

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 379
School District Total Student Enrollment 1425
Percent of Students Receiving Special Education 26.6

Steering Committee

Name	Position/Role	Building	Email
Ryan Brown	Special Education Teacher	South Allegheny HS	rbrown@southallegheny.org
Bri Mayer	General Education Teacher	South Allegheny MS	bmayer@southallegheny.org
Mike Calvert	Building Principal	South Allegheny El Sch	mclavert@southallegheny.org
Emily Barrett	Special Education Teacher	South Allegheny El Sch	ebarrett@southallegheny.org
Blaise Yaksick	General Education Teacher	South Allegheny El Sch	byaksick@southallegheny.org
Jen Watkins	Parent	South Allegheny SD	jwatkins@southallegheny.org
Christy Chicklo	Other	South Allegheny El Sch	cchicklo@southallegheny.org
Angela Hart	Parent	South Allegheny SD	ahart@southallegheny.org
Nicole Homistek	Other	South Allegheny El Sch	nhomistek@southallegheny.org
Charles Michael	Director of Special Education	South Allegheny SD	cmichael@southallegheny.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Improvement and Planning Activity
Work with transition coordinator and special education case managers to ensure students are planning for post-school outcomes.
Start planning with students in the 6th grade as part of the Xello program.
Ensure the transition piece of the IEP is meaningful.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
---------------	-----	---------------	-----	------------------

Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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

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. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
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. An open line of communication between all stakeholders will occur throughout the student's stay in a 1306 facility. 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.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

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

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

According to the 2020-2021 Penn Data Report the district has and overall of 26.6% of special education students compared to the state average of 18.1%. The district has 18.1% of special education students identified as Emotional Disturbance compared to state average of 8.5%. The state average of students in outside placements is 4.7% while the district's average is 15.2%.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

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), Soudy System, Read Naturally, Language!, USA Test Prep, Heggerty, and ECRI. Math interventions include First in Math, ALEKS, Moby Max, Reflex, HD WORD and USA Test Prep. Universal Screenings take place three times per school year and screening assessments include Dibels, NWEA MAPs, 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. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

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. 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.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. Supplementary aids and services are provided 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
5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?
South Allegheny School District follows all recommendations in the below BEC which is attached. IDEA outlines the requirements for least restrictive environment according to 34 CFR § 300.114(a) as: IDEA outlines the requirements for least restrictive environment according to 34 CFR § 300.114(a) as: (a) General. (1) Except as provided in Sec. 300.324(d)(2) (regarding children with disabilities in adult prisons), the State must have in effect policies and procedures to ensure that public agencies in the State meet the LRE requirements of this section and §§300.115 through 300.120. (2) Each public agency must ensure that— (i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The LEA is responsible for making sure that students with disabilities are educated alongside students without disabilities to the extent appropriate for the student. Generally “appropriate” means that the education meets the student’s special needs and allows the student to make educational progress. The regular education classroom is the first placement choice the Individualized Education Program (IEP) team must consider. When an IEP team, which always includes the parents, considers where a student will be educated, it must ask what can be provided in the regular education classroom or activity and what “supplementary aids and services” will provide extra supports in a regular classroom environment. Examples might include assistive technology, special behavior strategies, use of a resource room, or accommodations or modifications in the curriculum or assignments (a) General. (1) Except as provided in Sec. 300.324(d)(2) (regarding children with disabilities in adult prisons), the State must have in effect policies and procedures to ensure that public agencies in the State meet the LRE requirements of this section and §§300.115 through 300.120. (2) Each public agency must ensure that— (i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The LEA is responsible for making sure that students with disabilities are educated alongside students without disabilities to the extent appropriate for the student. Generally “appropriate” means that the education meets the student’s special needs and allows the student to make educational progress. The regular education classroom is the first placement choice the Individualized Education Program (IEP) team must consider. When an IEP team, which always includes the parents, considers where a student will be educated, it must ask what can be provided in the regular education classroom or activity and what “supplementary aids and services” will provide extra supports in a regular

classroom environment. Examples might include assistive technology, special behavior strategies, use of a resource room, or accommodations or modifications in the curriculum or assignments. <https://www.education.pa.gov/Policy-Funding/BECS/PACode/Pages/LeastRestrictiveEnvironment.aspx>

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

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.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Directions	Licensed Private Academic		Chestnut Ridge	Emotional Support	4
Children's Institute	Approved Private School (APS)		Children's Institute	Autistic Support	2
Keystone Oaks	Other	Neighboring School Districts	Keystone Oaks	Autistic Support	1
Wesley Spectrum High School	Licensed Private Academic		Wesley	Emotional Support	2
Wesley Spectrum High School	Approved Private School (APS)		Wesley	Emotional Support	4
Mon Valley	Licensed Private Academic		AIU	Life Skills Support	15

Pace School	Approved Private School (APS)		PACE	Emotional Support	1
Wesley Spectrum K-8 School	Licensed Private Academic		Wesley	Emotional Support	2
Wesley Spectrum K-8 School	Approved Private School (APS)		Wesley	Emotional Support	1
Holy Family Institute	Licensed Private Academic		Holy Family	Emotional Support	1
AC/ACLD Tillitson School	Approved Private School (APS)		Tillitson	Emotional Support	4
New Story School	Licensed Private Academic		New Story	Autistic Support	7
Adelphoi	Licensed Private Academic		Adelphoi	Emotional Support	1
Pathfinder	Licensed Private Academic		AIU	Life Skills Support	1
Sunrise	Licensed Private Academic		AIU	Life Skills Support	1
Easter Seals	Approved Private School (APS)		Easter Seals	Autistic Support	2
Western PA School for Blind Children	Approved Private School (APS)		Western PA School for Blind Children	Blind and Visually Impaired Support	2
Western PA School for Deaf Children	Approved Private School (APS)		Western PA School for Deaf Children	Deaf and Hard of Hearing Support	1
Goodwill	Licensed Private Academic		Goodwill	Life Skills Support	2
Presley Ridge	Approved Private School (APS)		Presley Ridge	Emotional Support	3
Watson	Approved Private School (APS)		Watson	Life Skills Support	2

Positive Behavior Support

Date of Approval
2019-03-20

Uploaded Files
BoardDocs® LT.pdf

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

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 March 20, 2019. 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. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

South Allegheny School District staff members receive training in Crisis Prevention Institute: 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, South Allegheny Elementary School utilizes 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 SAE also implements a bully prevention program, including school wide assemblies, entitled "No place for Hate". Similarly, the South Allegheny Middle and High School implement school wide incentives for behavioral expectations. Students can earn special privileges throughout the school day.

3. Describe the district positive school wide support programs.

Throughout the past 14 years, South Allegheny Elementary School implemented a School Wide Positive Behavior Interventions and Supports (SWPBIS) program. Our current SWPBIS Program, "GLAD", is a student centered acknowledgement program. GLAD stands for Give respect, Lead others, Act appropriately, Do your best. As a school goal, the students at South Allegheny Elementary are "GLAD" to embrace the four school behavioral expectations.

South Allegheny Elementary School continues to implement Jeffrey Sprague's Universal: Teacher Nomination Form during the fall, winter and spring, in an attempt to quickly and accurately identify at-risk students. The Tier 1 Core Team (CARE Team) analyzes the universal screening data, in conjunction with academic performance, office discipline referrals, suspensions, expulsions, and attendance and truancy rates. During CARE Team meetings, the data is used to determine which students are in need of more intensive services such as secondary or tertiary interventions. The main objective is to enhance South Allegheny Elementary School's Multi-Tiered System of Supports (MTSS) for behavior and ensure all students have immediate access to aligned interventions. The South Allegheny Middle School is in the process of revamping the PBIS policies procedures within the school

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

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 fifteen years, South Allegheny School District has maintained partnerships with a variety of behavioral health agencies such as Wesley Family Services, Chestnut Ridge, 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 provides on-site out-patient mental health therapy to students during the school day. Chestnut Ridge provides a behavioral health therapist and a social worker to the district. Throughout the past 12 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.

5. Describe the district restraint procedure.

Chapter 14.133 (c) (5) s Restraints are to be considered as a measure of last resort, only after less restrictive measures have been used. The use of prone restraints is prohibited in PA educational settings. Required IEP Meeting: 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. 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. 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. 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: 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: The restraint is utilized with specific component elements of positive behavior support. The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior. Staff is authorized to use the procedure and have received the staff training required. There is a plan in place for eliminating the use of restraints through the application of positive behavior support. 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: 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. When a restraint is used for a student, staff will contact a building level administrator, immediately following the restraint. 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. The building level administrator will then contact the Director of Special Education and Superintendent/Designee. 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. Email notifications are to be sent to kfocht@pa.gov with a carbon copy to amdeluca@pa.gov. 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. 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. The Director of Special Education will enter all restraints into the web-based Restraint Information System of Collection (RISC), available at <https://apps.leaderservices.com/risc>. Restraints will be entered into the RISC system on a quarterly basis, set forth by the BSE. 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.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

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 Director 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 Director of Special Education reports the student in the Home Reporting System within five days.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NS	Multiple	Full-time (1.0)	04/11/2022 12:23 PM

Building Name		
South Allegheny El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
cyber program		0.18

Building Name		
South Allegheny MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.14

Building Name		
South Allegheny HS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
cyber support		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SS	Secondary	Full-time (1.0)	04/11/2022 11:40 AM

Building Name		
South Allegheny MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JR	Secondary	Full-time (1.0)	04/11/2022 11:40 AM

Building Name		
South Allegheny HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Life Skills Support		0.8

Building Name		
South Allegheny HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 21
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NL	Secondary	Full-time (1.0)	04/11/2022 11:37 AM

Building Name		
South Allegheny HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AK	Secondary	Full-time (1.0)	04/11/2022 11:36 AM

Building Name		
South Allegheny HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	16 to 20
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JG	Secondary	Full-time (1.0)	04/11/2022 11:34 AM

Building Name		
South Allegheny MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AG	Secondary	Full-time (1.0)	04/11/2022 11:32 AM

Building Name		
South Allegheny MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range

School District	Secondary	12 to 15
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SD	Secondary	Full-time (1.0)	04/11/2022 11:31 AM

Building Name		
South Allegheny MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RB	Secondary	Full-time (1.0)	04/11/2022 11:29 AM

Building Name		
South Allegheny HS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TB	Secondary	Full-time (1.0)	04/11/2022 12:23 PM

Building Name		
South Allegheny HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
ES Support		0.5

Building Name		
South Allegheny MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

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

Building Name		
South Allegheny MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AI	Elementary	Full-time (1.0)	04/11/2022 11:22 AM

Building Name		
South Allegheny El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
ES Support		0.5

Building Name		
South Allegheny El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
ES Support		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ML	Elementary	Full-time (1.0)	04/11/2022 11:18 AM

Building Name		
South Allegheny El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12

Age Range Justification	FTE %
Life Skills Classroom	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AB	Elementary	Full-time (1.0)	04/11/2022 11:16 AM

Building Name		
South Allegheny El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JW	Elementary	Full-time (1.0)	04/11/2022 11:15 AM

Building Name		
South Allegheny El Sch		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.2

Building Name		
South Allegheny El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EB	Elementary	Full-time (1.0)	04/08/2022 11:46 AM

Building Name		
South Allegheny El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.5

Building Name		
South Allegheny El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.3

Building Name		
South Allegheny El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.16

Building Name		
South Allegheny El Sch		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PK	Elementary	Full-time (1.0)	04/08/2022 11:42 AM

Building Name		
South Allegheny El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.2

Building Name		
South Allegheny El Sch		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JS	Elementary	Full-time (1.0)	04/08/2022 11:47 AM

Building Name		
South Allegheny El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.8

Building Name		
South Allegheny El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JC	Elementary	Full-time (1.0)	04/08/2022 11:29 AM

Building Name	
South Allegheny El Sch	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	Case Load
Itinerant (20% or Less)	65
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	Age Range
Speech Teacher	5 to 9
Age Range Justification	FTE %
Speech Teacher	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TM	Multiple	Full-time (1.0)	04/08/2022 11:27 AM

Building Name
South Allegheny SD

Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		65
Identify Classroom	Classroom Location	Age Range
School District	Multiple	8 to 21
Age Range Justification		FTE %
Speech Therapist for the entire district		1

Special Education Facilities

Building Name		Room #
South Allegheny HS		240
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 24 feet, 0 inches	432sqft	15
Implementation Date		
2022-07-01		
Uploaded Files		
Revised MS-HS layout.pdf		

1Assurance Check

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

Building Name		Room #
South Allegheny MS		110A
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 19 feet, 8 inches	432sqft	15
Implementation Date		
2022-07-01		
Uploaded Files		
Revised MS-HS layout.pdf		

2 Assurance Check

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

Building Name		Room #
South Allegheny MS		111A
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 24 feet, 6 inches	441sqft	15
Implementation Date		
2022-07-01		
Uploaded Files		
Revised MS-HS layout.pdf		

3 Assurance Check

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

Building Name		Room #
South Allegheny HS		233
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 18 feet, 0 inches	396sqft	14
Implementation Date		
2022-07-01		
Uploaded Files		
Revised MS-HS layout.pdf		

4Assurance Check

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

Building Name		Room #
South Allegheny HS		229
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 25 feet, 0 inches	1000sqft	35
Implementation Date		
2022-07-01		
Uploaded Files		

5 Assurance Check

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

Building Name		Room #
South Allegheny El Sch		224
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 23 feet, 0 inches	713sqft	25
Implementation Date		
2022-07-01		
Uploaded Files		
Revised SA Elementary Layout.pdf		

6 Assurance Check

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

Building Name		Room #
South Allegheny El Sch		126
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 27 feet, 0 inches	783sqft	27
Implementation Date		
2022-07-01		
Uploaded Files		
Revised SA Elementary Layout.pdf		

7Assurance Check

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

Building Name		Room #
South Allegheny El Sch		227
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 27 feet, 0 inches	783sqft	27
Implementation Date		
2022-07-01		
Uploaded Files		

Revised SA Elementary Layout.pdf

8 Assurance Check

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

Building Name		Room #
South Allegheny El Sch		127
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 27 feet, 0 inches	783sqft	27
Implementation Date		
2022-07-01		
Uploaded Files		
Revised SA Elementary Layout.pdf		

9 Assurance Check

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

Building Name		Room #
South Allegheny El Sch		105
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 18 feet, 0 inches	396sqft	14
Implementation Date		
2022-07-01		
Uploaded Files		
Revised SA Elementary Layout.pdf		

10Assurance Check

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

Building Name		Room #
South Allegheny El Sch		226
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 23 feet, 0 inches	713sqft	25
Implementation Date		
2022-07-01		
Uploaded Files		

11 Assurance Check

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

Building Name		Room #
South Allegheny El Sch		112
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 27 feet, 0 inches	783sqft	27
Implementation Date		
2022-07-01		
Uploaded Files		
Revised SA Elementary Layout.pdf		

12 Assurance Check

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

Building Name		Room #
South Allegheny El Sch		115
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 23 feet, 0 inches	782sqft	27
Implementation Date		
2022-07-01		
Uploaded Files		
Revised SA Elementary Layout.pdf		

13Assurance Check

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

Building Name		Room #
South Allegheny El Sch		120
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 23 feet, 0 inches	713sqft	25
Implementation Date		
2022-07-01		
Uploaded Files		

14 Assurance Check

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

Special Education Support Services

15Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
School Psychologist	1	Elementary	District
School Psychologist	1	Secondary	District
Paraprofessionals	6	Elementary	District
Paraprofessionals	5	Secondary	District
Occupational Therapist	1	District Wide	Contractor
Social Worker	1	District Wide	Contractor
Behavior Specialist	1	District Wide	Contractor
Physical Therapist	.2	District Wide	Contractor
Other	.1	Elementary	Contractor

Special Education Personnel Development

Autism

Description of Training			
Mental Health Support - focus on Autism			
Lead Person/Position		Year of Training	
Chestnut Ridge		2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District Intermediate Unit PaTTAN Other	Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Frontline - Autistic training			
Lead Person/Position		Year of Training	
Chuck Michael		2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District Other	General Education Teachers Special Education Teachers

Positive Behavior Support

Description of Training			
CPI			
Lead Person/Position		Year of Training	
Christy Chicklo and Glenn Mannion		2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	General Education Teachers Paraprofessionals Special Education Teachers

--	--	--	--

Description of Training			
Mental Health			
Lead Person/Position		Year of Training	
Chestnut Ridge		2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Other	General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Frontline			
Lead Person/Position		Year of Training	
Chuck Michael		2024	
Hours Per Training	Number of Sessions	Provider	Audience
60	8	District	Paraprofessionals

Description of Training			
CPR and First Aid			
Lead Person/Position		Year of Training	
Pam Fetch		2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District	Paraprofessionals

Description of Training			
CPI			
Lead Person/Position		Year of Training	
Christy Chicklo and Glenn Mannion		2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals

Transition

Description of Training			
Frontline			
Lead Person/Position		Year of Training	
Nicole Homistek		2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District	Special Education Teachers

Science of Literacy

Description of Training			
NWEA			
Lead Person/Position		Year of Training	
David McDonald		2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District	General Education Teachers Special Education Teachers

Description of Training			
SAS			

Lead Person/Position		Year of Training	
David McDonald		2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Parent University			
Lead Person/Position		Year of Training	
Lisa Duval		2024	
Hours Per Training	Number of Sessions	Provider	Audience
10	2	District	Parents

IEP Development

Description of Training			
Targeted Monitoring			
Lead Person/Position		Year of Training	
Chuck Michael		2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District	General Education Teachers Special Education Teachers

Life Skills

Description of Training			
Life Skills			
Lead Person/Position		Year of Training	
Chuck Michael		2020	
Hours Per Training	Number of Sessions	Provider	Audience
8	1	PaTTAN	Special Education Teachers

Signatures & Affirmations

Approval Date
2022-06-15

Uploaded Files

Affirmation Statement Special Education Plan.pdf

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

Superintendent/Chief Executive Officer

Dr. Lisa N. Duval

Date

2022-06-15

