

Steel Valley SD

Special Education Plan Report

07/01/2020 - 06/30/2023

District Profile

Demographics

220 E Oliver Rd
 Munhall, PA 15120
 (412)464-3600
 Superintendent: Edward Wehrer
 Director of Special Education: Diana L. Borges

Planning Committee

Name	Role
Mary Yuhás	Community Representative : Professional Education Special Education
Alyson Fisher	Ed Specialist - School Counselor : Professional Education Special Education Schoolwide Plan
Ebony Bowden	High School Teacher - Regular Education : Special Education
Lisa Lawson	High School Teacher - Special Education : Special Education
Erin Noblet	Middle School Teacher - Special Education, Parent: Professional Education Special Education
Joyce Kornacki	Parent : Professional Education Special Education
Diana Borges	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 371

Identification Method

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

In order to identify specific learning disabilities, the District uses the severe discrepancy model, assessing whether there is a severe discrepancy between the student's intellectual ability and achievement. The student does not achieve adequately for the student's age or does not meet the State-approved grade level standards in one or more of the following areas when provided with learning experiences and scientifically based instruction appropriate for the student's age or State-approved grade level standards and level of English language proficiency: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics, calculation and mathematics problem solving.

When determining a severe discrepancy between intellectual ability and achievement, the District documents the following criteria:

- The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to age, standards or intellectual development.
- The instructional strategies used and the student-centered data collected.
- The educationally relevant medical findings, if any.
- The effects of the student's environment, culture, or economic background.
- Documented data demonstrating that prior to referral or as part of the referral process for a specific learning disability, the student's regular education instruction was delivered by qualified personnel, including the English as a Second Language program, if appropriate.
- Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to the parents.
- An observation in the student's learning environment to document the student's academic performance and behavior in the areas of difficulty.
- Data to rule out that the findings are not the result of visual, hearing, motor disability, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage or limited English proficiency.

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>

In reviewing the enrollment differences between the state average and our district percentages, there are four areas of enrollment of disabilities that are ± 10 percent of the state average. Those areas are emotional disturbance, intellectual disability and speech and language impairment which are above the state average and the district is below the state average on other health impairment. Steel Valley is an urban suburban school district with a high percentage of families with free and reduced lunch status, low socio-economic status, and transient households. There is a strong correlation between language and behavioral characteristics from low socio-economic backgrounds, which may not provide adequate language stimulation and stable home environments for students with speech and language impairments and emotional disturbances. Furthermore for students with emotional disturbance, the severity of their primary disability often requires more services of an IEP team than any other support staff. For students of other health impairment, Steel Valley and our families have partnered with medical and mental health supports near the greater Pittsburgh area that may address the medical and behavioral needs of students with other health impairments. In addition, some students with these types of disabilities may be serviced through a 504 plan rather than an Individualized Education Plan. In cases where a student under the exceptionality of other health impairment has behaviors that are significant enough to warrant a more restrictive program, many of those outside placements that would meet the child's needs, require a diagnosis of emotional disturbance in order to be able to service the student.

Furthermore as a district, we have been working to address the significant disproportionality in the identification of emotional disturbance. We review the data collection and referral process for special education. We review the pre-referral process, specifically the Child Study process and SAP team referrals in order to assure that appropriate interventions and strategies for students at risk are being developed and implemented before a special education referral is made. In addition, the Office of Pupil Services reviews the outcome data from the special education referral process (including the percentage of referrals per building, percentage of referrals per teacher(s), percentage of referrals vs. percentage eligible as well as the percentage of referrals vs. non-eligible students) to determine over-representation for potential special education students. This facilitates building level or teacher specific training to understand characteristics of students with disabilities and other at risk populations.

In addition, the district has increased funding for additional mental health supports and contracted services to address the increasing social emotional and mental health needs of students in both the general and special education populations.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
 2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
 3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?
1. Under 1306 of the PA School Code, the host district is the district where the student's institution is physically located. The host district is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. As the host district, we are responsible for providing the educational program that student needs and ensuring FAPE for eligible students with IEP's and service agreements.
 2. The District ensures that the student is receiving FAPE in the LRE the same way that it does for resident students. For students eligible for special education services and section 504, the host district is responsible for making decisions regarding the goals, specially designed instruction and educational placement for each student through the IEP team and service agreement process. Should the District serve as the LEA for this type of facility, we would follow all applicable laws and regulations guiding special education services to ensure a free, appropriate public education. The Steel Valley School District would collaborate with the Allegheny intermediate Unit to ensure all incarcerated students who may be eligible for special education services are located, identified, evaluated and, when eligible, are provided a free, appropriate public education. Child find information would be shared with the facility and families of those incarcerated as to how to obtain access to special education services. Appropriate evaluations, reevaluations, IEP development and NOREP's would be completed. The home district of the eligible student would be invited to participate.
 3. At this point, the District has not experienced any problems or barriers that limit our ability to meet the obligations under Section 1306 of the School Code.

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).

Currently, the district doesn't have any correctional institutions located within the Steel Valley School District.

Described below is the system of oversight, which the District would implement to ensure FAPE:

Should the District serve as the LEA for this type of facility, we would follow all applicable laws and regulations guiding special education services to ensure a free, appropriate public education. The Steel Valley School District would collaborate with local law enforcement agencies and the Allegheny intermediate Unit to ensure all incarcerated students who may be eligible for special education services are located, identified, evaluated and, when eligible, are provided a free, appropriate public education. Child find information would be shared with the facility and families of those incarcerated as to how to obtain access to special education services. Appropriate evaluations, reevaluations, IEP development and NOREP's would be completed. The home district of the eligible student would be invited to participate.

Least Restrictive Environment

- 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.
- 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.)
- Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1. The Steel Valley School District, in consideration of our student population and community resources, has made a concerted effort to have a full range of services throughout the district and on all educational levels. The IEP teams of all students begin with the consideration and review of the current regular education program including the use of various supplementary aids and supports for the child before considering a more intensive level of support and/or removing the student from the regular education classroom to receive special education services. Individualized Education Program teams consider what supplementary aids and services that would be necessary to support the student in the regular education environment. The Supplementary Aids and Support Toolkit has been shared with staff.

Supplementary Aids and Services for our students with disabilities include:

INSTRUCTIONAL – Development and delivery of instruction that addresses diverse learning needs

- Adapted Assessments - Depending on the student disability

- Opportunities to utilize sensory diet activities in class to increase attention and decrease anxiety
- Adapted Learning Centers - Based on student strength areas, classroom learning centers will be adapted to meet student need.
- Breaking tasks down into meaningful segments
- Directions repeated, paraphrased or read to the student
- Alternate preferred and non-preferred activities
- Break down multi-step assignments into manageable units as necessary to encourage work completion and reduce feelings of being overwhelmed
- Checklists to assist with organization
- Extended Time
- Changing method of presentation
- Providing alternate materials
- Providing instruction on functional skills in the context of the typical routines in the general classroom
- Changing method of presentation
- Assistive Technology
- Frequent and immediate feedback
- Frequent review of material to aid with comprehension
- Provide modified curricular goals
- Gain attention prior to giving directions
- Give wait time for oral responses
- Provide alternate ways for students to demonstrate learning
- Using reader services
- Providing research-based supplementary materials
- Homework book signed
- Multisensory presentation of materials
- Graphic organizers
- Provide alternate ways for students to demonstrate learning
- Homework book signed

- Use of manipulatives
- Teachers use sign language when asking questions or giving directions
- Small group instruction
- Providing instructional adaptations such as pre-teaching and repeating direction
- Provide opportunities to develop movement routines when learning
- Verbal and Non verbal prompts and cues
- Short concise directions.
- Reduce or modify writing assignments
- Reduce multiple choice answers on assessments
- Present new materials as a whole concept rather than taught in sequential order, especially with writing and math

PHYSICAL – Adaptations and modifications to the physical environment

- Assistive Technology that is based on an AT evaluation and IEP team recommendation
- Preferential seating
- Enlarged answering space on tests
- Furniture arrangements in the environments
- Notes provided
- Environmental Aids such as heating, ventilation, air conditioning and classroom acoustics
- Use of a calculator
- Adjustments to sensory input such as light and sound
- Adaptive equipment
- Number lines
- Picture schedules
- Schedule breaks throughout the school day.
- Rifton Chair
- Reduce distracting stimuli

- Timer to assist with transitions and bathroom routines
- Para educator support
- Structural Aids such as wheelchair accessibility, trays and grab bars
- Specific seating arrangements

COLLABORATIVE – Adults working together to support students

- Professional development related to collaboration
- Instructional arrangements that support collaboration such as co-teaching and paraprofessional support
- Coaching and guided support for team members in the use of assistive technology for an individual student
- Scheduled time for co-planning and team meetings
- Consultant with a specialist in a particular area of special education.
- Scheduled opportunities for parental collaboration
- All school personnel collaborate in the development and delivery of SAS

SOCIAL-BEHAVIORAL – Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior

- Positive Behavior Support Plan
- Functional behavioral assessments-brief and formal
- Social skills instruction
- Edible reinforcers may be provided in a PBSP
- Assigned groups for assignments and projects for appropriate grouping of a student with a disability
- Counseling services and supports
- Cooperative learning strategies
- For students having difficulty with transition, inform student of change in routine or schedule
- Psychological services

- Modification of rules and expectations
- Parent communication log
- Peer supports such as facilitating friendships
- Positive reinforcement
- Success Coaches (Social Work/Mental Health)

2. For students needing more academic support in the general education program, the District continues their use of the Bridges Series for English language arts grades 6-12, Wilson Reading has been utilized as well as Foundations to assist struggling readers in both reading and spelling. We are also using the Language! Program for those students needing a supplemental program for reading and/or English at the secondary level. In order to assist students with their reading and spelling at an early age, at the start of the 2019-2020 school year, Language! was also implemented in grade 8. At the elementary level, the Wonder Works intervention series is being used by regular and special education teachers as well as supplementary series including Foundations, Read Naturally and Simple Solutions. Beginning this year, we are part of the Dyslexia Pilot and all elementary K-2 teachers will be receiving training through next school year.

In the area of mathematics, Go Math is the textbook series adopted by the math department. Students in math learning support classrooms are taught using the Go Math intervention series, Scholastic Math, Simple Solutions, and Math Expressions. Furthermore, supplemental materials including the Saxon Math series is being adapted in our secondary life skills classrooms. The district has increased paraeducator support, especially in the elementary regular education setting to support students with and without disabilities.

During the 2014-2015 school year, an ELA curriculum aligned to the PA Core was developed and implemented in all K-12 classrooms during the 2015-2016 school year. The special education staff of our district adapts and modifies this curriculum and grade level standards to meet the IEP goals and student achievement levels on a daily basis. For the Life Skills and Autistic supports students, we have been meeting with staff from the AIU to review curriculum and assessment materials. We are purchasing the Teachtown curriculum for our appropriate students K-12. Ongoing curriculum writing has been completed by regular and special education staff in the core subjects of Math, Social Studies, and Science. Additionally, specific teacher materials were purchased for planning through the differentiated instruction model and on-going training in DI has been implemented for both regular and special education staff. Steel Valley has coordinated professional development by AIU Training and Consulting Coordinators on the realities in district LRE data and how to utilize the SAS toolkit to provide instruction to the diverse learners in district classrooms. All staff, both regular education and special education, received continued training on differentiated instruction and aligning curriculum and lesson activities to the PA Core standards in ELA, Math, and Science.

For science, all students have participated in regular education science classrooms where the FOSS science kits are utilized to increase inquiry based learning and this is especially beneficial for some students with IEP's. For the purpose of progress monitoring on student IEP goals and a RTI approach in data collection, Steel Valley School District has purchased the AIMSWeb program to gather and communicate data and progress to district families.

We have worked on flexible scheduling adjustments and staffing needs to increase our paraeducator and special education teacher support in the regular education program for more inclusive opportunities. At the elementary buildings, Enrichment and Intervention (EI) periods were implemented to increase student achievement in the core subjects of English/Language Arts and Mathematics. In the secondary setting, all sophomores are scheduled to take an Academic Literacy course that includes enrichment, intervention and Keystone Preparation strategies. In our high school setting, double periods of math are assigned to freshman. In addition, a new math course, Math Concepts, was implemented to assist all students with the necessary skills to navigate Algebra 1. This course is also co-taught with a special education teacher. Our special education department has also created several Resource periods of support at both the middle and high school for all special education students. This Resource time can be used in a variety of ways such as taking tests, retaking tests, extra academic support, organizational support and as a location for students with barriers to learning including anxiety or social-emotional distress.

The Director of Pupil Services serves as an administrator on the district's professional development committee to ensure professionals and paraeducators are trained in research based, inclusive practices for academics and behavior. Paraeducator training opportunities continue in the areas of Autism, Sensory Strategies, Crisis Prevention Intervention, CPR/First Aid, and iPADS. Our district superintendent has served as liaison to the AIU Special Education Local Task Force. The role of the task force is to communicate needs or problems for children with all disabilities and their families. The Steel Valley School District has partnered with Include Me-An Initiative of The Arc of Pennsylvania in recent past. This mission of this partnership was to provide on-site, intensive training to professionals and paraeducators to increase their capacity to educate students with significant disabilities in the general education setting. Both partnerships act as advocates for our staff and families to provide support during IEP team meetings.

Starting in the 2015-2016 school year, Steel Valley School District has launched a one-to-one iPad initiative with Apple. Unleashing the natural creativity of Steel Valley students and staff is the goal of the iPad project. These devices give our children the opportunity to engage in active learning, to access unlimited online resources all day every day, and to prepare for success in the 21st century. All students and staff are trained in digital citizenship where students are taught to be responsible users of technology. Steel Valley is redefining what it means to integrate technology purposefully into the curriculum. Both our Middle School and Park Elementary School have been named Apple Distinguished schools.

The District provides the support services needed for each student such as learning support, life skills support, autistic support is available at each level as well as emotional support services for students with social-emotional and behavioral needs at both elementary and secondary schools. We offer the support of special education teachers and paraeducators to assist students in the regular education setting and to assist in appropriately functioning within the parameters of the public school setting. Speech and language support, occupational therapy and physical therapy and other related services are also available at each building level as needed and an increase in push-in for related services is encouraged.

More specifically, Steel Valley School District has emotional support programs at the elementary and secondary school settings. We have an elementary and middle school self-contained emotional support classroom with a paraeducator and a mental health staff person. We have an elementary autistic and life skills support program, a middle school autistic and life skills support program, and a high school autistic and life skills support program that are built to service our students in academic and behavioral supports, transition services, as well as community based instruction to increase independent living skills. Although we have, in the past, utilized cross-district placements for those students needing an elementary life skills support, we have found that by increasing the supports within our learning support programs at the elementary level to address students with an intellectual disability and those in need of a more intensive learning support program, we have been able to meet student need within the student's home building or within the district and to provide this education in the least restrictive environment.

The building level ESAP, SAP and child study team, specific interventions and available supplementary aids and services are utilized prior to referral for special education services. The district has continually added supplementary aids and services, such as remedial services, computer based intervention programs, a consultant behavior specialist, an Autism and Intellectual Disability consultant from DT Watson, onsite behavior coaches for the elementary emotional support program, parent liaison, social work and psychological services as well as utilizing local mental health agencies to enable students to remain within the district setting. Mon Yough, Inc. provides an on-site mental health therapist for outpatient services at all building levels. The District has two academic coaches that help support teachers with support, techniques and strategies and interventions for all staff. This school year, Steel Valley School District has already trained an administrator and 3 more teachers in SAP with plans for up to 4 additional teachers this spring.

The District has been moving to a more formal child study team process based on the RtII (Response to Instruction and Intervention) Model as noted in the IDEIA 2004, in order to utilize research-based interventions to meet student need prior to evaluating for special education services. This provides needed interventions to students without the legal obligation to have an identified disability prior to offering supports and interventions. At the elementary buildings, Enrichment and Intervention (EI) periods were implemented to increase student achievement in the core subjects of English/Language Arts and Mathematics. In the secondary settings, academic literacy periods include enrichment, intervention, and build character education skills. Also in consideration is a full-time alternative education program housed within the district to address both regular and special education students.

Students are then educated in a more restrictive environment on a full-time basis outside of the district when it has been determined that education within the district even with supplementary aids and services, cannot be achieved satisfactorily.

Through the PDE Bureau of Special Education, School Based Behavioral Health (SBBH) grants, beginning with the 2006-2007 school year, the District has been able to increase the prevention and intervention support services for students with the purchase of a number of research-based curricula for each building. We use PATHS - Promoting Alternative Thinking Strategies, Olweus Bullying Prevention, Second Step and Moving On in our elementary schools. Prevention promotes skill building in children to problem solve and self-regulate which are necessary components to stop bullying and prevent additional bullying incidents from occurring. The PATHS program, along with Bullying Prevention and Moving On, work on not only prevention but provides learning opportunities to teach parents about building positive partnerships with teachers and administrators. We worked for several years to train our staff to implement these programs within the District to enhance sustainability. In providing this type of mental and behavioral health support to students, along with the implementation of school-wide PBIS, we have seen a reduction in a general decrease in overall office referrals. However, this still varies from year to year.

Regarding PBIS, Barrett Elementary School is in their twelfth year of implementation and Park Elementary is in their fourth year of the School Wide Positive Behavior Interventions and Support model (SWPBIS) to improve overall school wide behavior, reduce office referrals, and to increase overall positive behavior and achievement. At the secondary level, Steel Valley Middle School is in their sixth year of school wide positive behavior support and the High School although started at Tier 3 with RENEW several years ago, but was never fully integrated after that time. This year, the high school is working to solidify a Core Team for Tier 1 in order to begin implementation. Our goal within the next few years, is to declare Steel Valley School District a district-wide PBIS district.

In our continued efforts to provide special education services in the least restrictive environment, the District looks at data regarding test scores, progress on IEP goals and objectives and LRE statistics in the district, in order to make decisions on service delivery models for students with IEP's. We have added some co-teaching and inclusive opportunities for students as well as working to increase staff knowledge and support for regular and special education staff. Special education teachers work together yearly to develop schedules and student groups in order to increase inclusion for students as appropriate. Also the increase in behavioral health services assists the District in providing supports for students needing intensive emotional support services in an effort to provide their education in the least restrictive environment. The district is reviewing the possibility of adding a high school emotional support program with a paraeducator and mental health services to maintain continuity for emotional support services across the district.

3. For SPP targets 1 and 2 in the areas of graduation and drop out rates, Steel Valley met graduation measures district wide and within the subgroup of students with IEPs. For indicator 3A: Participation and

Performance in Statewide Assessments, 99% of eligible Steel Valley students were assessed in both Reading/Literature and Mathematics.

District overall results in English Language Arts for both regular and special education students are as follows:

- 11.64% of district students scored Advanced on the PSSA (grades 3-8) and Keystone Exams (grade 11)
- 39.40% of district students scored Proficient on the PSSA (grades 3-8) and Keystone Exams (grade 11)
- 37.46% of district students scored Basic on the PSSA (grades 3-8) and Keystone Exams (grade 11)
- 11.49% of district students scored Below Basic on the PSSA (grades 3-8) and Keystone Exams (grade 11)

Overall results for students with IEPs in English Language Arts are as follows:

- 11.11% of district special education students scored Advanced on the PSSA (grades 3-8) and Keystone Exams (grade 11)
- 16.11% of district special education students scored Proficient on the PSSA (grades 3-8) and Keystone Exams (grade 11)
- 45.56% of district special education students scored Basic on the PSSA (grades 3-8) and Keystone Exams (grade 11)
- 27.22% of district special education students scored Below Basic on the PSSA (grades 3-8) and Keystone Exams (grade 11)

District overall results in Mathematics/Algebra 1 for both regular and special education students are as follows:

- 11.14% of district students scored Advanced on the PSSA (grades 3-8) and Keystone Exams (grade 11)
- 22.44% of district students scored Proficient on the PSSA (grades 3-8) and Keystone Exams (grade 11)
- 28.53% of district students scored Basic on the PSSA (grades 3-8) and Keystone Exams (grade 11)

- 37.89% of district students scored Below Basic on the PSSA (grades 3-8) and Keystone Exams (grade 11)

Overall results for students with IEPs in Mathematics/Algebra 1 are as follows:

- 6.11% of district special education students scored Advanced on the PSSA (grades 3-8) and Keystone Exams (grade 11)
- 13.89% of district special education students scored Proficient on the PSSA (grades 3-8) and Keystone Exams (grade 11)
- 23.33% of district special education students scored Basic on the PSSA (grades 3-8) and Keystone Exams (grade 11)
- 56.67% of district special education students scored Below Basic on the PSSA (grades 3-8) and Keystone Exams (grade 11)

For Indicator 4A (Discrepancy in Suspension and Expulsion Rates) and 4B (Discrepancy in Suspension and Expulsion Rates by Race/Ethnicity), PDE is not displaying these data on the Special Education Data Report to guard against improper statistical comparisons due to small group sizes and to protect the confidentiality of those students with disabilities who comprise this category. Least restrictive educational environments measured under Indicator 5 were not met in any category for special education (inside the regular class 80% or more of the day, less than 40% of the day, or other settings).

Efforts have been made to increase inclusive opportunities for students and to provide the supplementary aids and supports needed in the regular education environment for successful inclusion of students' with disabilities in the least restrictive environment. On-going training for district personnel including differentiated instruction, co-teaching, collaboration, universal design for learning, response to instruction and intervention as well as training on various positive behavior interventions and supports are offered in order to assist teachers in meeting the needs of all student and educating them as much as if feasible with their non-disabled peers. Districtwide disability awareness campaigns and activities have recently increased in all district schools.

For Indicator 8, Steel Valley School District was not surveyed in school facilitated parent involvement. In recent years, we have worked to increase parent involvement. To that end, we have increased parent training opportunities with topics including: Inclusive services, Understanding Autism, Navigating the Special Education Process, Positive Behavior Interventions and Supports, understanding mental health needs, Special Education and Transition Plans, and Medical Assistance/SSI/Local Resources. We also offer FAFSA nights to assist parents in completing financial aid applications. Additionally, Steel Valley is provided a liaison from the Office of Vocational Rehabilitation (OVR) and is on-site weekly. She attends IEP meetings, meets with students and their families individually to coordinate pre-employment transition services. These services would include job shadowing, paid work experience, group and

individual counseling to explore job exploration or post secondary education programs, not limited to a 4 year college or a vocational training program.

Steel Valley School District met both targets for Indicators 9 and 10 for disproportionate representation by race/ethnicity and disability category. For Indicator 11 the District was not monitored on the ability to meet timeliness for initial evaluations. For both Indicator 13 and 14, the district was not monitored but we are participating in Indicator 13 training in the area of post-secondary transition goals and services and we have also been increasing professional development for post-school outcomes.

Currently, the district has 25 students being educated in placements outside the district. Over the last several years, the district has provided training for both the regular education and special education staff and added additional supports in order to educate students with more involved needs. Professional development sessions have been led by consultants from DT Watson, Include Me and the AIU TAC consultants in the area of Autism, transition services, positive behavioral support, instructional practices, and in writing compliant IEP's. Furthermore, both regular and special education classrooms have increased their use of sensory integration and visual calming strategies for identified students and the middle school is in the process of creating a sensory room for secondary students to use. These improved practices has assisted the Steel Valley School District in maintaining and in bringing students back from placements outside the district with behavioral and cognitive needs and educate them in their neighborhood schools. The IEP team for each of these students reviews the continuum of special education supports to determine what level of support the student needs and where those needs can appropriately be met in order to assure the student is educated in the least restrictive environment. Steel Valley School District added a primary special education class for students needing support in life skills and autism. At both the elementary and secondary level, we have full-time emotional support programs with paraeducator and mental health support in the classroom. When requests for consideration of more restrictive setting are made, the IEP team meets to review PBSP and considering further FBA practices to evaluate need and the additional of any additional supports.

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 District policy on behavioral support services promotes positive behavior strategies, interventions and supports employed for all students who have behavior issues that interfere with their ability to learn or the learning of others. The policy is designed to enable all students who are in need of behavior intervention to benefit from a Free Appropriate Public Education within the Least Restrictive Environment in accordance with the requirements in Pennsylvania's regulations and the Individuals with Disabilities Education Improvement Act and its regulations.

As defined in 22 PA Code Section 14.133, positive measures must form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Behavior support programs shall include research based practices and techniques to develop and maintain skills that will enhance an individual student's or eligible young child's opportunity for learning and self-fulfillment. Positive behavior support programs and plans shall be based on a functional assessment of behavior.

The district's Positive Behavior Support Policy represents a tiered model based on best practice. The three tiers of intervention are:

Tier I- effective classroom management strategies for all students

Tier II - specific interventions designed for the individual student and

Tier III - very restrictive interventions which can only be considered after Tier II interventions are determined ineffective.

Emergency procedures that present a clear and present danger will be delineated on the IEP. Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself or others and only when less restrictive measures and techniques have proved to be or are less effective. Administration and staff are required to follow all steps of restraint protocol including completing the restraint report, parent notification and invitation to the restraint IEP meeting. Also we would review and/or revise the functional behavior assessment and positive behavior support plan and document each restraint in the RISC system.

School Wide Positive Behavior Interventions and Support was first introduced to Barrett Elementary over twelve years ago and the Barrett staff has received several acknowledgements and banners for the honor of implementing SWPBIS for Tier 1, Tier 2 and Tier 3 for fidelity of implementation. Park Elementary and SV Middle School began implementation of SWPBIS six years ago, and the high school are working on a Core Team for Tier 1 PBIS for implementation with a partnership with Renew. On-going training in PBIS is provided in an effort to increase interventions and positive behavior supports in all buildings. Olweus is utilized in both elementary buildings and one of the elementary counselors has been certified in the past as an Olweus trainer. We currently have two staff members that are certified trainers in Crisis Prevention Intervention (CPI) and training is provided to special education staff and paraprofessionals in order to teach de-escalation and safe physical restraint training.

The District has a number of prevention programs that are implemented through the grade levels. SAP is implemented in all buildings and we have school based outpatient services available through Mon Yough in both elementary and in both of the secondary buildings. In addition, we contract with several licensed professional counselors (LPCs) to provide group and individual counseling to students in need.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

- 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.
- 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.
- Discuss any expansion of the continuum of services planned during the life of this plan.

1. The Steel Valley School District is not currently having any difficulty ensuring FAPE for an individual student or a particular student disability category. As required, the District provides a free, appropriate public education to special education students at no cost to parents, regardless of where the IEP is implemented. Should any issue arise, collaboration with outside agencies, other district liaisons and the AIU interagency coordinator will begin in order to resolve any unexpected issues.

2. The District works with many local and state agencies in order to improve program capacity. We continually look for ways to offer a full continuum of services to address the various levels of student need and to maintain students within the least restrictive environment. Academically, we offer a full range of program options including computer-based programs, supplemental curricula, remedial intervention and support both within both the regular education and special education classrooms. The District has secondary academic coaches for both literacy and math and they work to support the teachers with various curricular options and suggested professional development. The district's focus is on literacy and reading achievement, differentiated instruction and response to instruction and intervention supports, as well as implementation of school wide positive behavior supports. Professional development activities will focus on these areas to meet student need in both regular education and special education programs.

We have an elementary and a middle school emotional support program consisting of a special education teacher, a paraeducator and a behavioral health staff person within the program that serves to provide full time support in the public setting for students with behavioral needs that cannot be educated within a the regular education environment. The District provides a continuum of social-emotional and behavioral supports to all students of Steel Valley. Mon Yough offers outpatient services to students on-site in every school building. School counselors and several contracted licensed professional counselors provide support in the form of counseling groups, theme groups, individual counseling and assisting the district in running our prevention programs within the buildings. Historically, through various grants and district funds, school prevention services we have increased: 1) Classroom Presentations, 2) Specialty Groups, 3) Teacher in-service, 4) Parent Education, 5) Participation in SAP and Child Study 5) Individual Curriculum Based Lessons and 6) Participation in the Special Education Process.

In Steel Valley, we constantly review our program options to increase our ability to maintain special

education students with serious behavioral and emotional needs within our district educational programs. In establishing a foundation of evidenced based prevention programs to support this, we have the following prevention programs within the district: PATHS-Promoting Alternative Thinking Strategies, Bullying Prevention, Life Skills, Moving On, Girl's Circle and Boy's Council and Second Step. We also have support from a former Pittsburgh Steeler, Mr. Wes Lyons, who meets with our male youth as a mentor to develop positive social interactions and interpersonal skills. Our high school counselor offers the Partner-Up program which assists students in developing resumes, interviewing skills and provides an opportunity to interview and work in those agencies who partner with the district. Recent additions to family and student supports are our Success Coaches (SCs). These SC's are contracted social work or mental health providers that work with students and families to provide resources, supports or whatever community connections are needed to help them through any barriers that prevent them from being successful at school. They work to assist with attendance, behavior, home environment issues or helping them access behavioral or mental health services that may be needed.

Regarding transition, one of our high school special education teachers who is also the special education department chair and the transition coordinator have taken students to tour vo-tech schools and colleges that support students with disabilities. We are involved in the Disability Awareness Day, Job Fairs such as College Bound, Launch and Career Bound, University for a Day, Promoting Academic Success at CCAC campuses and the My Work Initiative through OVR.

3. In order to initiate and/or expand the continuum of supports and services and educational placement options available within the school district to students with disabilities, the District reviews the special education data provided by PDE in regards to LRE, PSSA, Office referrals, BIP's, disability categories and other data to analyze and make recommendations based on the specific district information reviewed and where the needs are evident. Discussions are held with administration, staff and parents in an effort to collect more information to assist us in making informed decisions. The Office of Pupil Services works collaboratively with many outside entities to plan and develop interventions, programs and services to increase our level of support and to add to the continuum of supports we provide to our students' with disabilities. We have applied and in recent past received several grants to help us increase supports and services such as the PDE Bureau of Special Education Performance Grants, Highmark Healthy High 5 grants, KtO grant and the Safe and Drug Free Schools grant. Also, we work yearly with our counselors, intern school counselors, school psychology interns, licensed professional counselors and with Mon Yough, Inc. to provide prevention, intervention and treatment services to our students.

The Steel Valley School District continually works with various agencies to help us in our quest to assist at-risk youth reach their highest potentials for continued growth, development, and learning. The District has established a process to identify students engaged in various at-risk behaviors and engage them into small group discussions utilizing evidenced based curricula involving school personnel as part of the daily school routine (e.g. school based prevention services and supports). In addition Mon Yough is able to co-locate components of its community based behavioral health treatment continuum for those students/families that need immediate behavioral health responses. We found a need to develop and provide both curriculum based prevention services as well as connect disadvantaged

children/adolescents and their families to family friendly behavioral health orientated treatment and intervention services and supports as early as possible. It is this effort that produced a true collaboration to provide a full continuum of behavioral health services from prevention and education, services for at risk students to intensive interventions. We are proud of our community endeavors to involve the community at large.

Both the Homestead and West Homestead boroughs within the Steel Valley community have a significant population within the poverty range and the school district has a large percent of its population in the poverty range. In addition, the District has a 40 to 50 percent mobility rate with families in transition from one community to another. An outcome of identified needs for families of young children was the development of Parent and Child Interaction Therapy (PCIT) clinic sites within formal behavioral health venues and within the community such as local daycare centers and Women's Center & Shelter of Greater Pittsburgh. PCIT, an evidenced based therapeutic treatment would enable families to acquire skills to improve parent-child relationships decreasing child behavior problems. Several years ago, the District developed a PCIT room in Barrett elementary and became the first district in Allegheny County to offer PCIT in their district. Families may access this therapy provided on-site in the district through a site license that Wesley Spectrum has with the district. PCIT is a preventative program to potential behavioral problems later that may cause difficulties in the school setting. The District detects the need for and supports development of a variety of individualized mental health services, including teacher consultations, curriculum-based classroom prevention and intervention presentations, and expanding our work with parents and indigenous community groups in order to bring the adults of the school district and students to a common understanding that all students have the potential for success. Finally, we have worked with the AIU, PaTTAN, mental health agencies along with our contracted school psychologists to provide training on behavior management, conducting FBA's and writing behavior support plans, student behavior support and to assist in the implementation of school wide positive behavior interventions and supports.

Assurances

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of 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.
- Implementation of 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 District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of 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.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following 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.
- Assurance of 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.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Next Step-Group Home	Nonresident	Steel Valley School District	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service
Mon Valley School	Special Education Centers	Autistic Support, Emotional Support
Children's Institute	Approved Private Schools	Autistic Support
Friendship Academy	Approved Private Schools	Emotional Support
PACE	Approved Private Schools	Autistic Support
Pressley Ridge	Approved Private Schools	Emotional Support, Autistic Support
Wesley Spectrum	Approved Private Schools	Emotional Support
Western Pennsylvania School for Blind Children	Approved Private Schools	Blind and Visually Impaired Support
Holy Family Learning	Other	Emotional Support
PLEA	Approved Private Schools	Autistic Support

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: May 1, 2020

Reason for the proposed change: Remove segment and update caseload and FTE.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 11	3	0.3
Justification: Students may be educated in a special education program with a caseload that exceeds the maximum age range. However, the IEP team including the parent agreed that the IEP can be implemented appropriately.				
Locations:				
Barrett	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	8 to 11	7	0.7
Locations:				
Barrett	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: April 30, 2019

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	54	1
Justification: Speech and Language support services various age levels but all speech and language groups follow the elementary 3 year age span requirement.				
Locations:				
Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: April 30, 2019

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	3	0.1
Locations:				
Park Elementary	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	5 to 8	12	0.65
Locations:				
Park Elementary	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	5 to 8	2	0.25
Locations:				
Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: May 1, 2020

Reason for the proposed change: Removed LSS and Physical Support segments.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	3	0.2
Locations:				
Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	11	0.8
Locations:				
Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: May 1, 2020

Reason for the proposed change: Removed AS segment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	11	0.6
Locations:				
Barrett Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	2	0.2
Locations:				
Barrett Elementary	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 8	1	0.1
Locations:				
Barrett Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 24, 2018*Reason for the proposed change:* Change in caseloads**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 9	7	0.9
Justification: Students may be educated in a special education program with a caseload that exceeds the maximum age range. However, the IEP team, including the parent, agreed that the IEP can be implemented appropriately.				
Locations:				
Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 9	1	0.1
Justification: Students may be educated in a special education program with a caseload that exceeds the maximum age range. However, the IEP team, including the parent, agreed that the IEP can be implemented appropriately.				
Locations:				
Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District

PROGRAM DETAILS*Type: Class**Implementation Date: September 3, 2018**Reason for the proposed change: Added Itinerant ES and Supplemental ES segments***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	3	0.2
Locations:				
Barrett Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	8	0.5
Locations:				
Barrett Elementary	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 11	1	0.15
Locations:				
Barrett	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 11	1	0.15
Locations:				
Barrett	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: April 30, 2019**Reason for the proposed change: Addition of emotional support and life skills support***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	4	0.15
Locations:				
Barrett Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	11	0.75
Locations:				

Barrett Elementary	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	1	0.05
Locations:				
Barrett Elementary	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 11	1	0.05
Locations:				
Barrett Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* May 1, 2019*Reason for the proposed change:* Added Full Time MD and Supplemental AS segments**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 14	7	0.4
Locations:				
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
Full-Time Special Education Class	Life Skills Support	10 to 14	1	0.1
Locations:				
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
Full-Time Special Education Class	Autistic Support	10 to 14	1	0.2
Locations:				
Steel Valley 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
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 14	1	0.15
Locations:				

Middle School	A Middle School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	10 to 14	1	0.15
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 30, 2019*Reason for the proposed change:* Change in type and level of supports**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	3	0.05
Locations:				
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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	14	0.95
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* May 1, 2018*Reason for the proposed change:* Added Itinerant AS and removed Itinerant ES segments**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 15	1	0.15
Locations:				
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	12 to 15	1	0.05
Locations:				

Middle School	A Middle School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	16	0.8
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* May 1, 2020*Reason for the proposed change:* Removed Supplemental LS segment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	15 to 19	2	0.25
Locations:				
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
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 19	10	0.5
Justification: Students may be educated in a special education program with a caseload that exceeds the maximum age range. However, the IEP team, including the parent, agreed that the IEP can be implemented appropriately.				
Locations:				
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
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 19	2	0.25
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* May 1, 2020*Reason for the proposed change:* Added a segment for Supplemental ES**PROGRAM SEGMENTS**

Type of	Level of Support	Age Range	Caseload	FTE
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Support				
Itinerant	Learning Support	15 to 18	10	0.2
Locations:				
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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	7	0.5
Locations:				
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	Emotional Support	15 to 19	5	0.15
Locations:				
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
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	1	0.15
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: April 30, 2019

Reason for the proposed change: Change in caseload and level of support for emotional

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	13	0.3
Locations:				
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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	8	0.45
Locations:				
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
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Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	3	0.2
Locations:				
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	Emotional Support	15 to 18	2	0.05
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* May 1, 2020*Reason for the proposed change:* Removed Supplemental LS segment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 15	2	0.2
Locations:				
Middle/High School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 15	6	0.3
Justification: Students may be educated in a special education program with a caseload that exceeds the maximum age range. However, the IEP team, including the parent, agreed that the IEP can be implemented appropriately.				
Locations:				
Middle/High 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	11 to 14	8	0.2
Locations:				
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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	1	0.1
Locations:				
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
Full-Time Special Education Class	Emotional Support	11 to 14	2	0.2
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2018*Reason for the proposed change:* Update caseloads**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	45	1
Justification: Speech and Language support services various age levels but all speech and language groups follow the elementary 3 year age span requirement.				
Locations:				
Barrett Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* Decrease in the number of students needing deaf and hard of hearing support.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	15 to 18	1	0.1
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2018*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	7 to 10	1	0.1

Justification:				
Locations:				
Park School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 30, 2016*Reason for the proposed change:* Realignment of speech and language services**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 18	27	0.5
Justification: Speech and Language support services various age levels but all speech and language groups follow the maximum age range as required.				
Locations:				
Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* May 1, 2020*Reason for the proposed change:* Removed Supplemental LS segment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 13	2	0.15
Locations:				
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
Full-Time Special Education Class	Life Skills Support	10 to 13	4	0.4
Locations:				
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
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 13	2	0.3
Locations:				

Middle School	A Middle School Building	A special education Center in which no general education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	10 to 13	1	0.15
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 30, 2019*Reason for the proposed change:* Change in caseloads**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 14	8	0.25
Locations:				
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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 14	11	0.75
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* May 1, 2020*Reason for the proposed change:* Removed a supplemental ES segment and added an itinerant AS segment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 16	1	0.15
Locations:				
Middle School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	9	0.2

Locations:				
High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	2	0.15
Locations:				
High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* May 1, 2020*Reason for the proposed change:* Updated I and S LS segments for Case Manager for IEP's and as a resource for student's electing cyber services.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 17	6	0.2
Locations:				
Steel Valley Middle/High Case Manager	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	4	0.15
Justification: These are students for which this teacher is a case manager or resource for students receiving cyber services.				
Locations:				
Franklin	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 18	5	0.3
Justification: This is a building with the district's cyber program and the Franklin Transitional program with both a regular education teacher and a special education teacher. Students may be in a room with a caseload that exceeds the maximum age range but the IEP team, including the parent, agree that the IEP can be implemented appropriately.				
Locations:				
Franklin	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 18	1	0.1
Justification: This is a building with the district's cyber program and the Franklin Transitional program with both a regular education teacher and a special education teacher. Students may be in a room with a caseload that exceeds the maximum age range but the IEP team, including the parent, agree that the IEP can				

be implemented appropriately.				
Locations:				
Franklin	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.1
Locations:				
Steel Valley Middle/High School Case manager	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Pupil Personnel and Special Services	District-Wide	1
Paraeducators	District-Wide	20

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy	Outside Contractor	10 Hours
Occupational Therapy	Outside Contractor	15 Hours
Psychological Services	Outside Contractor	3 Days
Audiological Services	Intermediate Unit	15 Minutes
Educational Consultant/DT Watson	Outside Contractor	3 Hours
Emotional Support BSC	Outside Contractor	5 Days
Behavior Coach for Middle School ES	Outside Contractor	5 Days
Success Coach (Mental Health/Social Worker)	Outside Contractor	15 Hours
Success Coach (Mental Health/Social Work)	Outside Contractor	10 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	Professional Development on educating students' with autism to include behavioral and learning strategies to support more inclusive opportunities for students on the spectrum. Continued training on understanding autism, strategies in working with students and techniques best utilized to enhance learning. This PD is for the special education staff including paraeducators.
Person Responsible	Diana Borges
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.5
# of Sessions	4
# of Participants Per Session	40
Provider	AIU3 or PaTTAN staff
Provider Type	Individual
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	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <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> <p>Empowers educators to work effectively with parents and community partners.</p>

For school or LEA administrators, and other educators seeking leadership roles	<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>
Training Format	Department Focused Presentation
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>
Grade Levels	<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>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Lesson modeling with mentoring</p>
Evaluation Methods	<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>Review of written reports summarizing instructional activity</p>

Behavior Support

Description	To maintain on-going CPI certification for all special education paraeducators. Crisis Prevention Intervention training will strengthen their skills and provide
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	strategies for safely defusing hostile or violent student behavior. Training will also be provided to special education staff on Functional Behavior Assessments (FBA), behavior support plans and crisis plans. Steel Valley's policy on school-wide positive behavioral supports will continue to be enforced and adhered to by all district administrators, teachers, paraprofessionals, and students. In addition, staff and parents will be refreshed on Positive Behavior Interventions and Supports as they are provided in each district building. All staff will have required training on mandated reporting and awareness and understand of trauma and trauma care.
Person Responsible	Diana Borges
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	5
# of Participants Per Session	40
Provider	District CPI Trainers, AIU and Pattan staff
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	The training is provided by a CPI Certified Trainers within the district and
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<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</p>

	emphasis on learning.
Training Format	Series of Workshops Department Focused Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (K - 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 Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Utilization of CPI techniques and observations
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 restraint reports and observations

Paraprofessional

Description	In an effort to provide on-going professional development to our paraeducators in order to enhance their knowledge and skill level in working with students' with special needs, training will be provided to all district
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	paraeducators on the following topics: crisis prevention intervention, positive behavior supports, supporting special education students in the regular education program, supporting students with physical disabilities, reading strategies, building math skills, ACCESS billing, CPR/First Aid and disability-specific related topics.
Person Responsible	Diana Borges
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	19
Provider	District Staff or PaTTAN website
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. 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. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops School Whole Group Presentation Online-Synchronous

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	Participant survey Administration, teacher supervisor observation

Reading

Description	<p>In addressing the teaching of content areas, including ELA and reading, and in order to increase student achievement while providing teachers the tools they need to remove the barriers to learning for all students, the district will provide professional development on the teaching of reading and literacy. These trainings will include adolescent literacy training and text dependent analysis.</p> <p>Special education teachers of life skills and autistic support students K-12 will be trained on the new curriculum, Teach Town, for not only reading but all core subjects and social skills.</p> <p>In addition, the elementary buildings are involved in the PDE Dyslexia pilot and specific training will be provided to staff involved in the pilot.</p>
Person Responsible	Diana Borges or Building Principals
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	85

Provider	AIU3 or Private Provider
Provider Type	PaTTAN
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	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <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>
For school or LEA administrators, and other educators seeking leadership roles	<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>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>Series of Workshops</p> <p>School -Whole Group Presentation</p> <p>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>Classified Personnel</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>

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 Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities
Evaluation Methods	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 Review of participant lesson plans

Transition

Description	Indicator 13 Training - Transition services for students with disabilities as well as transition for all students moving through academic and developmental levels help to support students through life stages. The District will provide training for the transition coordinator and special education staff educating students who have Transition services in their IEP's. Training will address the areas in the transition grid within the IEP and look at appropriate assessments for each area.
Person Responsible	Diana Borges
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	2
# of Participants Per Session	16
Provider	AIU3
Provider Type	IU

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.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops Professional Learning Communities
Participant Roles	Classroom teachers
Grade Levels	High (grades 9-12)
Follow-up Activities	Analysis of student transition plans designed to address goals
Evaluation Methods	Review of student Transition plans in IEP's

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:

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- 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.
- 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