

South Allegheny SD  
**Special Education Plan Report**  
07/01/2015 - 06/30/2018

# District Profile

---

## Demographics

2743 Washington Blvd  
 Mc Keesport, PA 15133  
 (412)675-3070  
 Superintendent: Wayne Gdovic  
 Director of Special Education: Christy Chicklo

## Planning Committee

Name	Role
Jeannette Baur	Parent : Special Education
Christy Chicklo	Administrator : Special Education
Jennifer Gault	Elementary School Teacher - Special Education : Special Education
Chris Gretz	High School Teacher - Regular Education : Special Education
Nicole Latini	High School Teacher - Special Education : Special Education
Pat Monroe	Administrator : Special Education
Jennifer Wachs	Elementary School Teacher - Regular Education : Special Education

# Core Foundations

---

## Special Education

### *Special Education Students*

Total students identified: 312

### *Identification Method*

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

The South Allegheny School District utilizes the Pennsylvania Guidelines for Identifying Students with Specific Learning Disabilities. The district will continue to utilize the discrepancy model as the means to diagnose specific learning disabilities. The discrepancy model is a process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade level standards.

### *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: <http://penndata.hbg.psu.edu/BSEReports>

At this time, the District's Specific Learning Disability enrollment is approximately 10.3% less than the state's percentage. In regard to Emotional Disturbance, our enrollment is approximately 7.6% higher than the state's average. During the past three school years, many students enrolled within our school district with existing Evaluation Reports indicating Emotional Disturbance. As a result of our increasing Emotional Disturbance enrollment, the South Allegheny School District will review our existing school-based behavioral health supports. At the Secondary Level, the South Allegheny School District created a Supplemental/Full-Time Emotional Support Classrooms. During the 2015-2016 School Year, a Supplemental/Full-Time Emotional Support Classroom will be created at the South Allegheny Elementary School.

### *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?

At this time, the South Allegheny School District does not have a Section 1306 program. The District does not host any non-resident students.

### *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, the South Allegheny School District does not host any incarcerated students.

### *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.

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 contracted services with neighboring districts include Life Skills Support, Physical Support, Autistic Support, and Multiple Handicapped Support. Emotional Support, Deaf and/or Blindness 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 SASD 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, SASD offers Response to Instruction and Intervention (RtII), co-teaching classrooms at the secondary level, inclusive practices though differentiated instruction, and resource level supports. Reading interventions include Leveled Literacy Intervention System (LLI), Soudy 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, Read Naturally, and other diagnostic assessments. Data also includes PSSA/PASA/Keystone exams, current grades, and curriculum based measurements.

### *Behavior Support Services*

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

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 and revised on June 17, 2010. According to South Allegheny's Policy, 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. 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, at the South Allegheny Early Childhood Center (kindergarten and first grade), a token economy system has been implemented in which students earn cotton balls when they follow the school wide expectations. Once a determined amount of cotton balls are collected, school-wide, the students participate in a game day, in which District administration, school board members, community members, and school staff facilitate games for all of the students in several different stations throughout the school. The Early Childhood Center also implements a bully prevention program, including school wide assemblies, students receiving "Be a Bully Fighter" bulldog trophies, and certificates. Within the South Allegheny Elementary School (second through sixth grade), the PRIDE Program: Positive, Respectful, Involved, Dependable, and Extraordinary tasks is implemented school wide. The "Principal's 300 Club", which acknowledges individual students for representing PRIDE qualities in the school setting is also utilized throughout the Elementary School. Similarly, the South Allegheny Middle School (seventh through eighth grade) also implements the "Principal's 100 Club" to acknowledge students contributions throughout the building. During the current school year, the South Allegheny High School (ninth through twelfth grade) begun developing school wide expectations and a team of staff members are progressing towards the next steps of implementation.

The Olweus Bullying Prevention Program was implemented at the South Allegheny Elementary School during the 2009-2010 school year as a result of the PA Cares Grant. The program incorporates classroom, school, community, parents, and individual components which are designed for all students and focuses on changing norms and restructuring the school setting. Twelve staff members which include teachers, guidance counselors, and administrators represent the coordinating committee. The coordinating committee trained all South Allegheny Elementary School staff members including cafeteria, transportation, and maintenance personnel.

During the 2011-2012 school year, the Elementary Positive Behavior Support Team merged into the Elementary Student Assistant Program (ESAP). In keeping with PDE guidelines, the team demonstrates 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 ESAP Team reviews student referrals and documentation such as Functional Behavioral Assessment data, universal screenings, classroom observations, and teacher input. The team then refers the student 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 ESAP 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 will be evaluated based on multiple and varied sources, including academic and behavioral data as well as consultation with community behavioral health providers. Separate Student Assistant Teams are also implemented at the Middle School and High School.

Throughout the past six years, South Allegheny Elementary School has maintained partnerships with a variety of behavioral health agencies such as Wesley Spectrum Services, Allegheny Children's Initiative (ACI), 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. At the secondary level, a certified drug and alcohol therapist is also on-site to assist students. Throughout the past three years, South Allegheny Elementary School partnered with The Watson Institute through a grant. The Watson Institute continues to provide consultation to the ESAP/PBIS team 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.

If at any time, the South Allegheny School District has students for whom the district has difficulty locating a program to ensure the provision of FAPE, the District will utilize the Intensive Interagency Process. At this time, the Special Education Department administration has been able to successfully locate or design a special education program to ensure the provision of FAPE for all identified students. If the Special Education Department would have difficulty locating services for a difficult to place student, issues would be resolved through collaboration with other school, community, and

agency partners. The 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, WPIC, Mon Yough, etc.) to assist in resolution of any systemic issues related to educational placement. District Special Education Coordinators attended interagency approach training at the AIU and met with County Behavioral Health School Based Liaisons. The South Allegheny School District has partnered with a variety of behavioral health agencies such as Wesley Spectrum Services, Mon Yough Community Services, Allegheny Children's Initiative, and the County Behavioral Health Department. The district employs four guidance counselors, two school psychologists, and one school psychologist intern. These staff members assist in building program capacity on a daily basis through ongoing communication with local community agencies related to individual needs. The South Allegheny School District has engaged in intensive interagency collaboration for students with complex needs. The district staff works with a variety of agencies and has developed interagency collaboration for many students both within the district and for district students receiving services and programs in out-of-district placements.

The South Allegheny School District engaged various child serving systems including the following: PA Departments of Health and Public Welfare and the Child and Adolescent Services System Program (CASSP); Allegheny County Department of Human Services; Office of Behavioral Health (MH/MR) and the Office of Children, Youth, and Family Services; ChildLine, RESOLVE, WPIC, Mercy Behavioral Health, Mon Yough Community Services, Wesley Spectrum Services, and Centers for Victims of Violent Crimes; and juvenile probation and drug/alcohol treatment services organizations. At this time, there is no particular disability category of students or types of educational placement needed that is difficult to locate for the South Allegheny School District. The district will continue to utilize all necessary regional and local interagency providers on an ongoing basis. The District's revised, Homebound Instruction Policy (February 17, 2011) states the period of homebound instruction for an individual must be renewed by the attending physician every three months. The homebound instruction liaison, principal, homeroom teacher, homebound teacher, and the student's parent(s) are in constant communication regarding the child's needs and their academic progress. The District's revised, Homebound Instruction policy (February 17, 2011) states the period of homebound instruction for an individual must be renewed by the attending physician every three months. The homebound instruction liaison, principal, homeroom teacher, homebound teacher, and the student's parent(s) are in constant communication regarding the child's needs and their academic progress.

### *Strengths and Highlights*

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The South Allegheny School District (SASD) offers a variety of academic, vocational, and behavioral supports within the classroom and school settings. Academically, co-teaching, Response to Instruction and Intervention (RTII), and differentiated instruction are implemented District wide. Reading interventions include Souday System, Read Naturally, Language!, Leveled Literacy Intervention System, USA Test Prep, and Destinations. Math interventions include Destinations, USA Test Prep, First in Math, ALEKS, and VMATH. Universal Screenings take place

three times per school year and screening assessments include STAR Assessments, Read Naturally, and other diagnostic assessments. Data also includes PSSA/PASA/Keystone Exam scores, current grades, and curriculum based measurements. The SASD also researched and implemented a variety of PA Core Aligned curriculums throughout all grade levels. The District is working progressively to align courses and content to the PA Common Core. Either through grade level meetings or departments, teachers worked cohesively with their building principals, curriculum coordinator and special education coordinators to refine the level of rigor being offered. This includes the continuation of flex groups for students, at the elementary level, and the development of career-based pathways for students at the secondary level. Department chairs are evaluating educational deficits as well as student interests and are recommending new courses of studies for the secondary level. A newly formed technology team is looking to develop a STEAM component for our K-3 students, with the long term desires to open up more age appropriate offerings for secondary students, as well. During the 2014-2015 school year, the following programs were purchased to support teachers with meeting their instructional needs:

- K-3, full implementation of the HMH, Journeys for ELA
- 6-9, full implementation of McGraw Hill Glencoe Math Series
- 6-9, full implementation of ALEKS, as a digital math resource
- Grade 8, McGraw Hill Life Science Program (this course was designed as a pre-biology course)
- K-6, Science pilot... McGraw Hill's "Science: A Closer Look"
- Pre-Calculus program purchased
- Purchased 5 mobile labs

#### Looking forward:

- Grades 4-6 will be implementing the HMH Journey Series for ELA
- Grade 11 will be utilizing a new text for US History
- K-6 Science pilot will continue
- 7-8 ELA Program
- District would like to initiate one to one Chrome books for grades 7-12
- Geometry program being purchased
- Physics program being purchased
- Within 2 years, begin a new math series K-5

In an attempt to decrease out of district placements, the South Allegheny School District currently operates three life skills classrooms (elementary and secondary levels), an emotional support classroom (secondary level), and Extended School Year Programs (elementary and secondary levels). The District School Board recently approved the creation of an elementary level emotional support classroom. Therefore, during the 2015-2016 school year, elementary level students will also have additional supports within District programs.

Throughout the past seven school years, a Kindergarten Transition Program has been implemented. The program consists of monthly parent and student workshops for incoming kindergarten students. Transition activities and educational materials are provided to enhance academic skills. In an attempt to connect with our incoming families, the South Allegheny School District offers two Pre-K classrooms within our elementary buildings. The Middle School also offers an incoming seventh grade Transition Night for students and parents. The program provides an overall orientation for parents and students, as well as information regarding attendance, grades, organizational skills, internet safety, hygiene, team building, and social relationships.

Vocationally, the High School and Special Education Department redeveloped the transition program. Not only does the High School offer a Career Lab equipped with an expansive variety of assessment tools, but students have the opportunity for an increase of job shadowing

experiences. The goal of the transition services is to develop on-going sequential benchmarks to ensure all aspects of transition are addressed. The students consult with the Office of Vocational Rehabilitation (OVR) and other outside agencies. Students are exposed to a variety of job shadowing experiences, college/vocational school tours, and guest speakers. Tours include such places as Community College of Allegheny County, Art Institute of Pittsburgh, Douglas Education Center; Job Corps, Goodwill Youth Services, and Steel Center Vo-tech. Individual resources include assistance completing college applications, voter registration forms, financial aid, job applications, and SAT forms. In regard to continued vocational programs for 18 -21 year old students, on-going partnerships have been established with Goodwill Industries and Redstone Highlands. Students are offered the opportunity to enhance their skills while gaining on the job training. Within the high school Life Skills Resource Program, a school cafe has been established. Ru's Crew is an in-house coffee shop, operated by high school students in the Life Skills Resource Program. Not only do the students prepare the beverages and food, but they also operate the cash register and interact with staff members.

The South Allegheny Middle School is re-designated as a PA Schools to Watch. The South Allegheny Middle School offers GOAL, Gladiator Occupational Awareness Links. GOAL is the beginning of career exploration for the seventh and eighth grade students. GOAL Days is divided into two entities: college and trade school exploration and career exploration. Community members from different professions and college/trade school representatives present information to students. Following the day long presentations, students create individual portfolios incorporating career ideas, budgeting skills, and career options. They present their portfolios to department chairs prior to scheduling. The South Allegheny High School offers STEPS curriculum. Students engage in a 9-week career exploration program. This includes job shadowing and exploration of non-traditional careers.

South Allegheny School District's administration and staff continue to stress the importance of attendance across all grade levels. For instance, at the South Allegheny Early Childhood Center, the "Bee There" attendance program has been created and funded through a United Way Grant. Kindergarten and first grade students are acknowledged on a monthly basis with certificates, buttons, and stickers. On the first day of every month, a school staff member dresses like a bee, while greeting the students. At the end of the school year, students that met the attendance expectations, will participate in a party. Through the years, the District and the local magistrate formed a united partnership to ensure the success of students and to increase overall attendance. Truancy hearings are held at the District. The local magistrate and administration assist parents with a variety of interventions to help students attend school on a consistent basis.

Throughout the years, our communities significantly changed. It is our mission to continually assess our communities' needs and offer relevant supports for our students and their families. For instance, many of our families do not have access to transportation; therefore, the Elementary School, Middle School, and High School are all licensed out-patient mental health facilities. Families no longer rely on public transportation to have their children's mental and behavioral health needs addressed. Mon Yough Community Services provides the District with two licensed therapists and one certified drug and alcohol counselor. As a result of increased access to behavioral health needs, such as grief counseling, the Elementary School has begun a partnership with dog therapy agencies. Twice a month, certified therapy dogs meet with small groups of students that recently experienced the death of a parent, guardian, or sibling. The District houses four guidance counselors, two school psychologists, and one school psychologist intern. The Student Assistance Program (SAP and ESAP) is implemented district wide.

Within our communities, many of the children are being raised in single parent homes or by extended family members. Therefore, our students are in need of additional adult guidance and supports. As a response to this need, the Elementary School has developed a mentoring program for all identified students. Once a student has been referred to the ESAP team or they are identified as a student displaying emotional/behavioral needs on the universal screening, an adult staff member mentor will be assigned to the student. The students will be able to "check-in" with their mentor on a daily basis and the mentor will encourage the students to exceed expectations and excel in academics. Another mentoring program within the District, consists of high school gifted education students and elementary sixth grade students. The group meets twice a month for lunch. During the "lunch bunches", the high school students offer guidance and support to the elementary students in regard to transitioning to the middle school setting. PE Partners is another example of how South Allegheny School District continues to offer mentoring program for our students. PE Partners is a high school mentoring program, in which regular education high school students are partnered with middle school and high school special education students. Every day, PE Partners engage in physical activities which promotes social skills, leadership, empathy, encouragement, and friendship. The PE Partners often participate in community activities such as baseball games, bowling, dances, and Special Olympic Events with neighboring school districts. Every year, local school districts offer a special needs prom and the PE Partners attend the prom as a united group. In an effort to promote positive changes within our students' lives, the High School has developed a student pride team, "SWAG". SWAG stands for Students Who Acknowledge Greatness. The SWAG Team undergone leadership training. Their mission is to reduce school apathy and encourage school pride. The SWAG Team decorated the building for Christmas. They acknowledge students' achievements, by posting articles on a centrally located bulletin board. A monthly newsletter will soon be developed as the team progresses towards their goals. In a continued effort to provide resources for our community and students, the South Allegheny Elementary School hosted their 5th Annual Sensitive Santa Event this school year. Sensitive Santa is a sensory friendly experience for students on the autism spectrum. The event is opened to all surrounding communities and counties.

South Allegheny School District (SASD) offers a continuum of special education services. School records of special education students support the placement of students in the general education class with supplemental 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 SASD participate in the PSSA/PASA/Keystone Exams and local assessments with appropriate accommodations necessary to measure their academic achievement and functional performance. Student goals and objectives are continuously monitored for progress and are aligned to the PA Common Core. 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.

# Assurances

---

## 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	*
Keystone Oaks School District	Neighboring School Districts	Supplemental Autistic Support	*
Wesley Spectrum High School	Other	Full Time Emotional Support	*
Mon Valley School	Special Education Centers	Full Time Life Skills Support; Full-Time Learning Support; Full Time Autistic Support	*
Elizabeth Forward School District	Neighboring School Districts	Supplemental Life Skills Support	*
Pace School	Approved Private Schools	Full Time Emotional Support	*
Holy Family Institute	Other	Full Time Emotional Support	*
Wesley Spectrum High School	Approved Private Schools	Full-Time Emotional Support	*
Wesley Spectrum K-9 School	Other	Full Time Emotional Support	*
Phase Four School	Other	Full Time Emotional Support	*
Wesley Spectrum K-9 School	Approved Private Schools	Full Time Emotional Support	*
Sunrise School	Special Education Centers	Full Time Life Skills Support	*
Goodwill-Redstone Highlands	Other	Full Time Life Skills Support	*
AC/ACLD Tillitson School	Approved Private Schools	Full Time Emotional Support	*
Watson Friendship	Approved Private	Full Time Emotional Support	*

Academy	Schools		
South Apark School District	Neighboring School Districts	Full-Time Autistic Support	*
Regional Education Support Center	Other	Full Time Emotional Support	*
New Story School	Special Education Centers	Full-Time Autistic Support	*

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* May 1, 2015

*Reason for the proposed change:* Special education plan

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
South Allegheny Early Childhood Center (K)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 6	1	0.1
South Allegheny Early Childhood Center (K)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 5	1	0.1
South Allegheny Early Childhood Center (K)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 6	7	0.8

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* May 1, 2015

*Reason for the proposed change:* Special Education Plan update

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
-------------------	-------	---------------	---------	--------------	-----------	----------	-----

South Allegheny Early Childhood Center (1st)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 7	5	0.8
South Allegheny Early Childhood Center (1st)	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	6 to 6	1	0.2

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* May 1, 2015*Reason for the proposed change:* Special Education Plan update**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
South Allegheny Elementary School (2nd)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 8	2	0.2
South Allegheny Elementary School (2nd)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	10	0.6
South Allegheny Elementary School (2nd)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 8	2	0.2

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* May 1, 2015*Reason for the proposed change:* Special Education Plan update**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
South Allegheny Elementary School (3rd)	An Elementary School	A building in which General	Itinerant	Learning Support	8 to 8	2	0.1

	Building	Education programs are operated					
South Allegheny Elementary School (3rd)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	6	0.6
South Allegheny Elementary School (3rd)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 9	3	0.2
South Allegheny Elementary School (3rd)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	9 to 9	2	0.1

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* May 1, 2015*Reason for the proposed change:* Special Education Plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
South Allegheny Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 12	11	0.7
Justification: The age differences are noted on the students' IEP and parents have been notified.							
South Allegheny Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	3	0.3

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* May 1, 2015*Reason for the proposed change:* Special Education Plan Update**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
South Allegheny Elementary School (4th)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	4	0.2
South Allegheny Elementary School (4th)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	9 to 9	1	0.1
South Allegheny Elementary School (4th)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	10	0.6
South Allegheny Elementary School (4th)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 10	1	0.1

**Program Position #7***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* May 1, 2015*Reason for the proposed change:* Special Education Plan Update**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
South Allegheny Elementary School (5th)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 11	5	0.4
South Allegheny Elementary School (5th)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	5	0.4
South Allegheny Elementary School (5th)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 12	2	0.2

		are operated					
--	--	--------------	--	--	--	--	--

**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* May 1, 2015*Reason for the proposed change:* Special Education Plan Update**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
South Allegheny Elementary School (6th)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 11	2	0.2
South Allegheny Elementary School (6th)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	7	0.6
South Allegheny Elementary School (6th)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 11	2	0.2

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
South Allegheny Early Childhood Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	30	1

Justification: Speech services are offered to students in small group settings. Students that are greater than 3 years of age apart, will not be grouped together.

**Program Position #10***Operator:* School District**PROGRAM DETAILS**

Type: Class

Implementation Date: May 1, 2015

Reason for the proposed change: Special Education Plan Update

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
South Allegheny Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 12	65	1
Justification: Students out of the age range are not grouped together for speech services.							

**Program Position #11**

Operator: Intermediate Unit

**PROGRAM DETAILS**

Type: Class

Implementation Date: May 1, 2015

Reason for the proposed change: Special Education Plan Update

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
South Allegheny Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	9 to 11	3	0.2
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	14 to 15	3	0.2

**Program Position #12**

Operator: School District

**PROGRAM DETAILS**

Type: Class and Position

Implementation Date: May 1, 2015

Average square feet in regular classrooms: 768 sq. ft.

Square footage of this classroom: 480 sq. ft. (24 feet long x 20 feet wide)

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 20	10	1
Justification: The age range is noted on the students' IEP and parents have been notified.							

**Program Position #13**

Operator: School District

**PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: May 1, 2015**Average square feet in regular classrooms: 768 sq. ft.**Square footage of this classroom: 624 sq. ft. (24 feet long x 26 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	4	0.5
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	4	0.5

**Program Position #14***Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: May 1, 2015**Average square feet in regular classrooms: 768 sq. ft.**Square footage of this classroom: 624 sq. ft. (24 feet long x 26 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	9	0.9
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 13	1	0.1

**Program Position #15***Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: May 1, 2015**Average square feet in regular classrooms: 768 sq. ft.*

Square footage of this classroom: 624 sq. ft. (24 feet long x 26 feet wide)

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	7	0.8
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 14	1	0.2

**Program Position #16**

Operator: School District

**PROGRAM DETAILS**

Type: ClassandPosition

Implementation Date: May 1, 2015

Average square feet in regular classrooms: 768 sq. ft.

Square footage of this classroom: 768 sq. ft. (24 feet long x 32 feet wide)

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 15	10	1

**Program Position #17**

Operator: School District

**PROGRAM DETAILS**

Type: ClassandPosition

Implementation Date: May 1, 2015

Average square feet in regular classrooms: 768 sq. ft.

Square footage of this classroom: 480 sq. ft. (24 feet long x 20 feet wide)

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 18	9	0.9

South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 17	1	0.1
------------------------------------	--------------------------------------	---	--	------------------	----------	---	-----

**Program Position #18***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* May 1, 2015*Average square feet in regular classrooms:* 768 sq. ft.*Square footage of this classroom:* 432 sq. ft. (18 feet long x 24 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 19	13	0.8
Justification: The age differences are noted on the students' IEP and parents are notified							
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	4	0.2

**Program Position #19***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* May 1, 2015*Average square feet in regular classrooms:* 768 sq. ft.*Square footage of this classroom:* 480 sq. ft. (24 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 19	12	1

**Program Position #20***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition

*Implementation Date: May 1, 2015*

*Average square feet in regular classrooms: 768 sq. ft.*

*Square footage of this classroom: 1104 sq. ft. (24 feet long x 46 feet wide)*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 21	12	1

Justification: The age differences are noted on the students' IEP and parents have been notified.

**Program Position #21**

*Operator: School District*

**PROGRAM DETAILS**

*Type: ClassandPosition*

*Implementation Date: May 1, 2015*

*Average square feet in regular classrooms: 768 sq. ft.*

*Square footage of this classroom: 480 sq. ft. (24 feet long x 20 feet wide)*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 17	14	1

**Program Position #22**

*Operator: School District*

**PROGRAM DETAILS**

*Type: ClassandPosition*

*Implementation Date: May 1, 2015*

*Average square feet in regular classrooms: 768 sq. ft.*

*Square footage of this classroom: 60 sq. ft. (10 feet long x 6 feet wide)*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
South Allegheny Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 20	27	1

Justification: Students out of the age range are not grouped for speech services.

### 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	3
Paraeducator	South Allegheny Elementary School	7
Paraeducator	South Allegheny High School / Middle School	6

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Outside Contractor	4 Days
Physical Therapist	Outside Contractor	1 Days
School Psychologist	Outside Contractor	0.2 Days

# District Level Plan

---

## Special Education Personnel Development

### Autism

<b>Description</b>	The District continues to have a need to further its understanding and ability to provide effective educational and behavioral services to students on the Autism Spectrum. Continued consultation and professional development activities provided by the Allegheny Intermediate Unit, PaTTAN, and outside behavioral health providers will be a part of the District's plan.
<b>Person Responsible</b>	District School Psychologist
<b>Start Date</b>	5/1/2015
<b>End Date</b>	5/17/2018
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	5
<b># of Participants Per Session</b>	70
<b>Provider</b>	AIU 3; PaTTAN Pittsburgh; Outside Behavioral Health Agencies such as Watson Institute and Wesley Spectrum Services.
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Effective interventions to ensure the Least Restrictive Environment for students on the autism spectrum.
<b>Research &amp; Best Practices Base</b>	All providers will utilize research and best practices based techniques.
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership</b>	Provides leaders with the ability to access and use appropriate data to inform decision-making.

<b>roles</b>	
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data

## Behavior Support

<b>Description</b>	Crisis Prevention Techniques will continue to be provided to all staff members on a rotating yearly cycle. In addition, all professional staff will be provided with strategies to address behaviors due to functions of various disabilities.
<b>Person Responsible</b>	District Administration
<b>Start Date</b>	1/7/2013
<b>End Date</b>	6/30/2016
<b>Program Area(s)</b>	Student Services

## Professional Development Details

<b>Hours Per Session</b>	8.0
<b># of Sessions</b>	30
<b># of Participants Per Session</b>	180

<b>Provider</b>	District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	All District staff members will continue to receive Crisis Prevention Intervention training on a rotating yearly basis. Staff members will learn and practice de-escalation techniques to calm students during crisis situations.
<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>	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>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.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>

<b>Follow-up Activities</b>	On-going training and information.
<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> <p>Student PSSA data Classroom student assessment data Student discipline data records.</p>

## Paraprofessional

<b>Description</b>	Throughout the past 8 years, District paraprofessionals continue to attend all district-wide professional development opportunities. Topics include reading and math instruction, mental health and behavioral health awareness, website designs, supplementary aides and services and a variety of other categories.
<b>Person Responsible</b>	District Administration
<b>Start Date</b>	8/22/2012
<b>End Date</b>	6/30/2016
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services, Educational Technology

## Professional Development Details

<b>Hours Per Session</b>	7.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	13
<b>Provider</b>	District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	The District Administration offers a variety of professional development opportunities to address the wide range of needs for all students including those with special education services.
<b>Research &amp; Best Practices Base</b>	All District training opportunities are research and evidences based programs.
<b>For classroom teachers,</b>	Enhances the educator's content knowledge in the area of the

<b>school counselors and education specialists</b>	educator's certification or assignment.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	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.
<b>Training Format</b>	<p>LEA Whole Group Presentation          Series of Workshops          School Whole Group Presentation          Professional Learning Communities          Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers          Principals / Asst. Principals          School counselors          Paraprofessional          Other educational specialists          Related Service Personnel          Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)          Elementary - Intermediate (grades 2-5)          Middle (grades 6-8)          High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers          Peer-to-peer lesson discussion</p>
<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.          Student PSSA data          Standardized student assessment data other than the PSSA          Classroom student assessment data</p>

## Reading NCLB #1

<b>Description</b>	The South Allegheny School District has implemented a reading curriculum at the middle school level and is expanding the curriculum to the elementary and high school levels. Implementation began approximately three years ago.
<b>Person Responsible</b>	District Administration
<b>Start Date</b>	5/1/2015
<b>End Date</b>	5/31/2018
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services, Gifted Education

## Professional Development Details

<b>Hours Per Session</b>	7.0
<b># of Sessions</b>	11
<b># of Participants Per Session</b>	20
<b>Provider</b>	Allegheny Intermediate Unit
<b>Provider Type</b>	IU
<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>• Pennsylvania standard</li> </ul>
<b>Research &amp; Best Practices Base</b>	Research and evidenced based methods are used during staff development. Curriculum alignment is a result of district needs based on academic assessments.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>

<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) High (grades 9-12)
<b>Follow-up Activities</b>	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity Portfolio

## Transition

<b>Description</b>	Transition is 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 Intermediate Unit to enhance transition services for all special education students.
<b>Person Responsible</b>	District Administration
<b>Start Date</b>	5/1/2015
<b>End Date</b>	10/9/2015
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services, Gifted Education

## Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	42

<b>Provider</b>	Rise Team
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<ul style="list-style-type: none"> <li>• Current workforce trends</li> <li>• Interpretation of vocational assessment tools</li> <li>• How to disseminate information to students</li> </ul>
<b>Research &amp; Best Practices Base</b>	This initiative was started based on the MAPS program via the Consortium for Public Education. Additionally the technology based Career Cruising is utilized to assist students with career exploration.
<b>For classroom teachers, school counselors and education specialists</b>	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Other educational specialists
<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Analysis of student work, with administrator and/or peers Consultation with other school districts for transition ideas.

<b>Evaluation Methods</b>	Participant survey Portfolio
---------------------------	---------------------------------

# Special Education Affirmations

---

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.

*No signature has been provided*

---

*Board President*

*No signature has been provided*

---

*Superintendent/Chief Executive Officer*