East Allegheny SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

1150 Jacks Run Rd
North Versailles, PA 15137
(412)824-8012
Superintendent: Donald Mac Fann
Director of Special Education: Joseph Howell

Planning Committee

Name	Role
Betsy D'Emidio	Administrator : Professional Education Special Education Schoolwide Plan
Sean Gildea	Administrator : Professional Education Special Education Schoolwide Plan
Donald Mac Fann	Administrator : Professional Education Special Education Schoolwide Plan
Lesley Hawkins	Ed Specialist - School Counselor : Professional Education Special Education
Cheryl Ihnat	Ed Specialist - School Counselor : Special Education
Emilia Peiffer	Ed Specialist - School Counselor : Special Education
Dave Janusek	Elementary School Teacher - Regular Education : Professional Education Special Education
Kathleen Chenot	High School Teacher - Regular Education : Special Education
Amy Davis	High School Teacher - Special Education : Special Education
James Kuhla	Middle School Teacher - Special Education : Special Education
Victoria Mazur	Parent : Special Education
Joseph Howell	Special Education Director/Specialist : Professional Education Special Education Schoolwide Plan
Mark Draskovich	Student Services Director/Specialist : Professional Education Special Education Schoolwide Plan

Core Foundations

Special Education

Special Education Students
Total students identified: 325

Identification Method

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

Identifying Students with Learning Disabilities

The East Allegheny School District utilizes a process for the identification of Specific Learning Disabilities 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, relative to age or grade and that such a discrepancy is not primarily the result of a visual, hearing or orthopedic disability, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, limited English proficiency, or the lack of instruction by qualified professional personnel.
Additionally, the presence or absence of a severe discrepancy between ability and achievement is not the sole criteria for a Multidisciplinary Team to determine eligibility for Special Education. Progress in the general education curriculum, performance on nationally-normed academic and cognitive assessments, curriculum-based assessments, how the student has responded to adaptations, modifications, and various evidenced-based, research-based interventions, and the results of a psychoeducational evaluation performed by a Certified School Psychologist are all integral to this process.
Pre-Referral Services

It is the goal of the EASD to provide educational services within the regular education program for all students when possible. The development of processes and services for students prior to the consideration of Special Education programming is paramount to this commitment. While the provision of pre-referral services is a function of the regular education program, the Special Education Department is integrally involved in the development of Student Support Teams (SST) in each district school. The response to parent requests for evaluation, teacher concerns and other sources of referrals are processed through the SST.
The SST is comprised of the following team members:

- Principal

- Regular Education/Classroom teacher

- Special Education teacher

- School Counselor

- School Psychologist

- Reading/Math Specialist

The SST's purpose is to:

- Review each referral

- Gather appropriate data

- Develop intervention plans

- Share information with parents

- Monitor the student's response to interventions

- Make recommendations relative to the Multi-Disciplinary Team Evaluation referral

<u>Response to Intervention and Instruction</u>

 The EASD employs a Response to Intervention and Instruction (RTII) model with all Pre-Referral activities prior to pursuing a Multi-Disciplinary Evaluation. The RTII process employs successive levels of more intensive interventions to address academic and behavioral delays. The Tier 1 curriculum consists of research based standards aligned materials and instructional practice. Tier 2 involves a review by the Student Support Team and the development of an individualized intervention plan to be implemented within the regular education program. The intervention plan consists of specific interventions that are focused on the student's difficulties. The fidelity of the interventions is monitored by the Student Support Team with regular review meetings. Tier 3 involves a referral to the Multi-Disciplinary Team for consideration for a Multi-Disciplinary Evaluation. Progression to successive levels of intervention are based upon the student's response to implemented interventions.

Enrollment

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

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

There are no significant disproportionalities.

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?

The East Allegheny School District currently does not have a 1306 facility within the District. The EASD would provide FAPE for all resident students of a 1306 facility. Each student record is reviewed and appropriate placement and services are provided. Each enrolled student record is reviewed by the Coordinator of Special Education, School Counselor and building Principal to insure appropriate services and placement. The EASD acts as LEA for all 1306 facilitiy students while they are assigned to the 1306 facility. IEP Team meetings include parents, Educational Guardians (when applicable), Regular Education teacher, Special Education teacher, LEA, 1306 facility staff, probation officers, CYF staff, court liaisons and all other parties involved with the management of each case.

Historically, the District has encountered significant difficulties in obtaining educational records for 1306 facility students. All records have been incomplete. The Special Education Department endeavors to search for and obtain all past records so that a complete educational file can be constructed while the student is enrolled at EASD. A second difficulty arises when parents or Educational Guardians are either unknown or unavailable. The EASD has developed protocols to determine guardianship and the appointment of guardians or surrogates when needed.

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).

The East Allegheny School District partners with the Allegheny Intermediate Unit's Detention Education System to locate, identify, evaluate and offer FAPE to incarcerated students who may be eligible for special education. The Intermediate Unit offers transitional and permanent school programs at the Allegheny County Jail, Schuman Center and also at its Community School East. The district has worked with juvenile authorities to transition students back to the district from placements assigned by the legal system without noticeable difficulty.

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.

Least Restrictive Environment—Ensuring Maximum Integration

The EASD offers a full range of support services and levels of intervention in kindergarten through grade twelve. The district's students have the opportunity to receive instruction with nondisabled peers on a daily basis. A continuum of services is provided to meet the needs of students as determined by the individual student's IEP team. Students may receive services in the regular education classroom with the support of a Special Education teacher or para-professional when appropriate and as determined by the student's IEP team.

It is the philosophy of the EASD to enhance and develop each student's independent living skills and functional independence to the highest levels possible. To the fullest extent possible, each student is provided ongoing integration within the regular education environment and maximum contact with nondisabled peers. The development of independent living skills, social skills, problem solving skills, and peer relationships within the neighborhood school, whenever possible, enhances the student's educational experience.

Students requiring Supplemental Support services are included with their nondisabled peers for all academic subject areas, Arts education, and nonacademic periods possible.

Educational placement within the Regular Education curriculum is the first consideration by IEP Teams. The team determines the most appropriate educational placement based upon the needs of the student. The district utilizes consultation and services of the Allegheny Intermediate Unit and PaTTAN to assist in the placement decision and the need of appropriate supplementary aids and services. The district utilizes co-teaching and para-professionals to provide support and assistance when needed and appropriate to ensure maximum integration with the regular education program.

All students with disabilities are afforded the opportunity to participate in curricular and extra-curricular school activities with nondisabled peers when possible. These activities may include: after school activities, clubs, sports, and our exemplary Fine Arts program activities. Accommodations needed for the student to participate are provided through a variety of supports: paraprofessional, transportation, interpreter, and/or translator.

The EASD did not meet the SPP targets relative to special education students in the Regular Education setting more than 80% of the day and students placed in outside placements during the most recent CMCI and has instituted improvement plans to address these issues. The emphasis of the improvement plans have been on increasing the number of students in regular education classrooms more than eighty percent of the school day and increasing every student's participation in the regular education classrooms. The EASD has reduced the number of students in out of district placements by 42% snce the December 1, 2014 Child Count.

The East Allegheny School District staff attends IEP meetings and monitors the Special Education services of students who are receiving services outside the school district. The school district staff communicates with out-of-district school personnel when considering the return of the student to the school district. These students are welcome to attend and participate in school district activities, clubs, sports, and program.

SPP Targets

The EASD is continuously working to decrease the number of students who are in placements outside of their neighborhood school. Students who are in such placements are reviewed for return to the neighborhood school on a regular basis. The District is continuing to develop programming within the neighborhood schools to decrease the need for services from outside the District. The EASD has reduced the number of students in out of district placements by 42% since the December 1, 2014 Child Count.

Two Year Improvement Plan

Least Restrictive Environment

Year One

1.	The East Allegheny School District will conduct two meetings each year to review the LRE section of the IEP document with special education teachers and {C}LEA's to ensure accuracy of data.

2.	The East Allegheny School District will introduce additional co-teaching classroom within the Regular Education environment to include special Education students.

3.	The East Allegheny School District will review class schedules in order to include Special Education students in the Regular Education curriculum whenever possible and appropriate.

4.	The East Allegheny School District administration will work collaboratively with the Allegheny Intermediate Unit and PaTTAN personnel to provide regular and special education staff with training and to assist in the development of strategies to improve the District's LRE and services for students with disabilities (i.e., inclusive practices, School Wide Positive Behavior Interventions and Supports [SWPBIS], Supplementary Aids and Services [SAS]).

5.	The Coordinator will review all out-of District placements to determine the appropriateness of the return of students to District classrooms.

6.	All special Education students receiving instruction in co-taught regular education classrooms will be monitored relative to progress that will result in real time modifications as necessary.

Year Two

1.	The East Allegheny School District will continue to analyze LRE data.

2.	The East Allegheny School District will monitor the implementation of co-teaching classrooms.

3.	The East Allegheny School District will continue training relative to SWPBIS, SAS and inclusive practices.

Supplementary Aids and Services
EASD strives to provide a continuum of Supplemental Aid and Services for students in both the Regular Education and Special Education Programs.

Category	Examples
Collaborative:	Scheduled time for coplanning and team meetings Instructional arrangements that support collaborative instruction *(e.g., coteaching,paraeducator support)* Professional development related to collaboration Coaching and guided support for team members in the use of assistive technology for an individual student Scheduled opportunities for parental collaboration Personnel collaborate in the development and delivery of SAS
Instructional:	Providing modified curricular goals Providing alternate ways for students to demonstrate learning Providing test modification Providing alternate materials and/or assistive technology *(e.g., materials on tape, transcribe text into Braille, large print, alternate computer access)* Providing instruction on functional skills in the context of the typical routines in the regular classroom Changing method of presentation Using reader services Providing research-based supplementary materials Providing instructional adaptation *(e.g., preteaching, repeating directions, extra examples and nonexamples)*
Physical:	Furniture arrangement in environments Specific seating arrangements Individualized desk, chair, etc.

Adaptive equipment

Adjustments to sensory input (e.g., light, sound)

Environmental Aid *(e.g., classroom acoustics, heating, ventilation)*

Structural Aid *(e.g., wheelchair accessibility, trays, grab bars)*
Social skills instruction

Counseling supports

Social-Behavioral

Peer supports *(e.g., facilitating friendships)*

Individualized behavior support plans

Modification of rules and expectations

Cooperative learning strategies

Improvement Plans:

The EASD is not currently involved in implementing any Improvement Plans. However, the District is engaged in ongoing review and improvement of LRE placements and is committed to developing more opportunities for the inclusion of identified students in the regular school day as much as possible relative to the needs of the specific student.

Behavior Support Services

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

Positive behavior strategies, interventions and supports must be employed for all students who have behavior issues that interfere with their ability to learn or the learning of others. This policy is designed to enable all students who are in need of behavior intervention to benefit from a free appropriate public education program (FAPE) within the least restrictive environment (LRE) in accordance with the requirements in Pennsylvania's regulations and the Individuals with Disabilities Education Improvement Act and its regulations.
Application of the behavior support plan shall not constitute a change in the child's educational placement.
It is imperative that causes of the student's behavior problems be addressed prior to the development of a behavior support plan. In the behavior support plan, positive techniques must be used to improve the student's opportunity for learning and achievement of academic standards established for the program.
The following terms shall have these meanings, unless the context clearly indicates otherwise:

1. Aversive Techniques - deliberate activities designed to establish a negative association with a specific behavior..

2. Behavior Support - development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

3. Positive Techniques - methods that utilize positive reinforcements to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.

4. Restraints - devices and techniques designed and used to control acute or episodic aggressive behaviors or to control involuntary movements or lack of muscular control due to organic causes or conditions; the term includes physical and mechanical restraints.

The East Allegheny School District's policy on behavior support for students with disabilities reflects the following:

1. Effective techniques designed to teach socially appropriate alternative skills and to reduce problem behavior when employed.

2. Physical restraints may only be used as a crisis intervention technique to control acute aggressive behavior when the student is acting in a manner as to be a clear and present danger to himself/herself, to other students, to employees or to others and only when less restrictive measures and techniques would prove or have proven to be ineffective. These procedures must be documented.

3. The use of the crisis management plan may not be employed as punishment for the convenience of staff or as a substitute for an educational program.

4. Parental approval will be through the IEP process to discuss all procedures identified within the child's behavior intervention.

5. When a student is placed in a "time-out" situation, the student should always be in full view of the teacher or staff person so instant intervention is possible.

The District utilizes needs based levels of support and intervention for all students. Students have access to School Counseling and behavioral health services through District staff and contracted agencies. The access to support or behavioral health services is provided either through the Student Assistance Team, Student Support Team or by direct referral from an administrator. The District has contracted with Turtle Creek Valley MH/MR services to provide access to behavioral health services in each school. TCV is an independent service provider but works collaboratively with school staff. TCV and the District assure that all appropriate parent releases are obtained. Substance abuse assessment and intervention services are provided through a contracted provider, Family Services of Western Pennsylvania.
Crisis de-escalation is a point of emphasis within the EASD. The District has established crisis teams for each building that have been trained in de-escalation interventions through CPI. The District will be providing ongoing training in behavioral de-escalation.

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.

Due to the location of East Allegheny School District, our students have a wide range of Approved Private Schools, private academic schools, Special Education Centers, Approved Private Providers for Alternative Education and schools sponsored by private agencies and foundations. For example, the Allegheny Intermediate Unit offers three Special Education Centers that offer a wide range of services for a wide range of disability categories. Approved Private Schools available and within a reasonable distance include DePaul Institute, Tillotson, Friendship Academy, Pace School, Pressley Ridge, The Day School at the Children's Institute, Watson Institute and Wesley Spectrum. Private schools serving a special education population include PLEA, Adelphoi Village at Norwin, and Holy Family Institute. The District is also willing to place students in neighboring school district programs if appropriate.

In addition, as noted within this plan, East Allegheny is rapidly developing new programs for students within the neighborhood public school. The district is currently transitioning three students back to district sponsored programs in Emotional Support, Life Skills Support or Autistic Support. The district now is in the position to offer placement to other neighboring public schools.

The district has had little difficulty in finding either internal programming or appropriate off campus placements to date. Periodically, the district has had to rely on creative programming to enhance existing programming or to provide short term educational services pending the availability of space within one of these programs. The district plans to continue offering an electronic curriculum to supplement the existing curriculum or to provide support to students as they transition from one program to another.

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 East Allegheny School District Special Education Department administers, supervises, and monitors the provision of a free and appropriate public education to all students with educational disabilities and psychological and evaluation services to all students within the school district. In order to provide comprehensive educational and pupil related services to the students in the school district, the Special Education Department is closely aligned with the Pupil Services Department. The Special Education Department is integrally connected to each school building and building administrator for the purpose of providing appropriate educational services and supervision of department staff.

The Special Education Department provides pre-referral consultation, regular education consultation, and psycho-educational evaluation for the purpose of identifying educational disabilities. The department is also responsible for professional development opportunities for professional and paraprofessional staff.

The East Allegheny School District has responded to the demands and challenges of Special Education with continual evaluation and improvement of the quality of its Special Education Program's curriculum, procedures, and instructional practice.

Special Education services in the East Allegheny School District (EASD) are provided by EASD staff and by employees contracted through the Allegheny Intermediate Unit (AIU). The EASD provides a continuum of Special Education services within the district. The spectrum of services allows EASD students to participate in an educational program that provides services in the least restrictive environment for each student on an individual basis and promotes maximum integration into the regular education environment with nondisabled peers. Co-teaching, inclusion, resource classrooms, and fulltime classrooms provide educational settings in grades K-12. Learning Support and Emotional Support Services are provided to students in grades K-12.

The Learning Support Program utilizes co-teaching, inclusion, and resource class models of instruction as determined by each student's needs. The instructional practice within the Learning Support program is based in differentiated instruction and focused on the academic needs of the student.

The district has modified and expanded the Emotional Support Program. The services for students requiring emotional support placement include co-teaching, inclusion, and resource classroom instruction as well as behavioral and instructional support throughout the school day and across the school environment. Emotional Support classrooms at Logan Elementary School provide support for students in grades K-6. Emotional Support is provoded through dedicated class periods to better focus on the needs of each individual student. Course sections have been added for Emotional Support students within the East Allegheny High School with two (2) full time equivalency teachers primarily responsible for students requiring emotional support.

The district has expanded and reorganized the Comprehensive Supports Classroomoom (CSC) to assist students with academic and behavioral needs throughout the academic day. CSC is an intervention-based center that provides an effective approach to intervention and de-escalation resulting in timely return of students to the educational environment. Staffed by Special Education teachers who possess extensive experience and skill with students in need of behavioral support, CSC also functions as an effective alternative to suspension from school. Finally, students are also encouraged to utilize the Comprehensive supports Classroom for lunch time tutoring.

Life Skills Support Services are provided to students through a continuum of services in all grade

levels. Students who require Life Skills Support are provided Specially Designed Instruction, accommodations and adaptations, and supplemental aids and services through Learning Support teachers. The provision for Life Skills Support services allows students to remain in the least restrictive environment at their neighborhood public school. The district was one of the first in Allegheny County to partner with the Allegheny Intermediate Unit in adopting the AIU's Framework for Independent Living (FIL) as the core curriculum and assessment package. This framework offers curricular support in comprehensive functional literacy and mathematics. It incorporates direct instruction in self advocacy/self determination, social skills, job readiness, human development, and daily living skills. The program also provides additional reading and literacy classes to supplement the curriculum. This service model allows the district to provide a free and appropriate education within the neighborhood school facilitating maximum integration with nondisabled peers and providing the necessary transition services for students. As a result, the EASD has significantly reduced the placement of students requiring Life Skills Support in out-of-district programs.

The EASD has an Autistic Support classrooms within Logan Elementary School that provides support for students requiring Autistic Support and Life Skills Support. The TEACCH (Treatment and Education of Autistic and Communication related Handicapped Children) model is utilized within this Autistic Support classroom. Additionally, Autistic Support services are provided by the Learning Support and Emotional Support teachers at East Allegheny Junior/SeniorHigh School.

The development of the Autistic Support Program has created the capability to educate students with Autistic Spectrum Disorders in the neighborhood school and significantly reduce the number of students placed in out-of-district programs. The flexible design of the Autistic Support Program allows it to expand and contract as students' needs change ensuring that the fullest continuum of services are available throughout the school district.

Speech and Language Therapists are employed by the district and provide support for students in K-12. Vision services, hearing services, assistive technology, and interpreting services are contracted through the AIU.

Occupational and physical therapy services are provided by Steel City Therapies.

Transition/Post School Outcomes

To promote transition from East Allegheny High School to higher education, employment, and independent living, and to meet Federal Guidelines as per Individuals with Disabilities Improvement Act of 2004 (IDEA'04) and 22 PA Code Chapter 14, the Special Education Department is committed to creating transition options and opportunities for students with special needs.

Our Transitional and Co-op Programming offers instruction in the types of skills students need in order to seek further education, to gain employment, and to participate independently in the community. During the Transition Plan implementation, students complete their senior project portfolios, plan for transition activities, participate in transition activities, and prepare for the careers of their choice.

Additionally, the intent of our transition activities supports regulatory compliance with five of the twenty Indicators in the State Special Education Plan which specifically address transition:

Indicator 1 — Improve graduation rates for students with disabilities.

Indicator 2 — Decrease dropout rates for students with disabilities.

Indicator 8 — Improve parent involvement in their child's special education program.

Indicator 13 — Improve transition services for students with disabilities at the secondary level.
Indicator 14 — Improve outcomes for students with disabilities moving from secondary to postsecondary activities.
Further, the PA Career Education and Work Academic Standards are woven throughout the Transition Plans and their reflective activities. Adherence to the standards ensures that the plans are authentic procedures toward career preparation and acquisition.

- 13.1 Career Awareness and Preparation

- 13.2 Career Acquisition

- 13.3 Career Retention and Advancement

- 13.4 Entrepreneurship

With our commitment to student self-determination, the East Allegheny School District has assigned both time and resources to the development of Transition Plans which offer the requisite post secondary education, employment, and independent living options. The Transition Coordinator has dedicated time within the academic schedule to perform the tasks required by IDEA 2004, the PA State Performance Plan, and suggested by the PA Career Education and Work Academic Standards.
Staff

During Transition Plan development, staff will

- Assess student career interests and preferences (IDEA '04)

- Assist with Transition Plans (IDEA '04)

- Maintain Transition Library in Room 124

- Teach skills specific to transition needs

-

Parent(s)/Guardian(s)

During Transition Plan development, parent(s)/guardian(s) may

- Attend the Office of Vocational Rehabilitation Workshop

- Attend Financial Aid Night

- Complete Parent/Guardian Transition Survey

Students

During Transition Plan implementation, students will

- Monitor Credit Acquisition (Indicator 1)

- Complete *Senior Project Portfolio* (Indicator 1)

- Develop Self-Advocacy Skills

- Meet with School Guidance Counselor

- Assess Interests and Career Preferences (Indicator 13)

o Complete PA Career Zone Interest Profiler and/or

o Complete *Assess Your Interests* and/or

o Complete ONET Online Interest Profiler and/or

o Complete Becker Read Free Assessment

o Research Identified Career/Employment Preferences and Interests

- Secure Working Papers (Indicator 14)

- Develop Employment Skills

o Author a Resume

o Complete a Pocket Resume

o Develop Interview Skills

- Review Grooming and Appearance

- Attend Workshop Series

o *Banking Skills*

o *Self Advocacy/Self Determination*

o *Civil Rights and the Americans with Disabilities Act*

- *Participate in Speaker Series*

o *Allegheny County Bar Representatives*

o *Representatives from Institutions of Higher Learning*

o *Trade Union Representatives*

- *Understand Work Economics*

o *Complete a Practice Form of the W-4*

o *Understand Withholding Expense*

o *Develop Banking Skills*

o *Meet with Banking Representatives*

- o *Develop Budgeting Skills*
- *Investigate School-based Vocational Options*
- o *Tour Forbes Road Career and Technical Center*
- o *Prepare for NOCTI*
- o *Gather information on Training Options*
- *Transition Library (Indicators 1, 2, 8, 13, 14)*
- o *File Transition Literature*
- Consider Postsecondary Education and Training
- o Meet with School Guidance Counselor
- o Register for the PSAT
- o Register for the SAT
- o Apply for Accommodations on SAT
- o Attend College Fair
- o Attend College (and More) Fair
- o Visit Vocational Education Sites
- o Visit Institutions of Higher Learning
- o Visit Websites of Higher Institutions
- Investigate Financial Aid Resources
- Gather information on PHEAA
- Complete FAFSA
- Apply for scholarships and grants
- Join EAHS School Guidance Counselors' List Serve on Scholarship and Grant Availability
- Secure ASVAB Information
- Speak with Military Recruiters
- Apply to the agency which meets the needs of the child:
- o Office of Vocational Rehabilitation
- o Bureau of Blind/Vision Services
- o Office of Intellectual Disabilities

- Create an Individual Employment Plan

- Investigate Military Careers

- Identify Community Resources

- Understand Employee Rights and Responsibilities

o Safety Procedures

o Company Policies

- Preparation for Employment

- Job Shadowing

- Mock Interviews

- Register with CareerLink

- Soft Skills of Employment

- Group Dynamics

- Gain Interpersonal Relations Skills

- Investigate Transportation Options

o Apply for PA Identification Card

o Study PA Driver's Manual

o Read a Public Transportation Schedule

- Register for Civic Responsibilities

- Selective Service

- Voter Registration

- Jury Duty

- Understand Civil Rights

o Identify Appropriate Accommodations in Post-Secondary Settings

o Recognize Rights under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act

Assessment Procedures

- Progress Monitoring of Transition Outcomes (Indicator 13)

- Exit Survey (Indicator 14)

- Transition Planning Portfolio (Indicator 13)

- Teacher Observation

- Interest Surveys (Indicator 13)

- Parent/Student Transition Surveys (Indicator 13)

- Trade Union Assessments

- Interviewing Skills

- Employment Folder Checklist

Artifacts

- Career Education and Work Academic Standards

- Transition Activities and PA Academic Standards

- State Performance Plan: 20 Indicators

- Occupational Outlook Handbook

- Career Guide to Industries

- *CareerLink*

- *Department of Labor O'NET Online*

Community Based Instruction

The East Allegheny School District staff strives to provide the opportunity for Community Based Instruction, specifically for our Life Skills students. When planning for the needs of a student receiving Life Skills instruction, the school district offers direct instruction via authentic community based experiences in preparation for the work force. As a student's journey to work is strengthened when authentic work experiences are part of the Transition Plan, students are provided "hands-on" experiences which include, but are not limited to' job shadowing, transportation experiences, and interpersonal relation, and social skills.
The Special Education staff works diligently to assist the students with identification of their aptitude, abilities, and interests during transition planning. The implementation of a Community Based Instruction Program is best practice for this particular population. Community based experiences allow for self evaluation and a growth model of:

- Attitude

- Appearance

- Quality of work

- Attendance/punctuality

- Dependability/responsibility

- Interpersonal relationships with coworkers

Professional Development

Professional development is a priority for the EASD. The Coordinator of Special Education is responsible for developing the Professional Development Plan for Special Education Staff through a thorough assessment of the professional development needs of the department teachers and paraprofessionals. The professional staff participates in mandatory monthly department meetings and departmental in-service education during the school year. Additional voluntary professional development is offered on a regular basis by the Special Education Department. Participation in the voluntary professional development exceeded 90% during the 2009-10 and 2010-11 school years. Topics in the Professional Development Program include Comprehensive Evaluation/Reevaluation Reports, Effective IEP Goals, Regulatory Updates, Differentiated Instruction in Mixed Ability Classrooms, Inclusive Education, Secondary Transition Services and Effective Behavioral Interventions.
In addition to a Special Education departmental monthly meeting, each Special Education teacher attends the monthly departmental meeting(s) specific to her/his teaching assignment(s).
The East Allegheny School District partners with the MonValley Consortium for participation in *Mon Valley Learns*. Staff has participated but has also assumed the role as presenter of the educational workshops.
Through the use of a professional development template, the members of the Special Education department will design their own professional development plan. Finally, Special Education Department teachers are also afforded professional development opportunities from external providers such as the AIU, Service Providers, and PaTTAN.
Records Management

The District utilizes the ProSoft web based IEP Writer special education records management system. This system provides efficient document preparation and management to insure timeline and implementation compliance.
Paraprofessionals

The East Allegheny School District provides paraprofessional services to aid and support students across the educational environment. In the academic area, paraprofessionals provide test preparation strategies, de-escalation support, and academic support in the form of small group reteaching opportunities. Paraprofessionals participate in professional development including continuing education in the following areas: CPR, First Aid, Positive Behavior Support, Seizure Disorders, Understanding Disabilities, Student Engagement, Working with Teachers and Other Professionals, Progress Monitoring, Facilitation of the Development of Social Skills, Interacting with Families, Aspects of Autism, Supportive Instruction the Classroom, the Para's Role in the IEP Process,

and Anti-bullying Programs.

Technology

The EASD is committed to meeting the diverse needs of its students utilizing technology applications and resources, differentiated instruction, data driven changes, team building, and the Standards Aligned System. Promethium Boards are utilized within the regular and special education programs to enhance the educational experience of all learners. The district's technology support team is available for problem-solving and support.

Curriculum and Instruction

All students receiving Specially Designed Instruction (SDI) as per their Individual Education Plan (IEP) receive instruction within the district approved curricula. The curricula are delivered through SDI, and modifications and adaptations relative to each student's strengths and needs. As appropriate, students receive specific interventions and skill deficit remediation through specific prescriptive instructional programs.

Each Special Education student has access to the same curriculum as other students at his/her grade level with modifications or accommodations if needed as per his/her IEP. For some students, reading and/or mathematics is taught in the Special Education resource room. Special Education teachers determine the most important concepts and competencies in each curriculum and provide the students with the opportunity for learning them. Special Education teachers utilize the core reading system of the district as well as the intervention kits of the reading system. The teaching staff meets to review performance and design an individualized program for each student whose reading scores are three to five years below grade level. Staff targets key skills in decoding and comprehension and has students utilize various resources to build the targeted skills. After a comprehensive review of the Special Education reading program by a panel of teachers, administrators and consultants, the action plan included the acquisition of acquiring supplemental reading materials. A comparable review of the math program is planned for the 2011-12 school year.

East Allegheny High School has implemented a Secondary Literacy program. It was determined that a need existed at the High School level to provide struggling readers with direct instruction geared toward improved reading skills applicable across the curriculum and beyond the school and classroom setting.

The High School Reading class (HSReading) is offered to students in grades 9-12 as an elective and may be included in addition to the traditional required English course in their daily schedule. Students who are in need of re-teaching and/or recovery of basic reading skills are recommended based on significant deficits in functional reading levels.

It is expected at the high school level that students are no longer **learning to read**
, but rather **reading to learn.**

Struggling adolescent readers have not acquired advanced literacy skills needed to read and learn independently in the content areas.

The unique intervention needs of struggling adolescents differ somewhat from those of a younger child learning to read. To address those needs, a number of instructional, research based interventions and concepts are introduced:

- Students must become familiar with **what successful readers do**

- Students need to be reminded that central purpose of reading is to derive meaning & understanding from text. It should **make sense**

- Secondary students need to receive **vocabulary development** instruction that emphasizes word recognition & meaning - word study

- **Comprehension Strategies**
  must be explained, taught, modeled and practiced. Procedures to follow before, during and after reading to ensure understanding include: surveying, skimming, scanning, drawing on prior knowledge, questioning, rereading the passage, predicting outcomes, deriving word meaning from context, structural analysis

- **Self-Monitoring**
  for understanding (metacognition) must be employed in order for students to realize when comprehension is lacking

- Good readers are fluent readers. **Fluency**
  is necessary for students devote efforts to understanding content. There is a strong correlation between Fluency — both rate and accuracy — and overall reading success

  Experience with students identified two additional components that seem integral if the program is to be successful.

- "Connecting the Dots" — Secondary student struggling with reading have been struggling for some time. Along the way, they have missed a lot of background knowledge and general information needed to gain understanding from text. Students have become so accustomed to "stuff not making sense" that they fail to stop and question. Students are guided in not just answering, but **asking** the questions needed for true meaning. Emphasis is placed on usage and relevancy of vocabulary and "the big ideas" learned beyond the reading classroom and how they are applicable across the curriculum.

- Motivation - Students who have experienced ongoing failure do not often want to continue engaging in the very activity that is the source of that failure. Reading is no different. Poor readers are often frustrated or embarrassed. Some assume that being a poor reader automatically means: "Your're dumb". Some have given up. While dispelling those assumptions, the urgency of becoming a proficient reader is discussed ongoingly. Because reading has in the past been such an unpleasant experience for many, an effort is made to combine rigor with enjoyable classroom experiences. For example, technology is utilized on a regular basis. Students "blog" weekly online at a site developed for students. They choose from hundreds of short news articles geared toward teens' interests and post their comments. Periodically, with the use of a digital voice recorder, students are able to listen to and assess their own oral reading skills and progress. The concept of **fluency** was introduced by having students explain what it means for a rapper to really "flow". We listened to some appropriate music exemplifying the idea. Repeated reading selections have included Abbot and Costello's "Who's on First?" and poetry by Tupac.

Based on data and strategies provided through the Office of Special Education Programs, the National Dropout Prevention Center, and the What Works Clearinghouse, the Special Education department employs best practice to address dropout prevention. To sustain students through their high school experience, staff employs many different types of supports and interventions. To promote student credit acquisition, all staff participates in the district's after school tutoring program. Students interested in career and technical education are encouraged to apply to Forbes Road Career and Technical Center. Alternative schooling is available in the high school building. Highly intensive Transition Plans offer appropriate activities and establish clear goals which are expressed in Individual Plans for Employment as authored by the Office of Vocational Rehabilitation representative. The purchase of the *Odyssey* software will allow for credit recovery within the academic year timeframe. Finally, parent engagement is documented via the Parental Contact log book.

A rubric has been used to identify students at-risk for dropout. Intercession and resources will be assigned to the identified students.

Identifying Students with Learning Disabilities

The East Allegheny School District utilizes a process for the identification of Specific Learning Disabilities 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, relative to age or grade and that such a discrepancy is not primarily the result of a visual, hearing or orthopedic disability, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, limited English proficiency, or the lack of instruction by qualified professional personnel.

Additionally, the presence or absence of a severe discrepancy between ability and achievement is not the sole criteria for a Multidisciplinary Team to determine eligibility for Special Education. Progress in the general education curriculum, performance on nationally-normed academic and cognitive assessments, curriculum-based assessments, how the student has responded to adaptations, modifications, and various evidenced-based, research-based interventions, and the results of a psychoeducational evaluation performed by a Certified School Psychologist are all integral to this process.

Pre-Referral Services

It is the goal of the EASD to provide educational services within the regular education program for all students when possible. The development of processes and services for students prior to the consideration of Special Education programming is paramount to this commitment. While the provision of pre-referral services is a function of the regular education program, the Special Education Department is integrally involved in the development of Student Support Teams (SST) in each district school. The response to parent requests for evaluation, teacher concerns and other sources of referrals are processed through the SST.

The SST is comprised of the following team members:

- Principal

- Regular Education/Classroom teacher

- Special Education teacher

- School Counselor

- School Psychologist

- Reading/Math Specialist

The SST's purpose is to:

- Review each referral,

- Gather appropriate data

- Develop intervention plans,

- Share information with parents,

- Monitor the student's response to interventions,

- Make recommendations relative to the Multi-Disciplinary Team Evaluation referral

Response to Intervention and Instruction

The EASD employs a Response to Intervention and Instruction (RTII) model with all Pre-Referral activities prior to pursuing a Multi-Disciplinary Evaluation. The RTII process employs successive levels of more intensive interventions to address academic and behavioral delays. The Tier 1 curriculum consist of research based, standards aligned materials and instructional practice. Tier 2 involves a review by the Student Support Team and the development of an individualized intervention plan to be implemented within the regular education program. The intervention plan consists of specific interventions that are focused on the student's difficulties. The fidelity of the interventions is monitored by the Student Support Team with regular review meetings. Tier 3 involves a referral to the Multi-Disciplinary for consideration for a Multi-Disciplinary Evaluation. Progression to successive levels of intervention are based upon the student's response to implemented interventions.

Least Restrictive Environment—Ensuring Maximum Integration

The EASD offers a full range of support services and levels of intervention in kindergarten through grade twelve. The district's students have the opportunity to receive instruction with nondisabled peers on a daily basis. A continuum of services is provided to meet the needs of students as determined by the individual student's IEP team. Students may receive services in the regular education classroom with the support of an inclusion teacher or paraprofessional when appropriate and as determined by the student's IEP team.

It is the philosophy of the EASD to enhance and develop each student's independent living skills and functional independence to the highest levels possible. To the fullest extent possible, each student is provided ongoing integration within the regular education environment and maximum contact with nondisabled peers. The development of independent living skills, social skills, problem solving skills,

and peer relationships within the neighborhood school, whenever possible, enhances the student's educational experience.

Students requiring Supplemental Support services are included with their nondisabled peers for all academic subject areas, Arts education, and nonacademic periods possible.

All students with disabilities are afforded the opportunity to participate in curricular and extra-curricular school activities with nondisabled peers when possible. These activities may include: after school activities, clubs, sports, and our exemplary Fine Arts program activities. Accommodations needed for the student to participate are provided through a variety of supports: paraprofessional, transportation, interpreter, and/or translator.

The East Allegheny School District staff attends IEP meetings and monitors the Special Education services of students who are receiving services outside the school district. The school district staff communicates with out-of-district school personnel when considering the return of the student to the school district. These students are welcome to attend and participate in school district activities, clubs, sports, and program.

Supplementary Aids and Services

EASD strives to provide a continuum of Supplemental Aid and Services for students in both the Regular Education and Special Education Programs.

Category	Examples
Collaborative	Scheduled time for coplanning and team meetings
	Instructional arrangements that support collaboration (e.g., coteaching, paraeducator support)
	Professional development related to collaboration
	Coaching and guided support for team members in the use of assistive technology for an individual student
	Scheduled opportunities for parental collaboration
	All school personnel collaborate in the development and delivery of SAS
Instructional	· Providing modified curricular goals
	Providing alternate ways for students to demonstrate learning
	Providing test modification
	Providing alternate materials and/or assistive technology (e.g., materials on tape, transcribe text into Braille, large print, alternate computer access)
	Providing instruction on functional skills in the context of the typical routines in the regular classroom
	Changing method of presentation

	Using reader services
	Providing research-based supplementary materials
	Providing instructional adaptations (e.g., preteaching, repeating directions, extra examples and nonexamples)
	Furniture arrangement in environments
	Specific seating arrangements
Physical	Individualized desk, chair, etc.
	Adaptive equipment
	Adjustments to sensory input (e.g., light, sound)
	Environmental Aids (e.g., classroom acoustics, heating, ventilation)
	Structural Aids (e.g., wheelchair accessibility, trays, grab bars)
	Social skills instruction
	Counseling supports
Social-Behavioral	Peer supports (e.g., facilitating friendships)
	Individualized behavior support plans
	Modification of rules and expectations
	Cooperative learning strategies

School Facilitated Parent Involvement

The EASD, in compliance with the Pennsylvania Department of Education State Performance Plan, strives to gather and integrate input and perspectives from the parents of our students. Currently, the Special Education department sends personal invitations to secure the participation of parents in our annual presentations of *Office of Vocational Rehabilitation: It's Not What You Think*. Additionally, parents are personally invited to the *Financial Aide Workshop* traditionally scheduled for November of each academic year.   Parental participation has been secured for involvement on the Special Education Plan committee. The Special Education Department continues to develop activities to maximize parental involvement in the review of District Special Education programming and initiatives. Parents are encouraged to attend Parent Conference days scheduled in the Fall and the Spring of each academic year. The District has recently insituted a parent feedback survey to gather data regarding parent satisfaction. Finally, parents are members of the Special Education Plan committee.

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
Sunrise School	Special Education Centers	Multiple Disability	21
Mon Valley School	Special Education Centers	Full Time Centet	10
PACE School	Approved Private Schools	Full Time emotional Support/Autistic Support	3
Friendship Academy	Approved Private Schools	Full Time Emotional/Autistic Support	6
Holy Family Institute	Other	Full Time Emotional Support	3
Childrens Institute	Approved Private Schools	Multiple Disability	2
Western Pennsylvania School for Blind Children	Approved Private Schools	Full Time Vision/Multiple Disability	1
Allegheny Intermediate Unit Speech/Language Classroom at Edgewood Primary School	Neighboring School Districts	Speech and Language	1
PLEA	Other	Full Time Autistic Support	1
ACLD/Tillotson	Approved Private Schools	Full Time Learning Support	2
Pressley Ridge	Approved Private Schools	Full Time Emotional Support	1
New Story	Other	Full Time Emotional Support	1

Special Education Program Profile

Program Position #1

Operator: Intermediate Unit

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	15 to 18	3	0.4
Locations:				
East Allegheny High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	6	0.8
Locations:				
East Allegheny High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	3	0.2
Locations:				
East Allegheny High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.8
Locations:				
East Allegheny High School	A Senior High	A building in which General		

	School Building	Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 14	15	0.2
Locations:				
East Allegheny High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #4

       Operator: School District

      PROGRAM DETAILS

          Type:

          Implementation Date:

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 21	12	0.8
Justification: Instructional periods do not violate age range requirements.				
Locations:				
East Allegheny School District	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 21	6	0.2
Justification: Instructional periods do not violate age range requirements.				
Locations:				
East Allegheny High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #5

       Operator: School District

      PROGRAM DETAILS

          Type:

          Implementation Date:

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.8
Locations:				
East Allegheny High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	6	0.2
Locations:				
East Allegheny	A Senior High School Building	A building in which General Education programs are operated		

Program Position #6
       Operator: School District
       PROGRAM DETAILS
           Type:
           Implementation Date:
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 20	7	1
Justification: The Life Skills classroom services students in grades 9 through 12 including students who are remaining as school age until the age of 21.				
Locations:				
East Allegheny High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #7
       Operator: School District
       PROGRAM DETAILS
           Type:
           Implementation Date:
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	16	0.8
Locations:				
Logan Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	6	0.2
Locations:				
Logan Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #8
       Operator: School District
       PROGRAM DETAILS
           Type: Class
           Implementation Date: September 6, 2016
           Reason for the proposed change: This was due to building consolidation and was
           approved by PDE.
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	16	0.8
Locations:				
East Allegheny Junior High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	3	0.2
Locations:				
East Allegheny Junior High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #9
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Class
> > *Implementation Date:* September 6, 2016
> > *Reason for the proposed change:* This change was due to a building consolidation and was approved by PDE.
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	14	0.8
Locations:				
Logan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	2	0.2
Locations:				
Logan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Class
> > *Implementation Date:* September 6, 2016
> > *Reason for the proposed change:* This classroom was changed due to building consolidation. PDE approval was granted.
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	17	0.8
Locations:				
Logan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	5	0.2
Locations:				
Logan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11

  Operator: School District

  PROGRAM DETAILS

    Type: Class

    Implementation Date: September 6, 2016

    Reason for the proposed change: This change was due to building consolidation. PDE
    approval was granted.

  PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	12	0.8
Locations:				
Logan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	3	0.2
Locations:				
Logan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12

  Operator: School District

  PROGRAM DETAILS

    Type: Class

    Implementation Date: September 8, 2015

    Reason for the proposed change: Building Consolidation

    Present Class Location: LMS 102

    Proposed Class Location: LES 307

    Length of time class has been in present location: 7 years

  PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 13	6	0.8
Locations:				
Logan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 13	3	0.2
Locations:				
Logan Middle School	An Elementary School Building	A building in which General Education programs are operated		

Advisor: Cortney Verner Action: Request Revision
Comments: Return for revision requested. Additional consideration pertaining to chapter 14 regulatory requirements, more specifically, ebb and flow (e.g. location/type of classrooms surrounding proposed special education classroom). Revision should be submitted no later than 7/1/17.
Division Chief: Amy Deluca Action: Request Revision

Comments: Please see notes from Adviser Cortney Verner

Program Position #13

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 6, 2016

Reason for the proposed change: This change was due to a building consolidation and approved by PDE.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 13	6	0.4
Locations:				
Logan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 13	1	0.1
Locations:				
Logan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	8	0.5
Justification: This class serves grades 4 - 8.				
Locations:				
Logan elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 6, 2016

Reason for the proposed change: This classroom was moved for the 2016-17 school year due to a building consolidation. PDE approval was provided.

Present Class Location: Green Valley Primary Center

Proposed Class Location: Logan Elementary School 3136

Length of time class has been in present location: Ten years

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	5	0.8
Locations:				
Green Valley Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Learning Support	6 to 9	4	0.2
Locations:				
Green Valley Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Class
>> *Implementation Date:* September 6, 2016
>> *Reason for the proposed change:* This was due to a building consolidation and was PDE approved.
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	10	0.6
Locations:				
Logan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	1	0.1
Locations:				
Logan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 10	1	0.2
Locations:				
Logan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 10	1	0.1
Locations:				
Logan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Class
>> *Implementation Date:* September 6, 2016
>> *Reason for the proposed change:* This classroom was moved due to building consolidation. PDE approval was obtained.
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Learning Support	7 to 9	12	0.8

but More Than 20%)				
Locations:				
Logan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	1	0.2
Locations:				
Logan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17

       Operator: School District
       PROGRAM DETAILS
           Type: Class
           Implementation Date: September 6, 2016
           Reason for the proposed change: The classroom was moved to its current location due to building consolidation in 9/2016.
           Present Class Location: Green Valley Primary Center
           Proposed Class Location: Logan Elementary School 127
           Length of time class has been in present location: 10 years
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	8	0.8
Locations:				
Green Valley primary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	1	0.2
Locations:				
Green Valley Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18

       Operator: School District
       PROGRAM DETAILS
           Type:
           Implementation Date:
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 16	59	1
Justification: This teacher provides Speech/Language services across the District, Her students are grouped by grade level and the age range of any group is less than 4 years.				
Locations:				
District Wide	A Middle School Building	A building in which General Education programs are operated		

Program Position #19

     Operator: School District
     PROGRAM DETAILS
          Type: Class
          Implementation Date: September 6, 2016
          Reason for the proposed change: Class was added for 2016-17
     PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 9	7	1
Justification: Classroom is K-3; Age waivers are obtained when appropriate.				
Locations:				
Logan Elementary school	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20

     Operator: School District
     PROGRAM DETAILS
          Type: ClassandPosition
          Implementation Date: September 5, 2017
     PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	53	1
Locations:				
Logan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Coordinator of Special Education	District Wide	0.5
School Psychologist	District Wide	0.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Hearing Support Services	Intermediate Unit	30 Hours
Vision Support Services	Intermediate Unit	30 Minutes
Interpreter Services	Intermediate Unit	10 Minutes

District Level Plan

Special Education Personnel Development

Autism

Description	The District will provide training for building level Autism Education/Intervention Teams therough opportunities from the Allegheny INtermediate Unit.
Person Responsible	Joseph Howell, Ph.D.
Start Date	8/30/2018
End Date	6/10/2019
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	4
# of Participants Per Session	6
Provider	Allegheny Intermediate Unit
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	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.
Training Format	Series of Workshops

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Behavior Support

Description	The EASD will implement conitnued professional development in SWPBS, individual PSBS plan development and school based behavioral health through opportunities at the Allegheny Intermediate Unit, PaTTAN and within the District.
Person Responsible	Joseph Howell, Ph.D.
Start Date	8/30/2018
End Date	6/8/2020
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	6
# of Participants Per Session	30
Provider	TBD
Provider Type	AIU/PaTTAN/District
PDE Approved	Yes

Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	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.
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

	Review of disciplin referral data

Paraprofessional

Description	The EASD will ensure that the Paraprofessional staff participates in a continuing education activities as part of a yearly training calendar that includes CPR training, crisis intervention, behavioral support and instructional support.
Person Responsible	Joseph Howell, Ph.D.
Start Date	8/30/2018
End Date	6/8/2020
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	6
# of Participants Per Session	10
Provider	District staff
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	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.
Training Format	Series of Workshops
Participant Roles	Paraprofessional

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Ongoing supervison and evaluation

Reading NCLB #1

Description	
	Topic: Teachers Achieving Highly Qualified Status in Math and Science

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
8/31/2018 - 6/30/2022	Allegheny Intermediate Unit	Special Education Teachers Special Education Para-Professionals	Workshop	Review of student performance

Topic: Developing and Implementing Effective Reading Goals and Interventions

Anticipated Training	Training Partners	Training Participants and	Training Format	Evidence of Results

	Dates		Audience		
	Fall, 2018 Spring, 2019 Fall, 2019 Spring, 2020 Fall, 2020 Spring, 2021	IU Staff, Consultant	Instructional Staff	On-site Training with Guided Practice	There will be an improvement of 10% in individual student reading achievement scores and a 10% increase in the number of students achieving "Proficient" levels in reading.
	Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Person Responsible	Joseph Howell, Ph.D.				
Start Date	8/30/2018				
End Date	6/7/2021				
Program Area(s)	Professional Education, Special Education				

Professional Development Details

Hours Per Session	5.0
# of Sessions	6
# of Participants Per Session	20
Provider	Consultant. Intermediate Unit, District Administration
Provider Type	Consultant, Intermediate Unit and District Administration

PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation Series of Workshops Live Webinar Department Focused Presentation Online-Asynchronous
Participant Roles	Classroom teachers Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	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 Peer-to-peer lesson discussion Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity

Transition

Description	The District will participate in trainings addressing Indicator 13 and the development of Transition Plans.
Person Responsible	Joseph Howell, Ph.D./Mark Draskovich
Start Date	8/30/2018
End Date	6/8/2020
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	1
# of Participants Per Session	20
Provider	Allegheny INtermediate Unit/PaTTAN/District Consultant
Provider Type	Allegheny INtermediate Unit/PaTTAN/District Consultant
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional

educators seeking leadership roles	education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Series of Workshops
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	IEP and Transition review

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.

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer