home an IEP meeting waiver, for the parent/guardian's written notice to waive the meeting. As stated before, the IEP team may still convene, even if the parent/guardian provides written notice to waive the meeting.
8. The Director of Special Education will enter all restraints into the web-based Restraint Information System of Collection (RISC), available at <https://apps.leadingservices.com/risc>. Restraints will be entered into the RISC system on a quarterly basis, set forth by the BSE.
9. Program directors from other settings, will forward all restraint information, including but not limited to, the signed waiver (if applicable), IEP invitation letter, IEP signature pages, IEP revisions, FBA, PBSP, etc., to the District's Director of Special Education.

#### **3. School-Based Behavioral Health:**

In keeping with PDE guidelines, the building level PBIS/SAP Teams demonstrate a primary service delivery approach that ensures interventions are implemented consistently, with integrity and increasing independence. For example, as part of the District's enhanced strategic intervention services, the PBIS/SAP Teams review student referrals and documentation such as Functional Behavioral Assessment data, universal screenings, classroom observations, and teacher input. The

teams refer students to one or more intervention services as well as monitor and review student progress based on discipline reports, grades, peer interactions, classroom and teacher observations and data, and consultation with community behavioral health providers. If the student is not demonstrating sufficient progress during the strategic intervention services level, the PBIS/SAP Team will conduct and review updated Functional Behavioral Assessments and other data to determine if intensive support, crisis management and/or wrap around services are warranted. Once a plan of action is in place, student progress is evaluated based on multiple and varied sources, including academic and behavioral data as well as consultation with community behavioral health providers.

Throughout the past twelve years, South Allegheny School District has maintained partnerships with a variety of behavioral health agencies such as Wesley Family Services, Allegheny Children's Initiative (ACI), Turtle Creek Valley Community Services, and Mon Yough Community Services. At this time, the South Allegheny Elementary School, Middle School and High School are licensed out-patient facilities, in which Mon Yough Community Services and Wesley Spectrum Services provide on-site out-patient mental health therapy to students during the school day. At the secondary level, a certified drug and alcohol therapist is also on-site to assist students. Throughout the past nine years, the District has partnered with The Watson Institute as a result of grant funding. The Watson Institute continues to provide consultation to the PBIS teams regarding all tiers of the School Wide Positive Behavior Support Program.

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

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

#### 1. Ensuring FAPE:

At this time, the South Allegheny School District does not have students for whom the District has had difficulty locating a program to ensure the provision of FAPE. The Special Education Department has to successfully located or designed a special education program to ensure the provision of FAPE for all identified students. If the South Allegheny School District had difficulty locating services for a difficult to place student, issues would be resolved through collaboration with other school, community, and agency partners. The District could utilize the Allegheny Intermediate Unit (AIU) Intensive Interagency Coordination program. The AIU Coordinator facilitates interagency problem-solving teams within school districts to assist in the design and delivery of coordinated services to individual school-age children and adolescents and their families. The Intensive Interagency Coordination is provided to students with disabilities whose school district has determined that they cannot be appropriately educated in a public school setting and who have waited more than 30 days for an appropriate educational placement and for students who are at substantial risk of waiting more than 30 days for an appropriate educational placement. The AIU Coordinator also assists districts so that the needs of students with disabilities can be met in the public educational settings

in most situations. AIU Intensive Interagency Coordination does not replace the District's local interagency process that successfully assures the provision of appropriate placement for students. The South Allegheny School District's Special Education Department utilizes Regional Interagency Coordinators such as the AIU, PaTTAN of Pittsburgh, and Office of Behavioral Health. Relationships have also been established with local agencies (i.e. Mercy Behavioral Health, Wesley Spectrum Services, WPIC, Mon Yough Community Services, Turtle Creek Valley Community Services, etc.) to assist in resolution of any systemic issues related to educational placement.

## 2. District Procedures:

South Allegheny School District (SASD) offers a continuum of special education services. Special education services available within the District include Learning Support, Emotional Support, Speech and Language Support, Hearing and/or Vision Support, and Life Skills Support. Services available based upon contracting with neighboring districts include Life Skills Support, Physical Support, Autistic Support, and Multiple Handicapped Support. Autistic Support, Emotional Support, Hearing and/or Vision Support, TBI Support, and Orthopedic Impairment Support are available through Approved Private Schools.

School records of special education students support the placement of students in the general education setting with supplementary aids and services. The student's IEP indicates the student's present level of academic and functional performance and identifies the student's needs, involvement, and progress in the general education curriculum. Special education students in the District participate in the PSSA/PASA/Keystone exams and local assessments with appropriate accommodations necessary to measure their academic achievement and functional performance. Student standards-based goals and objectives are continuously monitored for progress.

Supplementary aids and services are provided to help students be successful in the general education setting, including; modifications and specially designed instruction within the general education class and special education class, related services including speech and language, occupational therapy, physical therapy, psychological counseling, health services, social work, et cetera, and supports for school personnel including consultation and collaboration between general education and special education teachers. In addition, SASD staff continuously receives professional development activities that support education of students in the general education classroom. The IEP Team reviews individual student profiles which include strengths, needs, and learning characteristics based on the Supplementary Aids and Services (SaS) Consideration Toolkit. This data is utilized to assist in the decision making to the most appropriate educational placement.

When a student is placed out of the general education classroom for more than 20% of the day, the IEP Team determined that the student's academic, functional, and/or behavioral needs exceed the amount of support offered in the general education setting, with supplementary aids and services. The District educates students outside of the general education setting only when 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. Supplementary aids and services can include a variety of interventions such as computers, instructional software, white boards, overheads, visual supports, graphic organizers, pre-printed notes, oral presentations, performance tasks, group projects, graphic presentations, small group discussion, 1:1 instruction, positive reinforcement, a problem solving approach, peer assistance, posted classroom rules, visual schedules, positive behavior support plans, room arrangements, decrease in noise level, lunch bunch social skills groups, et cetera. All programs are provided at the general education level depending upon the degree of need of the particular student, and every effort is made to address a student's

needs within the general education setting. Needs may warrant placement in settings beyond the general education setting.

The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.

According to the Basic Education Circular (BEC), the Pennsylvania Department of Education (PDE) has participated with other child-serving agencies in developing a system for providing intensive interagency coordination to students with disabilities whose local educational agencies (LEAs) determined that they cannot be appropriately educated in a public educational setting and who waited more than 30 days for the provision of an appropriate educational placement. This system is also aimed at providing assistance to students who are at substantial risk of waiting more than 30 days for an appropriate educational placement.

LEAs must also report students with disabilities who are placed on instruction conducted in the home or who receive homebound instruction in accordance with BEC 34 CFR d300.26(a)(1), Instruction Conducted in the Home, in the Special Education Students @ Home Reporting System, so that the Department can determine whether these students require intensive interagency coordination.

At South Allegheny School District, the Coordinator of Special Education is responsible for reporting students in the Special Education Students @ Home Reporting System. When a student has been identified as in need of intensive interagency coordination, instruction conducted in the home or homebound instruction, a report will be submitted into the system within five days of initial identification. When a completed homebound instruction form is received by school personnel, the form is immediately forwarded to the Special Education Department and the Coordinator of Special Education reports the student in the Home Reporting System within five days.

### 3. Expansion of Services:

At this time, South Allegheny School District is successful in ensuring FAPE for all students; however, the District will continue to gain feedback from all stakeholders in an attempt to expand upon the current continuum of services.

# Assurances

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## Special Education Assurances

*No policies or procedures have been identified.*

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

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Children's Institute	Approved Private Schools	Full Time Autistic Support	2
Keystone Oaks School District	Neighboring School Districts	Supplemental Autistic Support	1
Wesley Spectrum High School	Other	Full Time Emotional Support	2
Mon Valley School	Special Education Centers	Full Time Life Skills Support; Full-Time Emotional Support; Full Time Autistic Support	10
Pace School	Approved Private Schools	Full Time Emotional Support	2
Holy Family Institute	Other	Full Time Emotional Support	1
Wesley Spectrum High School	Approved Private Schools	Full-Time Emotional Support	3
Wesley Spectrum K-8 School	Other	Full Time Emotional Support	3
Wesley Spectrum K-8 School	Approved Private Schools	Full Time Emotional Support	3
AC/ACLD Tillitson School	Approved Private Schools	Full Time Emotional Support	2
New Story School	Other	Full-Time Autistic Support	4
Community School East	Other	Itinerant Level Emotional Support	1

Pathfinder School	Special Education Centers	Full Time Life Skills Support	1
Western PA School for Blind Children	Approved Private Schools	Full-Time Blind, Visually Impaired Support	2
Western PA School for Deaf Children	Approved Private Schools	Full-Time deaf, hard of hearing support	2
Pioneer Education Center	Other	Full-Time Multiple Disabilities Support	1
Easter Seals	Approved Private Schools	Full Time Autistic Support	1
Adelphoi Academy	Other	Supplemental Level Emotional Support	2

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* August 19, 2019

*Reason for the proposed change:* The District is realigning buildings during the 2019-2020 school year.

*Present Class Location:* Early Childhood Center - Room 36

*Proposed Class Location:* South Allegheny Elementary School - Room 112

*Length of time class has been in present location:* At least four years

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 7	5	0.2
Locations:				
South Allegheny Elementary School - Room 112	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 7	10	0.6
Locations:				
South Allegheny Elementary School - Room 112	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	5 to 6	2	0.2

Locations:				
South Allegheny Elementary School - Room 112	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #2***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 19, 2019*Reason for the proposed change:* The District is realigning buildings during the 2019-2020 school year.*Present Class Location:* Early Childhood Center - Room 8*Proposed Class Location:* South Allegheny Elementary School - Room 115*Length of time class has been in present location:* At least four years**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 6	12	0.7
Locations:				
South Allegheny Elementary School - Room 115	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 6	5	0.3
Locations:				
South Allegheny Elementary School - Room 115	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 19, 2019*Reason for the proposed change:* The District is realigning buildings during the 2019-2020 school year.*Present Class Location:* South Allegheny Elementary School - Room 115*Proposed Class Location:* South Allegheny Elementary School - Room 120*Length of time class has been in present location:* At least nine years**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	3	0.2
Locations:				
South Allegheny Elementary School - Room 120	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	15	0.8
Locations:				

South Allegheny Elementary School - Room 120	An Elementary School Building	A building in which General Education programs are operated		
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**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 19, 2019*Reason for the proposed change:* The District is realigning buildings during the 2019-2020 school year.*Present Class Location:* South Allegheny Elementary School - Room 222*Proposed Class Location:* South Allegheny Elementary School - Room 105*Length of time class has been in present location:* At least three years**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 10	19	1
Justification: The maximum age range in specialized settings shall be 3 years in elementary school (grades K-6) and 4 years in secondary school (grades 7-12). A student with a disability may not be placed in a class in which the chronological age from the youngest to the oldest student exceeds these limits unless an exception is determined to be appropriate by the IEP team of that student and is justified in the IEP. The IEP team met and determined that the age range variance is justified and documented within the student's IEP.				
Locations:				
South Allegheny Elementary School - Room 105	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 19, 2019*Reason for the proposed change:* The District is realigning buildings during the 2019-2020 school year.*Present Class Location:* South Allegheny Elementary School - Room 227*Proposed Class Location:* South Allegheny Elementary School - Room 127*Length of time class has been in present location:* At least five years**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	5	0.2
Locations:				
South Allegheny Elementary School - Room 127	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	14	0.8
Locations:				
South Allegheny Elementary School - Room 127	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 19, 2019*Reason for the proposed change:* The District is realigning buildings during the 2019-2020 school year.*Present Class Location:* South Allegheny Elementary School - Room 120*Proposed Class Location:* South Allegheny Elementary School - Room 222*Length of time class has been in present location:* At least six years**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	5	0.2
Locations:				
South Allegheny Elementary School - Room 222	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	15	0.8
Locations:				
South Allegheny Elementary School - Room 222	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #7***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 19, 2019*Reason for the proposed change:* The District is realigning buildings during the 2019-2020 school year.*Present Class Location:* South Allegheny Elementary School - Room 127*Proposed Class Location:* South Allegheny Middle / High School - Room 110 B*Length of time class has been in present location:* At least five years**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	5	0.2
Locations:				
South Allegheny Middle / High School - Room 110 B	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	15	0.8
Locations:				
South Allegheny Middle / High School - Room 110 B	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* May 1, 2015*Reason for the proposed change:* Special Education Plan Update**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	60	1
Justification: The maximum age range in specialized settings shall be 3 years in elementary school (grades K-6) and 4 years in secondary school (grades 7-12). A student with a disability may not be placed in a class in which the chronological age from the youngest to the oldest student exceeds these limits unless an exception is determined to be appropriate by the IEP team of that student and is justified in the IEP. The IEP team met and determined that the age range variance is justified and documented within the student's IEP.				
Locations:				
South Allegheny Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #10***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* May 1, 2015*Reason for the proposed change:* Special Education Plan Update**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	10 to 13	2	0.05
Locations:				
South Allegheny Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	13 to 18	5	0.1
Justification: The maximum age range in specialized settings shall be 3 years in elementary school (grades K-6) and 4 years in secondary school (grades 7-12). A student with a disability may not be placed in a class in which the chronological age from the youngest to the oldest student exceeds these limits unless an exception is determined to be appropriate by the IEP team of that student and is justified in the IEP. The IEP team met and determined that the age range variance is justified and documented within the student's IEP.				
Locations:				
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* May 1, 2015

*Reason for the proposed change:* A new segment containing supplemental level learning support was added.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	20	0.6
Locations:				
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	8	0.4
Locations:				
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #12**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* ClassandPosition

*Implementation Date:* May 1, 2015

*Reason for the proposed change:* A new segment was added for Itinerant level emotional support

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	8	0.2
Locations:				
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	13	0.7
Locations:				
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	2	0.1
Locations:				
South Allegheny Middle/High School (8th)	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #13**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* ClassandPosition

Implementation Date: May 1, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	8	0.2
Locations:				
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	15	0.8
Locations:				
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #15**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: August 19, 2019

Reason for the proposed change: The District is realigning buildings during the 2019-2020 school year.

Present Class Location: South Allegheny Middle / High School - Room 103

Proposed Class Location: South Allegheny Middle / High School - Room 110 A

Length of time class has been in present location: At least four years

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 14	15	0.9
Locations:				
South Allegheny Middle / High School - Room 110 A	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	11 to 13	2	0.1
Locations:				
South Allegheny Middle/High School - Room 110 A	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #16**

Operator: School District

**PROGRAM DETAILS**

Type: Class and Position

Implementation Date: May 1, 2015

Reason for the proposed change: A new segment needed added for Itinerant level emotional support

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	15	0.3
Locations:				
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	10	0.5
Locations:				
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 16	5	0.2
Locations:				
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #17**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* August 22, 2017

*Reason for the proposed change:* Supplemental Level Learning Support is a new segment.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	16	0.6
Locations:				
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	5	0.2
Locations:				
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	3	0.2
Locations:				
South Allegheny High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #18***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 19, 2019*Reason for the proposed change:* The District is realigning buildings during the 2019-2020 school year.*Present Class Location:* South Allegheny Middle / High School - Room 112*Proposed Class Location:* South Allegheny Middle / High School - Room 222*Length of time class has been in present location:* At least four years**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 17	10	0.2
Justification: The maximum age range in specialized settings shall be 3 years in elementary school (grades K-6) and 4 years in secondary school (grades 7-12). A student with a disability may not be placed in a class in which the chronological age from the youngest to the oldest student exceeds these limits unless an exception is determined to be appropriate by the IEP team of that student and is justified in the IEP. The IEP team met and determined that the age range variance is justified and documented within the student's IEP.				
Locations:				
South Allegheny Middle / High School - Room 222	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 16	15	0.8
Justification: The maximum age range in specialized settings shall be 3 years in elementary school (grades K-6) and 4 years in secondary school (grades 7-12). A student with a disability may not be placed in a class in which the chronological age from the youngest to the oldest student exceeds these limits unless an exception is determined to be appropriate by the IEP team of that student and is justified in the IEP. The IEP team met and determined that the age range variance is justified and documented within the student's IEP.				
Locations:				
South Allegheny Middle / High School - Room 222	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #19***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 19, 2019*Reason for the proposed change:* The District is realigning buildings during the 2019-2020 school year.*Present Class Location:* South Allegheny Middle / High School - Room 126*Proposed Class Location:* South Allegheny Middle / High School - Room 229*Length of time class has been in present location:* At least five years**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 18	15	0.8

Justification: Justification: The maximum age range in specialized settings shall be 3 years in elementary school (grades K-6) and 4 years in secondary school (grades 7-12). A student with a disability may not be placed in a class in which the chronological age from the youngest to the oldest student exceeds these limits unless an exception is determined to be appropriate by the IEP team of that student and is justified in the IEP. The IEP team met and determined that the age range variance is justified and documented within the student's IEP.

Locations:				
South Allegheny Middle / High School - Room 229	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	17 to 17	1	0.1
Locations:				
South Allegheny Middle / High School - Room 229	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	16 to 16	1	0.1
Locations:				
South Allegheny Middle / High School - Room 229	A Junior/Senior High School Building	A building in which General Education programs are operated		

#### Program Position #20

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* August 19, 2019

*Reason for the proposed change:* The District is realigning buildings during the 2019-2020 school year.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 14	5	0.1
Locations:				
South Allegheny Middle/High School - Room 231	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	6	0.2
Locations:				
South Allegheny Middle/High School - Room 231	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	12	0.7
Locations:				

South Allegheny Middle / High School - Room 231	A Junior/Senior High School Building	A building in which General Education programs are operated		
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**Program Position #21***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* May 1, 2015*Reason for the proposed change:* A new segment was added.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 18	50	0.8
Justification: The maximum age range in specialized settings shall be 3 years in elementary school (grades K-6) and 4 years in secondary school (grades 7-12). A student with a disability may not be placed in a class in which the chronological age from the youngest to the oldest student exceeds these limits unless an exception is determined to be appropriate by the IEP team of that student and is justified in the IEP. The IEP team met and determined that the age range variance is justified and documented within the student's IEP.				
Locations:				
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 18	9	0.2
Justification: The maximum age range in specialized settings shall be 3 years in elementary school (grades K-6) and 4 years in secondary school (grades 7-12). A student with a disability may not be placed in a class in which the chronological age from the youngest to the oldest student exceeds these limits unless an exception is determined to be appropriate by the IEP team of that student and is justified in the IEP. The IEP team met and determined that the age range variance is justified and documented within the student's IEP.				
Locations:				
Mon Valley School	A Junior/Senior High School Building	A special education Center in which no general education programs are operated		

**Program Position #22***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 19, 2019*Reason for the proposed change:* The District is realigning buildings during the 2019-2020 school year.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 10	13	0.7
Locations:				
South Allegheny Elementary School - Room 102	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 10	5	0.3
Locations:				
South Allegheny Elementary School - Room 102	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #24***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	12 to 18	2	0.1
Justification: The maximum age range in specialized settings shall be 3 years in elementary school (grades K-6) and 4 years in secondary school (grades 7-12). A student with a disability may not be placed in a class in which the chronological age from the youngest to the oldest student exceeds these limits unless an exception is determined to be appropriate by the IEP team of that student and is justified in the IEP. The IEP team met and determined that the age range variance is justified and documented within the student's IEP.				
Locations:				
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #26***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 19, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 18	20	0.5
Justification: Justification: The maximum age range in specialized settings shall be 3 years in elementary school (grades K-6) and 4 years in secondary school (grades 7-12). A student with a disability may not be placed in a class in which the chronological age from the youngest to the oldest student exceeds these limits unless an exception is determined to be appropriate by the IEP team of that student and is justified in the IEP. The IEP team met and determined that the age range variance is justified and documented within the student's IEP.				
Locations:				
South Allegheny Academic Center - Room 17	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 18	20	0.5
Justification: Justification: The maximum age range in specialized settings shall be 3 years in elementary school (grades K-6) and 4 years in secondary school (grades 7-12). A student with a disability may not be placed in a class in which the chronological age from the youngest to the oldest student exceeds these limits unless an exception is determined to be appropriate by the IEP team of that student and is justified in the IEP. The IEP team met and determined that the age range variance is justified and documented within the student's IEP.				

Locations:				
South Allegheny Academic Center - Room 17	A Junior/Senior High School Building	A building in which General Education programs are operated		

### Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	South Allegheny Elementary School	1
School Psychologist	South Allegheny High School / Middle School	1
Paraeducator	South Allegheny Early Childhood Center	4
Paraeducator	South Allegheny Elementary School	9
Paraeducator	South Allegheny High School / Middle School	8

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Outside Contractor	3 Days
Physical Therapist	Outside Contractor	1 Days
School Psychologist	Outside Contractor	0.2 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	Throughout the past ten school years, South Allegheny School District's Penn Data reports reflect a 6% increase in the category of Autism. The South Allegheny School District continues to provide staff development opportunities as well as promote awareness of autism within the school district and community. Educational consultants and behavioral specialists from local behavioral health agencies such as Wesley Family Services, the Watson Institute, Allegheny Intermediate Unit, and PEAL Center are utilized to facilitate small/large group instruction as well as provide individual case consultation for our students who are diagnosed on the autism spectrum. Outside service providers of our students with autism, such as behavior specialists or mobile therapists (wraparound providers) are welcome to observe their clients as well as collaborate and consult with our staff to ensure consistency in support and interventions to best meet the students' needs. Educational consultants from the Allegheny Intermediate Unit and Allegheny County Behavioral Health Agency have worked collaboratively with building level administrators, school psychologist, director of special education, special education teachers, general education teachers, parents, as well as related services personnel to conduct Initial Lines of Inquiry for individual students. Sensory rooms are available at the elementary and secondary levels and sensory integration items are accessible in all settings.
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services, Educational Technology

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	80
<b>Provider</b>	AIU 3; Outside Behavioral Health Agencies such as Watson Institute and Wesley Family Services; PEAL Center; District School Psychologist and/or Director of Special Education

<b>Provider Type</b>	IU, Non-Profit Organizations, For Profit Companies, School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<ul style="list-style-type: none"> <li>• Effective academic and behavioral interventions to ensure the Least Restrictive Environment for students on the autism spectrum.</li> <li>• Sensory integration techniques.</li> </ul>
<b>Research &amp; Best Practices Base</b>	Staff will be provided with evidence and research based interventions and instructional strategies to assist students diagnosed with autism spectrum disorder.
<b>For classroom teachers, school counselors and education specialists</b>	<ul style="list-style-type: none"> <li>• Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</li> <li>• Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Empowers educators to work effectively with parents and community partners.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<ul style="list-style-type: none"> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> <li>• Instructs the leader in managing resources for effective results.</li> </ul>
<b>Training Format</b>	<ul style="list-style-type: none"> <li>• LEA Whole Group Presentation</li> <li>• School Whole Group Presentation</li> <li>• Professional Learning Communities</li> </ul>
<b>Participant Roles</b>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• School counselors</li> <li>• Paraprofessional</li> <li>• Related Service Personnel</li> <li>• Parents</li> </ul>
<b>Grade Levels</b>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul>

<b>Follow-up Activities</b>	<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> </ul>
<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul>

## Behavior Support

<b>Description</b>	<p>South Allegheny School District staff and families will continue to receive training in the area of positive behavioral supports throughout the duration of this special education plan. Staff development will be documented and staff will sign attendance forms to indicate their participation in these presentations. Staff and families will also be provided access to materials, resources, and handouts as they relate to positive behavior support and de-escalation within the school setting.</p> <p>In projecting ahead with regard to training on Positive Behavior Support Services, the goal of the District in the next three years is to continue to train instructional staff across the District on all levels. Topics will include school-wide positive behavior interventions and supports, functional behavior assessments, positive behavior support plans, prevent-teach-reinforce strategies, check-in/check-out, and crisis interventions. Crisis Prevention techniques will continue to be provided to all staff members on a rotating basis.</p>
<b>Person Responsible</b>	District Administration, including the Director of Special Education
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

## Professional Development Details

<b>Hours Per Session</b>	4.0
<b># of Sessions</b>	15
<b># of Participants Per Session</b>	100
<b>Provider</b>	AIU 3; Outside Behavioral Health Agencies such as Watson Institute and

	Wesley Family Services; District staff
<b>Provider Type</b>	IU, Non-Profit Organizations, For Profit Companies, School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<ul style="list-style-type: none"> <li>• Crisis Prevention Intervention and de-escalation techniques</li> <li>• School-Wide Positive Behavior Interventions and Supports</li> <li>• Mentoring programs</li> <li>• Behavioral interventions that can be utilized in the home setting</li> </ul>
<b>Research &amp; Best Practices Base</b>	The training provided will be research and evidence based.
<b>For classroom teachers, school counselors and education specialists</b>	<ul style="list-style-type: none"> <li>• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> <li>• Empowers educators to work effectively with parents and community partners.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<ul style="list-style-type: none"> <li>• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> <li>• Provides leaders with the ability to access and use appropriate data to inform decision-making.</li> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> <li>• Instructs the leader in managing resources for effective results.</li> </ul>
<b>Training Format</b>	<ul style="list-style-type: none"> <li>• LEA Whole Group Presentation</li> <li>• Series of Workshops</li> <li>• School Whole Group Presentation</li> <li>• Department Focused Presentation</li> <li>• Offsite Conferences</li> </ul>
<b>Participant Roles</b>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• School counselors</li> <li>• Paraprofessional</li> <li>• New Staff</li> </ul>

	<ul style="list-style-type: none"> <li>• Other educational specialists</li> <li>• Related Service Personnel</li> <li>• Parents</li> </ul>
<b>Grade Levels</b>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <ul style="list-style-type: none"> <li>• Peer-to-peer lesson discussion</li> <li>• Lesson modeling with mentoring</li> </ul>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Student discipline data records and attendance records</li> </ul>

## Paraprofessional

<b>Description</b>	<p>South Allegheny School District has approximately 20 Paraeducators (paraprofessionals) in grades K-12 to provide supports to students who are identified as having a disability. Paraeducators support groups of students or individual students in both special education and general education settings. All paraeducators are considered “highly qualified”, as to having qualifications of a 2 or 4 year degree preference to the field of education. Also, having the ability to learn about specific characteristics, interventions, and strategies related to varying disabilities. All paraeducators are certified in CPR/First Aid. Paraeducators are required to attain 20-hours of professional development throughout the school year. South Allegheny provides in-house professional development opportunities, in conjunction with The Allegheny Intermediate Unit, The Watson Institute, and other educational entities, which provide consultative based instruction and structured teaching overviews.</p>
<b>Person Responsible</b>	District Administration
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services, Educational

Technology

**Professional Development Details**

<b>Hours Per Session</b>	4.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	22
<b>Provider</b>	AIU 3; Outside Behavioral Health Agencies such as Watson Institute and Wesley Family Services; District staff
<b>Provider Type</b>	IU, Non-Profit Organizations, For Profit Companies, School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<ul style="list-style-type: none"> <li>• Disability awareness</li> <li>• Behavior management techniques</li> <li>• Sensory integration interventions</li> <li>• Reading and math interventions and strategies</li> </ul>
<b>Research &amp; Best Practices Base</b>	All District training opportunities are research and evidence based programs.
<b>For classroom teachers, school counselors and education specialists</b>	<ul style="list-style-type: none"> <li>• Enhances the educator's content knowledge in the area of the educator's certification or assignment.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<ul style="list-style-type: none"> <li>• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> </ul>
<b>Training Format</b>	<ul style="list-style-type: none"> <li>• LEA Whole Group Presentation</li> <li>• Series of Workshops</li> <li>• School Whole Group Presentation</li> <li>• Department Focused Presentation</li> <li>• Professional Learning Communities</li> <li>• Offsite Conferences</li> </ul>
<b>Participant Roles</b>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• School counselors</li> <li>• Paraprofessional</li> </ul>

	<ul style="list-style-type: none"> <li>• Other educational specialists</li> <li>• Related Service Personnel</li> <li>• Parents</li> </ul>
<b>Grade Levels</b>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <ul style="list-style-type: none"> <li>• Peer-to-peer lesson discussion</li> <li>• Journaling and reflecting</li> </ul>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> </ul>

## Reading

<b>Description</b>	For the next three academic school years, the focus of staff development as it relates to reading will include analyzing and implementing the Pennsylvania Common Core ELA Standards as well as implementing research based reading strategies. Staff will be provided with materials, resources, and information as it pertains to reading. Staff will be required to sign off that they are in attendance at these staff development sessions.
<b>Person Responsible</b>	District Administration
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services, Gifted Education

## Professional Development Details

<b>Hours Per Session</b>	4.0
<b># of Sessions</b>	12
<b># of Participants Per Session</b>	25
<b>Provider</b>	Allegheny Intermediate Unit; Educational Consultants; District Administrators
<b>Provider Type</b>	IU, For Profit Companies, School Entity

<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<ul style="list-style-type: none"> <li>• Curriculum mapping</li> <li>• Common Core Standards</li> <li>• Reading interventions</li> <li>• Analyzing data and adjusting instruction according to student specific data</li> <li>• Enrichment and acceleration</li> </ul>
<b>Research &amp; Best Practices Base</b>	Research and evidence based methods are used during staff development. Curriculum alignment is a result of District based needs assessments, as well as state and local assessments.
<b>For classroom teachers, school counselors and education specialists</b>	<ul style="list-style-type: none"> <li>• Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</li> <li>• Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<ul style="list-style-type: none"> <li>• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</li> <li>• Provides leaders with the ability to access and use appropriate data to inform decision-making.</li> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> </ul>
<b>Training Format</b>	<ul style="list-style-type: none"> <li>• Series of Workshops</li> <li>• Department Focused Presentation</li> <li>• Offsite Conferences</li> </ul>
<b>Participant Roles</b>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• Paraprofessional</li> <li>• Other educational specialists</li> </ul>

<b>Grade Levels</b>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussion</li> <li>• Lesson modeling with mentoring</li> </ul>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> </ul>

## Transition

<b>Description</b>	Transition services are the driving force for IEP development for students beginning at age fourteen. The District continues to build off the Indicator 13 training and work with the Allegheny Intermediate Unit to enhance transition services for all special education students. Career Readiness Indicators are also embedded in special education transition services.
<b>Person Responsible</b>	District Administration, including the Director of Special Education
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services, Gifted Education

## Professional Development Details

<b>Hours Per Session</b>	4.0
<b># of Sessions</b>	8
<b># of Participants Per Session</b>	45
<b>Provider</b>	AIU 3; PaTTAN; PDE; District staff
<b>Provider Type</b>	IU, PaTTAN, School Entity; PDE; Consortium of Public Education; OVR
<b>PDE Approved</b>	Yes

<b>Knowledge Gain</b>	<ul style="list-style-type: none"> <li>• Effective Transition Grids and IEP Goals</li> <li>• Current workforce trends</li> <li>• Interpretation of vocational assessment tools</li> <li>• Self advocacy skills</li> <li>• Disability awareness</li> <li>• OVR and other agency collaboration</li> </ul>
<b>Research &amp; Best Practices Base</b>	Staff will be provided with evidence and research based interventions and instructional strategies to assist students of transition age.
<b>For classroom teachers, school counselors and education specialists</b>	<ul style="list-style-type: none"> <li>• Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> <li>• Empowers educators to work effectively with parents and community partners.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<ul style="list-style-type: none"> <li>• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</li> <li>• Provides leaders with the ability to access and use appropriate data to inform decision-making.</li> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> <li>• Instructs the leader in managing resources for effective results.</li> </ul>
<b>Training Format</b>	<ul style="list-style-type: none"> <li>• Series of Workshops</li> <li>• Department Focused Presentation</li> <li>• Offsite Conferences</li> </ul>
<b>Participant Roles</b>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• School counselors</li> </ul>

	<ul style="list-style-type: none"> <li>• Paraprofessional</li> <li>• Other educational specialists</li> <li>• Related Service Personnel</li> <li>• Parents</li> </ul>
<b>Grade Levels</b>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Joint planning period activities</li> <li>• Consultation with other school districts for transition ideas.</li> </ul>
<b>Evaluation Methods</b>	<p>Standardized student assessment data other than the PSSA</p> <ul style="list-style-type: none"> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Portfolio</li> </ul>

# Special Education Affirmations

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

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

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

**Affirmed by Shawn DeVerse on 3/26/2019**

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*Board President*

**Affirmed by Lisa Duval on 3/26/2019**

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*Superintendent/Chief Executive Officer*