

Mt Lebanon SD

Special Education Plan Report

District Profile

Demographics

7 Horsman Dr
 Pittsburgh, PA 15228
 (412)344-2077
 Superintendent: Timothy Steinhauer
 Director of Special Education: Ken Cross

Planning Committee

Name	Role
Kenneth Cross	Administrator : Special Education
Mary Kay Davis	Administrator : Professional Education Special Education
Jodi Dunlap	High School Teacher - Special Education : Professional Education Special Education
Michael Houck	Ed Specialist - Other : Professional Education Special Education
Debbie Jozwiak	Parent : Special Education
Mike Melnyk	High School Teacher - Regular Education : Special Education
Tina Tolkacevic	Ed Specialist - Other : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 602

Identification Method

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

The Mt. Lebanon School District adheres to both the Individuals with Disabilities Education Act (IDEA) federal law and Chapter 14 of the Pennsylvania School Code, Special Education Services and Programs to identify students with specific learning disabilities.

Currently, the District is utilizing a discrepancy model, "...a process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between ability and achievement (Discrepancy Model) or relative to age or grade" (§14.125[a][2][ii]), to identify students who meet the criteria for specific learning disabilities (SLD). Mt. Lebanon School District has adopted the Allegheny Intermediate Unit guidelines for determining the extent of the discrepancy required for eligibility.

Upon identification of a SLD, an Individualized Education Program (IEP) is then developed to address the student's disability while ensuring access to the general education curriculum along with appropriate supplementary aids and services.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

According to the most recent Special Education Data report (2012-2013), the Mt. Lebanon School District has identified the following disability categories being disproportionate (+ or - 10%) with State data:

- Autism (LEA: 12.9%; State 8.6%)

The MTLSD is currently a part of the PaTTAN Autism Applied Behavior Analysis Initiative, which is a collaborative effort to expand provision of effective science-based interventions for children with autism in the

PA public education system. Since its inception in the Mt. Lebanon School District, the ABA classrooms at Washington Elementary (currently K-2 & 3-5) has been a model site for fidelity and validity in implementing the theoretical constructs of verbal behavior instruction. The MTLSD will continue to work collaboratively with the PaTTAN training consultants while using the data provided in the monthly site reviews to help ensure continued success and fidelity of each program.

The MTLSD will also continue to review its evaluation/re-evaluation process when identifying students under Chapter 14 of 22 Pa Code as meeting the definition of Autism. A special emphasis will be placed on the "Sources of Evaluation Data" used by the school psychologist when developing the evaluation/re-evaluation report, which the multi-disciplinary team will then use when considering whether or not a student qualifies for special education services:

- Evaluations and information provided by the parent of the student
- Observations by the student's teacher(s) and/or related service providers
- Recommendations by teachers
- The student's physical condition; social or cultural background; adaptive behavior related to the student's suspected disability and potential need for special education
- Assessments

Providing professional development to staff regarding autism will also be a priority by the District. Currently (2014-2015 school year) the District took part in a 2 day Secondary Autism Team Training led by the Allegheny Intermediate Unit with selected staff, who are now being used as a resource for the District meeting the needs of students who are on the autism spectrum.

- Emotional Disturbance (LEA: 7.6%; State 8.6)

Currently (2014-2015 school year) the MTLSD operates 2 middle school and 2 high school emotional support (E.S.) classrooms within the District. These programs were developed to help provide academic and emotional/behavioral supports for students who require such supports as determined by their IEP teams. In order to help ensure that students are being appropriately identified and receiving the correct type/level of supports, the District will review its evaluation/re-evaluation process to make sure that students that are being identified as having an emotional disturbance are meeting the following definition as outlined under the Individuals with Disabilities Education Act (IDEA) federal definition:

Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- A) An inability to learn that cannot be explained by intellectual, sensory or health factors
- B) An inability to build or maintain satisfactory or interpersonal relationships with peers and teachers
- C) Inappropriate types of behavior or feelings under normal circumstances
- D) A general pervasive mood of unhappiness or depression
- E) A tendency to develop physical symptoms or fears associated with personal or school problems

The MTLSD is also taking a proactive approach in supporting students who have demonstrated emotional/behavioral needs by implementing two research based behavioral initiatives:

School - Wide Positive Behavior Support Program (SWPBS) at the elementary level: A SWPBS program provides a tier I "universal" level of positive behavior support for all students within a school building. Supports for this initiative are being provided by the Allegheny Intermediate Unit, the Jefferson Elementary building principal and the Director of special education for the MTLSD.

Rehabilitation, Empowerment, Natural Supports and Work (RENEW): A student centered Tier III level of support for students who are at risk of dropping out because of habitual truancy and/or lack of graduation credits. Currently, the district has 6 trained Renew facilitators to take students through this intense Tier III level of supports who have agreed to take part in the process.

- Intellectual Disability (LEA: 2.9%; State 7.1%)

The District will continue to review its evaluation/re-evaluation process in identifying students with an intellectual disability. A special emphasis will be placed at looking at how the district identifies areas of "adaptive behavior needs" that adversely affects a child's educational performance.

- Other Health Impairment (LEA 29.8%; State 11.2%)

The District will continue to review its evaluation/re-evaluation process in identifying students that meet the IDEA federal definition of Other Health Impairments:

Having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the education environment that -

(i) is due to chronic or acute health problems such as asthma, attention deficit disorder, attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia and Tourette Syndrome and

(ii) Adversely affects a child's educational performance

A special emphasis will be placed on reviewing the "parent" and "medical" information that is being provided about the child and how the District is determining how the disability is adversely affecting their educational performance.

- Specific Learning Disability (LEA 24.4%; State 45.4%)

The Mt. Lebanon School District adheres to both the Individuals with Disabilities Education Act (IDEA) federal law and Chapter 14 of the Pennsylvania School Code, Special Education Services and Programs to identify students with specific learning disabilities.

Currently, the District is utilizing a discrepancy model, "...a process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between ability and achievement (Discrepancy Model) or relative to age or grade" (§14.125[a][2][ii]), to identify students who meet the criteria for specific learning disabilities. Mt. Lebanon School District has adopted the Allegheny Intermediate Unit guidelines for determining the extent of the discrepancy required for eligibility.

Moving forward the District will review the Allegheny Intermediate Unit guidelines that it uses when determining the extent of a discrepancy required for specific learning disability eligibility.

Throughout the 2014-15 school year the District has provided continued professional development for the elementary teaching staff about using the Response to Instruction and Intervention (RTII) model for their students in the area of reading/language arts. This professional development along with the beginning of a District led RTII steering committee and continued guidance from the Allegheny Intermediate Unit, will help serve as a strong foundation for this ongoing initiative. It is the goal of the MTLSD that the RTII model will eventually be able to be used when determining SLD eligibility criteria for individual schools within the District.

-Speech and Language Impairment (LEA 19.4%; State 16.0%)

The District will continue to review its evaluation/re-evaluation process along with how IEP teams have been using measurable annual goal data and IEP team input when determining student exit criteria (i.e. goal mastery criteria).

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. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?

When a non-resident student enrolls in the Mt. Lebanon School District, the enrollment process requires information to determine if the student is identified as a student with a disability and is in need of special education services. If additional information is needed, the District contacts the home district to secure the needed documentation. The school psychologist at the District building the student attends reviews all documentation and provides guidance to the IEP team regarding the provision of special education services. An individualized education program (IEP) is then developed and implemented to ensure that the student is receiving a free and appropriate public education (FAPE) in the least restrictive environment (LRE).

If the District determines that a non-resident student is a regular education student upon enrollment, but there are concerns regarding the student's educational needs based on a file record review, then a special education or 504 service agreement evaluation may be recommended by the District. In such cases, a permission to evaluate will be issued to the student's legal guardian along with the procedural safeguards notice. The District would then complete the special education or 504 service agreement evaluation within the appropriate timelines while issuing the report to the student's legal guardian. The multidisciplinary team and/or 504 service agreement team would then meet to review the report while having an IEP or 504 service agreement meeting, if the student qualifies for services.

2. How does the District ensure that students are receiving a free appropriate public

education (FAPE) in the least restrictive environment (LRE)?

The Mt. Lebanon School District ensures that children with disabilities are educated in the least restrictive environment by adhering to the evaluation, IEP and placement procedures outlined in the IDEA and Pennsylvania Chapter 14, Special Education Programs and Services.

Specifically, the Mt. Lebanon School District adheres to the following procedures to 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 occurs only when education in that setting with supplementary aids and services cannot be achieved satisfactorily.

- * When a parent requests an evaluation or when the District requests an evaluation, the District secures parent permission to conduct an evaluation. The Permission to Evaluate Consent form, Procedural Safeguards Notice, and the Notice of Recommended Educational Placemen/Prior Written Notice (NOREP/PWN) are issued.
- * Upon receipt of the Permission to Evaluate Consent form from the parent, an evaluation is conducted while being forwarded to parent within 60 calendar days. The district allows the parent 10 days (unless a 10 day waiver is signed) to review the report while then being invited to attend an evaluation report meeting with the student's multi-disciplinary team.
- * If a child is determined to have a disability and has demonstrated the need for specially designed instruction, an IEP team meeting is also held to develop an IEP within 30 calendar days of the completion of the evaluation report.
- * All mandated individuals participate in the IEP team meeting resulting in the development of an individualized educational plan. The Permission to Excuse Members form is signed indicating parent consent for written input from excused members.
- * Upon completion of the IEP, a Notice of Recommended Educational Placement NOREP is issued recommending placement that provides a free appropriate public education (FAPE) with special education services in the least restrictive environment (LRE).
- * If the parent/guardian consents to the NOREP, the IEP is implemented as soon as possible or not later than 10 school days.
- * Progress monitoring on all measurable annual IEP goals and objectives is conducted and reported to parents as often as parents of non-disabled peers receive progress reports. IEP teams may decide to progress monitor on a more frequent basis depending on the needs of the student.
- * The re-evaluation occurs at least every 3 years or 2 years for students diagnosed with an intellectual disability or who attends an approved private school (aps) placement. The re-evaluation process includes the following options – parent approval to conduct the re-evaluation if additional testing is being requested or parent approval to waive the re-evaluation, except for students diagnosed with an intellectual disability. Parents may request a re-evaluation at any time and re-evaluation process follows the same timelines as the evaluation process (60 calendar days). The building principal serves as the local education agency (LEA) for District IEP meetings. A District representative attends all IEP meetings for students in placements outside of the District in order to monitor student progress and ensure the student's level of need continues to require programming and services that could not be provided in a less restrictive environment

within the School District, even with supplemental aids and services. This discussion occurs at least annually for students placed in out of district programs. Special education documents for students placed in out of district programs are reviewed to ensure services provided are aligned with requirements for FAPE and LRE.

District personnel participate in annual training sessions regarding compliance of special education procedures and the development of an appropriate IEP. Training sessions include a review of supplementary aids and services and the implementation of services in the least restrictive environment (LRE) in order to provide FAPE. Training sessions also highlight information regarding the requirements articulated in the Gaskins Settlement. Additional trainings are scheduled in response to updates received via Federal and State mandates. Building administrators and others serving in the role of LEA have been provided training regarding the LRE and the full continuum of services provided by the School District, including programs outside of the district. The District's Special Education Procedures binder is provided to administrators and special education teachers. An electronic binder, containing state required and annotated forms, was created as a resource for District personnel.

The Mt. Lebanon School District has adopted the Credential of Competency for special education paraeducators which provides the mandated 20 hours per year and ensures our paraeducators meet the state qualifications in all 10 identified standards. The paraeducators are instrumental in students maintaining membership in the general education environment.

The District employs two full time inclusion specialists/transition coordinators to facilitate and support the delivery of supplementary aids and services to ensure students receive a free and appropriate education in the LRE. The inclusion specialists work closely with building administrators, general and special education teachers, parents, and serve as liaisons to outside agencies and provide technical assistance related to LRE.

To ensure students with behavioral needs participate in the LRE, both inclusion specialists are skilled in the Functional Behavioral Assessment process and serve as trainers for District staff. Both inclusion specialists have been trained in discrete trial teaching in an applied behavior analysis (ABA) approach developed by the Pennsylvania Training and Technical Assistance Network (PaTTAN). In turn, the inclusion specialists in collaboration with Allegheny Intermediate Unit (AIU) staff train staff within the District. Additionally, both inclusion specialists have been trained as Crisis Prevention Intervention trainers and provide professional and paraprofessional staff with training, resulting in certification in Nonviolent Crisis Intervention (CPI). Currently, all ten school buildings have staff trained in CPI and have a crisis plan in place to manage escalating behaviors. This level of expertise provides an environment in which students with challenging behaviors can more fully participate in the public school environment.

The District works collaboratively with the AIU and PaTTAN staff to provide District and building-based training sessions. When needed, the District requests assistance from the AIU and PaTTAN to address individual student needs. Additionally, the District will contact county/private agencies to assist in developing and implementing the IEP as well as collaborating with county/private agencies to assist parents in accessing services in the home. These types of collaborations assist in maintaining the LRE.

Research validates the use of assistive technology, including communication devices, as a means to address student learning, access the general education curriculum and address behavioral concerns.

The District adheres to the procedure established by the AIU in assessing student need for assistive technology. This includes a team assessment. Team members include general and special education teachers, building administrators and parents. Devices are often trialed through the PaTTAN Short Term Loan to determine effective use for students. Following the trial, the District assumes financial responsibility if determined to be needed to provide FAPE. Training in the use of the communication device is provided to staff and parents.

The co-teaching construct implemented within the District allows for more students to be in the least restrictive environment, rather than receiving services within the special education program. Related services also utilize the push-in model when appropriate prior to pulling the student from the general education setting.

The District acknowledges that inclusion is critical in the classroom as well as across all school settings. Many students are supported in extra-curricular activities such as school dances, the arts and athletics. These supports may include additional support staff, specialized transportation or equipment. These decisions are part of individual IEP team discussions and based on student need.

3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The Mt. Lebanon School District has experienced difficulty in securing special education documents for non-resident students. When special education documents are not provided upon enrollment of the non-resident student, the District contacts the home district. District staff, such as principal, guidance counselor, or teacher, may contact the home school to gather information needed to develop appropriate special education services. Additional support to secure needed documentation may be requested from the point of contact individual assigned to the district by the Bureau of Special Education.

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).

There are no facilities for incarcerated students located within the Mt. Lebanon School District. To address the needs of incarcerated students, the Mt. Lebanon 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.

The Allegheny Intermediate Unit provides the Alternative Education Program (AEP) which is a county-wide system of education that provides instruction, counseling and advocacy for children and youth in detention centers, jails, juvenile institutions, child welfare shelters and community-based learning centers. The Detention Education System offers students an opportunity to continue their education pending a court disposition. Schools are operated in the Shuman Detention Center, Auberle, and the Allegheny County

Jail. Additionally, the Regional Alternative Support Program provides half or full-day alternative education for disruptive youth who are temporarily suspended from their home district. Students have the opportunity to earn letters of attendance and grades towards their academic goals.

Least Restrictive Environment

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

1. 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.

The Mt. Lebanon School District ensures that children with disabilities are educated in the least restrictive environment by adhering to the evaluation, IEP and placement procedures outlined in the IDEA and Pennsylvania Chapter 14, Special Education Programs and Services. The 2012-2013 Special Education Data Report indicates 67.9% of students with IEPs are included inside the regular education classroom 80% or more during the regular school day, as compared to the 62.1% State data.

Specifically, the Mt. Lebanon School District adheres to the following procedures to 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 occurs only when education in that setting with supplementary aids and services cannot be achieved satisfactorily.

- The IEP team develops an IEP, based on the student's evaluation/re-evaluation report and IEP team agreement, to help ensure that each student is included with non-disabled peers in the regular education environment to the maximum extent appropriate. A continuum of supplementary

aids and services are designed to assist the student's participation in the regular education environment.

- Progress monitoring on all IEP goals is conducted and reported to parents as often as parents of non-disabled peers receive progress reports. IEP teams may decide to progress monitor on a more frequent basis depending on the needs of the student. Other data may also be collected to assist the team in determining if the inclusionary setting, with supplementary aids and services, is promoting the student's academic and/or social/behavioral growth. Additional IEP meetings may be scheduled to determine if revisions to the IEP are needed. Data would be collected to determine effectiveness of the interventions and/or supplementary aids and services.
- Should the data reflect the student needs further interventions, services or programming, the re-evaluation process would be initiated.
- The District attempts to bring all available supplementary aids and services to the child prior to removing the child from the regular education environment. In doing so, the district follows the following Supplementary Aids and Services Framework (SaS):

A. Collaborative - Adults working together to support students (i.e. scheduled time for co-planning and team meetings, instructional supports that support collaboration, professional development related to collaboration).

B. Instructional - Development and delivery of instruction that addresses diverse learning needs (i.e. providing modified curricular goals, providing alternative ways for students to demonstrate learning, provide testing accommodations).

C. Physical - Adaptations and modifications to the physical environment (i.e. furniture arrangement in environments, specific seating arrangements, adjustments to sensory input).

D. Social and Behavioral - Supports and services to increase appropriate behavior and reduce disruptive interfering behavior (i.e. social skills instruction, counseling supports, peer supports).

2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

District personnel participate in training sessions regarding compliance of special education procedures and the development of an appropriate IEP. Training sessions include the development of measurable annual goals and short term objectives, a review of supplementary aids and services and the implementation of services in the least restrictive environment (LRE) in order to provide FAPE. Training sessions also highlight information regarding the requirements articulated in the Gaskins Settlement. Additional trainings are scheduled in response to updates received via Federal and State mandates. Building administrators and others serving in the role of LEA have been provided training regarding the LRE and the full continuum of services provided by the School

District, including programs outside of the District. The District's Special Education Procedures electronic binder is provided to administrators and special education teachers. The Mt. Lebanon School District has adopted the Credential of Competency for special education paraeducators which provides the mandated 20 hours of training per year and ensures our paraeducators meet the state qualifications in all ten identified standards. The paraeducators are instrumental in students maintaining membership in the general education environment. The District employs two full time inclusion specialists/transition coordinators to facilitate and support the delivery of supplementary aids and services to ensure students receive a free and appropriate public education in the LRE. The inclusion specialists work closely with building administrators, general and special education teachers, parents, and serve as liaisons to outside agencies while providing technical assistance related to LRE.

To ensure students with behavioral needs participate in the LRE, both inclusion specialists are skilled in the Functional Behavioral Assessment process and serve as trainers for District staff. Both inclusion specialists have been trained in discrete trial teaching in an applied behavioral analysis (ABA) approach developed by the Pennsylvania Training and Technical Assistance Network (PaTTAN). In turn, the inclusion specialists in collaboration with the Allegheny Intermediate Unit (AIU) train staff within the District. Additionally, both inclusion specialists have been trained as Crisis Prevention Intervention trainers and provide professional and paraprofessional staff with training, resulting in certification in Nonviolent Crisis Intervention (CPI). Currently, all ten school buildings have staff trained in CPI and have a crisis plan in place to manage escalating behaviors. This level of expertise provides an environment in which students with challenging behaviors can more fully participate in the public school environment.

The District works collaboratively with the AIU and PaTTAN staff to provide District and building-based training sessions. When needed, the District requests assistance from the AIU and PaTTAN to address individual student needs. Additionally, the District will contact county/private agencies to assist in developing and implementing the IEP as well as collaborating with county/private agencies to assist parents in accessing services in the home. These types of collaborations assist in maintaining the LRE.

The following are recent initiatives the District has been a part of through the Allegheny Intermediate Unit and/or PaTTAN:

- A School Wide Positive Behavior Support (SWPBS) program at the elementary level.
- Rehabilitation, Empowerment, Natural Supports and Work (RENEW) - A student centered tier III level of support for students (regular and special education) who are at risk of dropping out and/or not graduating.
- Autism Team Training at the Secondary Level - A student focused approach to meeting the needs of learners with Autism.
- Successful Practices in Secondary Transition for Continuous Improvement - Trainings for special education staff who write IEPs for students who are transition age (beginning at 14 years of age or younger, as determined appropriate by the IEP team).
- Development and implementation of 2 Applied Behavior Analysis (ABA) classrooms at the elementary level.
- Development and implementation of the Practical Assessment Exploration System (PAES Lab) lab at the secondary level.

Research validates the use of assistive technology, including communication devices, as a means to address student learning, access the general education curriculum and address behavioral concerns. The District adheres to the procedure established by the AIU in assessing student need for assistive technology. This includes a team assessment. Team members include general and special education teachers, building administrators and parents. Devices are often trialed through the PaTTAN Short Term Loan to determine effective use for students. Following the trial, the District assumes financial responsibility if determined to be needed to provide FAPE. Training in the use of the communication device is provided to staff and parents.

The co-teaching construct implemented within the District allows for more students to be in the least restrictive environment, rather than receiving services within the special education program. Related services also utilize the push-in model when appropriate prior to pulling the student from the general education setting.

The District acknowledges that inclusion is critical in the classroom as well as across all school settings. Many students are supported in extra-curricular activities such as school dances, the arts and athletics. These supports may include additional support staff, specialized transportation or equipment. These decisions are part of individual IEP team discussions and based on student need.

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

According to the most recent 2012-13 Data Report, the MTLSD's Educational Environment profile consists of the following:

Inside the Regular Education Class 80% or more:

-District: 67.9%

-State: 62.1%

Inside the Regular Class less than 40%:

-District: 3.4%

-State: 8.9%

Other Settings:

- District: 3.5%

-State: 5.0%

However, according the MTLSD's 2014 special education cyclical monitoring findings, the MTLSD's number of students placed outside of the district (3.5%) is slightly higher than the SPP target (3.3%).

- Elementary: less than 10 students placed outside of the district based on IEP team agreement.
- Middle-School: less than 10 students placed outside of the district based on IEP team agreement.
- High School: 15 students placed outside of the district based on IEP team agreement.

The MTLSD is currently addressing these areas of need by following a 2 year Least Restrictive Environment Corrective Action Plan, which is comprised of the following components:

- Quarterly student placement data reviews
- Professional development and initiatives related to the disability categories of emotional disturbance, autism and intellectual disabilities
- Building community connections and opportunities to access community transition activities
- Creating building level teams to help support building specific needs, which are focused towards the disability categories of emotional disturbance, autism and intellectual disabilities

At each annual IEP meeting, the following questions are reviewed by each IEP team regarding student placement in the least restrictive environment:

1. What supplementary aids and services were considered? What Supplementary aids and services were rejected?
2. What benefits are provided in the general education class with supplementary aids and services versus the benefits provided in the special education class?

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.

Summarized School District Policy

The foundation of student behavior is outlined by the Student Code of Conduct and Behavior Support for Students with Disabilities policies developed by the Mt. Lebanon School District. The Mt. Lebanon School District's Behavior Support for Students with Disabilities Policy includes all the required components in accordance with Pennsylvania Chapter 14, Special Education Programs and Services. The policy outlines legal requirements (22 Pa. Code Section 14.133) an objective/purpose of the policy, definitions, major tenets, responsibility of the administration, and communication/training. The objective of the policy is to promote the use of positive behavior support techniques in the development of behavior support programs and to prevent the use of intrusive or aversive procedures. The Mt. Lebanon School District makes these policies available through the district website to district staff, students, parents and all other community stakeholders.

School Wide Behavior Support

- Building Level Code of Conduct across the district
- Building Level Student Handbook across the district
- Building Level Crisis Prevention Teams (CPI) across the district
- Student Assistance Program (SAP) at the middle and high school levels
- OLWEUS at the elementary and middle school levels

Classroom Behavior Management

- Procedures and routines established by classroom teacher
- System of reinforcement and consequences
- Student contracts
- Teacher/parent/student communication
- Applied Behavior Analysis (ABA)

Individualized Behavior Interventions

- Informal FBA
- Formal FBA
- Individual Behavior Intervention Plan (BIP)
- Mixed groups with non disabled peers facilitated by guidance counselor

Psychological Services, including Counseling, as a Related Service

- Small group sessions comprised of students with IEPs
- Individual counseling session with guidance counselor
- Individual psychological counseling with school psychologist

Collaboration and Consultation with Outside Agencies

- Training and consultation with the AIU and PaTTAN
- Mental Health Agencies
- Support from local law enforcement

The District employs two full-time inclusion specialists to assist both regular and special education staff in the development of inclusion practices and classroom management that address differentiation of instruction, as well as research-based behavioral interventions. The four District school psychologists provide additional consultation to school personnel for maintaining a systems

approach to school-wide behavioral support and student-centered planning based on comprehensive evaluations. Based on student need, the District contracts with independent behavior specialists to provide consultation and, at times, direct service to students and their families related to behavioral concerns. Additionally, the District contacts county/private agencies to assist in developing and implementing the IEP as well as collaborating with county/private agencies to assist parents in accessing services in the home.

For students in crisis, the District would provide immediate crisis intervention. Verbal de-escalation strategies are used as a means to deescalate behaviors prior to a physical restraint. Physical restraints are used only as a last resort. Students are not restrained unless the student is a clear and present danger to himself/herself or others. Parents are notified of the use of the restraint and the IEP team is reconvened within 10 school days to review, and revise if needed, the IEP and behavioral intervention plan.

In addition, the MTLSD has recently (2014-2015 School year) implemented the following 2 program initiatives:

- A School Wide Positive Behavior Support (SWPBS) program at the elementary level.
- A Rehabilitation, Empowerment, Natural Supports and Work (RENEW) Program - A student centered tier III level of support for students (regular and special education) who are at risk of dropping out and/or not graduating.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

Ensuring FAPE/Hard to Place Students

Measures to maintain the student in District programs are exhausted before considering placement of the student outside of the District. The IEP team is charged with ensuring District programs have been utilized and have also determined if the student requires services beyond what is available in the District. The Mt. Lebanon School District utilizes the interagency approach to resolve and locate educational placements and services for hard to place students with disabilities. Interactions with the Allegheny Intermediate Unit and appropriate agencies such as mental health/mental retardation services, children, youth and family services, juvenile probation, and services from private consultants are accessed in order to locate the appropriate placement for the student. The District ensures parent participation is secured as part of the interagency approach. The IEP team and representatives from appropriate agencies attempt to bring services, such as wraparound services,

to the student prior to placing the student in a program outside of the District. A complete reevaluation that may include a Functional Behavior Assessment is conducted prior to a change in the student's educational placement.

The District's experience indicates there are out of district placements available for students. However, the intake process for some out of district mental health placements may prevent a timely enrollment in a program needed by the student. Although the District is successful in securing placements for the majority of high need students, for those few occasions when an appropriate placement is not immediately available, the District will consider the following:

- place students on a waiting list for recommended placement,
- collaborate with interagency services to provide more intensive support such as wraparound services,
- employ additional support personnel on a short term basis in the school setting,
- collaborate with interagency services to assist families in securing services available in the home,
- place a student in an alternate placement with additional supports and services
- Contact the district's local interagency liaison's through the Allegheny Intermediate Unit, PaTTAN and/or the Bureau of Special Education.

The District continues to expand services by contracting with a regional entity that provides mental health services through the provision of an intervention specialist. The intervention specialist works closely with district staff and parents to implement interventions in the student's educational placement within the District. The intervention specialist also assists with the placement of students in out of district programs as well as the transition of the student back to the District.

Strengths and Highlights

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

CURRENT PROGRAM STRENGTHS and HIGHLIGHTS

The Special Education Department of the Mt. Lebanon School District acknowledges the importance of research and best practices in the design and implementation of assessment, curriculum and instruction in order to ensure student achievement and learning. The importance of using data as the basis for continual review of District systems for continuous improvement is also a core concept in the provision of school design. The Special Education Department designed the District's Special Education State Plan to align with the Standards Aligned System (SAS) developed by the Pennsylvania Department of Education. Although an exact alignment is not possible due to the District's responsibility and commitment to provide additional and/or more intensive services to

meet the needs of students with IEPs, the District has made every attempt to utilize the SAS as the basis of the District's Special Education State Plan.

SAS Clear Standards

: Adherence to Federal and State Mandates and Mt. Lebanon School District Policies

The District is dedicated to excellence in education for all students, including students receiving special education services, and adheres to the Individuals with Disabilities Education Act and Chapter 14 Special Education Services and Programs of the Pennsylvania School Code. In addition, District policies are aligned with Federal and State mandates.

SAS Clear Standards

: Pennsylvania Academic Standards and Pennsylvania Alternate Academic Standards

The curriculum of the Mt. Lebanon School District is aligned with the Pennsylvania Academic Standards and is the standard for students receiving special education services. The District uses academic standards and assessment anchors to guide the curriculum development process to identify targeted skills for students to achieve their maximum potential. Remediation programs, provided to students who need additional instruction to meet the state standards, are designed to ensure they align with the state standards prior to implementation of the programs. Additionally, IEP goals and objectives are written to align with the Pennsylvania Academic Standards.

The Pennsylvania Alternate Academic Standards are utilized to develop goals and objectives for students who need more intensive services. The District ensures the curriculum for students with significant needs aligns with the Pennsylvania Alternate Academic Standards. Specifically, *The Framework for Independent Living* (FIL), developed by the Allegheny Intermediate Unit (AIU) provides a suggested set of goals to assist educators in planning for classroom instruction.

SAS Clear Standards

: The Mt. Lebanon School District Strategic Plan

The relentless pursuit of excellence is the vision of the Mt. Lebanon School District. The District's vision is achieved by striving towards the mission statement: providing the best education possible for each and every student. This provides the foundation for the development and provision of special education services and programs. The core values of the strategic plan which include high expectations for all; respect, honesty, and integrity; student centered learning, teamwork and collaboration; continuous improvement; data informed decisions; and value stakeholder contributions are evident in the daily operations of the Mt. Lebanon School District.

SAS Clear Standards

: Inclusion

The standard of inclusion for all students continues to be the philosophical foundation of providing services to our students with IEPs. The Special Education Department created the following mission statement: "The Special Education Department provides a continuum of services to all students with disabilities to maximize student potential and enable students to be productive, contributing members of society. The District's commitment to inclusionary practices empowers students to become self-advocates and life-long learners. In collaboration with parents, these services are

designed to meet the individual needs of each student, ensure access to the general education curriculum, and to develop student independence."

In order to ensure meaningful membership of all students in the general education setting, the District's two inclusion specialists/transition coordinators provide support and guidance to administrators, teachers, support staff, students and families. The inclusion specialists provide professional development opportunities based on individual student needs, grade level/building based needs, as well as district initiatives.

The District celebrates National Inclusive Schools Week during the first week of December each year. Activities related to inclusive practices are designed at the building level by students, staff and parents. Individual teams collaborate with community resources, PTAs and student councils to implement activities throughout the week. The Board of School Directors fully supports the activities related to inclusive practices across the District and receives a summary of the activities and events of National Inclusive Schools Week.

The District's guidance department is fully committed to implementing inclusive practices within their building and across the District. They provide opportunities for all students to participate in friendship groups and social skills instruction at the elementary level, to promote understanding of how students learn and work differently in the school and community. Secondary guidance counselors support career and transitional activities. All school counselors are available, if needed, to provide direct services to students and supports to families. At the middle school level, guidance counselors meet with all incoming students in the first weeks of school and facilitate a comprehensive career day for all students. At the high school, ninth and eleventh grade students and their families participate in Individual Guidance Plans (IGP). These IGP meetings connect students with opportunities for transition, resources for post-secondary training, education and employment options. The information from the IGP meetings is included in the transition component of the IEP as appropriate.

The co-teaching construct implemented within the District supports inclusive practices. The co-teaching initiative began during the 2002-2003 school year as a result of a grant written by members of the middle school inclusion team. Initial co-teaching training was provided by Dr. Marilyn Friend. On-going training is provided by the District's inclusion specialists. Currently, each level implements co-teaching based on student need.

In order to facilitate the transition of pre-school children into school-aged programs, the District, in collaboration with the AIU, hosts an informational session in February of each school year. During the presentation for parents/guardians of children with special needs who will be of school age and entering kindergarten in the next school year, information related to the transition process from early intervention services to school age special education services is provided. In addition, parents receive information regarding District special education programs and services, along with community and parent resources. Parents then have the opportunity to meet with school psychologists and ask questions that pertain to their child. An additional facilitation to the transition process occurs when elementary inclusion specialist observes pre-school children as part of the evaluation process for school aged programs. This allows District representatives to see the children in their natural environment and prepare for a smoother transition to kindergarten.

In response to parent feedback regarding transition for students with special needs from elementary school to middle and then to the high school, the Special Education Department has implemented

two events for both students and their parents. These events are in addition to transition events scheduled for all general education students.

In addition to the transition activities provided to all fifth grade students, fifth grade children receiving special education services and their parents are invited to participate in a transition activity called "Move Up Day" designed to help District families learn about the middle school experience. The transition activity also provides time for students and their parents to meet building principals and staff involved with the special education programming. A tour of the building is followed by a social time for students while parents attend an information session. This same event is provided to eighth grade students receiving special education services moving on to the high school. These students are also invited to attend an afternoon picnic with students from the high school.

In addition, Mt. Lebanon School District hosts an annual *High School Transition: From School to Work* information session targeting parents of students with special needs currently in grades eight through eleven. The evening presentation includes speakers from the Office of Vocational Rehabilitation, Special Care Planning, the Community College of Allegheny County, the AIU and at least one community parent of a recently graduated student with special needs who has experienced the transition process. This event is planned in collaboration with parents.

Research validates the importance of technology as an instructional tool. Currently, all special education teachers and speech and language clinicians have been provided with an iPad to enhance instruction. Each of the district's life skills classrooms are equipped with multiple iPads in order to assist in the development of functional academic and daily living skills, language skills and communication skills of students with significant disabilities. The District has text to speech technology available throughout computer labs in the district. In order to support the inclusion of students with communication needs, the District provides and maintains assistive communication devices. The AIU provides technical support for the use of the devices. All staff working with these students receives on-going training. Parents are included in training sessions as appropriate.

SAS Clear Standards

: Highly Qualified Staff

In order to ensure the District's mission of providing the best possible education for each and every student is implemented, the District maintains the highest quality professional and support staff that is active in all aspects of the Mt. Lebanon School District. The staff demonstrates extensive background knowledge of student disabilities and continuously seeks additional training to enhance their professional competencies. All special education teachers are currently certified and highly qualified in the core content subjects that they teach. Attention is paid to ensuring the District inclusion specialists remain up to date on research based interventions, specially designed instruction and best inclusive practices regarding interventions to meet student needs. The inclusion specialists maintain Crisis Prevention Intervention Trainer of Trainer Certification. The secondary inclusion specialist also serves as the transition coordinator for the District and is a member of the Allegheny County Transition Coordinators, as well as the Allegheny County Transition Coordinating Council. During the last two years, in conjunction with the state initiative to address challenging behaviors of students, the District began implementing Applied Behavior Analysis. This endeavor is an ongoing collaboration with the AIU.

Special education administration and general education administration collaborate to provide numerous professional development opportunities for general and special education staff to learn about disabilities as well as research-based instructional methodologies. In-service days are designed to provide opportunities for teachers to increase their knowledge and skill within their specific content area. Additionally, at least one in-service day is designated as a menu day during which teachers are provided the opportunity to select from a menu of sessions based on their individual interests. The sessions presented are based on the District's Professional Development Needs Assessment. All teachers are encouraged to continue their education by completing advanced degrees as well as serving as presenters at local, state and national conferences.

In order to address remediation at all levels, special education teachers, reading specialists and instructional support teachers have been trained in a research-based reading program. After the initial three day training, ongoing support is provided based on teacher request.

Data-based decisions are critical for implementing and monitoring a student's educational program. Benchmarking, as well as progress monitoring, is maintained on all students in need of remediation. The District utilizes a data warehouse developed by the AIU to house multiple sources of data. Teachers have been trained how to access this information as well as how to use it to make instructional decisions.

The Mt. Lebanon School District provides extensive training opportunities for support staff. The training content is consistent with the state Paraeducator Credentials for Competency requirements and begins prior to the start of the school year. Trainings include but are not limited to information related to disability areas, curriculum content, interventions, data collection, and technology. Trainings are provided throughout the school year, which include First Aid and CPR. All paraeducators, regardless of current degrees or certification, participate in over 20 hours of training each school year.

In addition to their instructional duties, a significant number of the special education staff serve as representatives for the Student Assistance Program, Curriculum Council, Instructional Cabinet, Inclusion/Child Study Teams, Academic Games, Middle States Accreditation, adjunct faculty at local universities, mentors for student teachers, sponsors of extracurricular activities, play director, proctors for the SAT, coaches for various sport activities and write recommendations for students applying to universities.

SAS Clear Standards

: Students

The standard of excellence most evident in the Mt. Lebanon School District is student achievement. The graduation rate has consistently been above the state average. Students with IEPs are integral members of all aspects of the school community. Many serve in leadership roles in the academics, the arts, and in athletics.

The Mt. Lebanon School District supports a number of activities and events which is evidence of the District's dedication to students and families. Student council, which includes students with special needs, is designed to engage students in leadership activities. Each school building sponsors a number of events to build positive peer interactions and teach citizenship skills. Students and staff frequently schedule events such as blood drives and activities to raise money for families in need of medical treatment.

“341 Catering” is an example of student entrepreneurship. A critical component of the IEP is a student’s transition plan, which sets specific goals for post-secondary education or training, employment, and independent living. According to the PA Training & Technical Assistance Network (PaTTAN), a student’s transition plan should be “conceptualized as a bridge between school programs and the opportunities of adult life.” For students in the Life Skills Support program, the transition plan becomes especially critical as their path to adulthood and employment presents a unique set of challenges. In the spring of 2009, the high school life skills teacher received a Mt. Lebanon Foundation for Education Expanding the Boundaries of Learning Grant. The proposal involved the development of a catering business to provide baked goods and other refreshments at administrative and staff meetings. Students in the Life Skills Support program carry out all the tasks associated with this business with support from staff as needed. In the process of managing the daily affairs of the business, these students participate in a variety of new tasks, receive authentic instruction in employment-based skills, and in turn, become better prepared for the world that awaits them. The main objectives for students participating in this project are: to gain confidence in their abilities by attempting a wide array of vocational tasks; to strengthen functional literacy and math skills with appropriate levels of support from staff; to increase awareness of appropriate communication appropriate to an employment setting; and to increase independence in the community through the completion of business-related tasks.

Best Buddies is the standard example of authentic relationships. The high school provides students with an opportunity to demonstrate understanding and acceptance of peers with disabilities. A Best Buddies chapter, established during the 2005-2006 school year, has partnered individuals with significant cognitive disabilities with their typical peers. Students spend time together playing games, going to the movies, attending sporting events, and enjoying a meal at a favorite restaurant. Best Buddies encourages the participation of students who are currently attending out of district placements.

Peer relations is a critical component of a student’s maturation process. The Olweus Program, implemented K-8, is designed to improve peer relations, make schools safer, and provide a positive place for students to learn and develop.

MAGIC is an event organized for Mellon Middle School adolescent girls to realize the gift of their own worth, while giving them the skills to honor themselves and support their peers. This retreat takes place in the spring, following the Eighth Grade Move Up Day. It begins immediately after school on a Friday and finishes at midnight. All eighth grade girls, female teachers, guidance counselors, selected high school girls and invited School District/community leaders. The eighth grade boys participate in a similar program entitled JAMM (Just About Mellon Men) which is a day long event focusing on empowering Mellon boys to make better choices for themselves and to help make positive connections with high school staff members. Almost all special education students participate in both these events with their general education peers. When appropriate, support staff attends to aid in their participation.

Children Helping, Encourage, Each others, Rising Success (CHEERS) is a friendship group at Mellon Middle School. Students in the life skills support program collaborate with regular education students in variety of social activities that include cooking, fundraising, and other activities appropriate for middle school students.

SAS Clear Standards

: Partnerships

The Mt. Lebanon School District was established in 1912. The relationship between the District and the community has developed a tradition of excellence based on partnership and collaboration. Recognizing that educating students with special needs extends beyond the school walls, partnering with parents and resources within the community enables students, families and community members to benefit from and contribute to an inclusive community.

The Mt. Lebanon School District's special education program has joined with an individual philanthropist to provide an after school Art Expression Program to all students in the seven elementary schools and both middle schools. The program, expanding in each of its six years, provides students an opportunity to enhance social skills utilizing the visual arts as a vehicle of expression. In addition to having fun with peers and enjoying art as a means of expression, expected outcomes for students include: increased self esteem, development/enhancement of social skills, utilization of problem solving strategies, increased tolerance and increased independence. The cost of the program is equally shared between the philanthropist and the special education department. The Mt. Lebanon Public Library, in collaboration with the School District, maintains a section at the library which provides resources about disabilities and giftedness for families. The section, Special Needs Resources, provides numerous books, articles, audio-visual materials, and electronic databases. A committee of community members, parents, and the District's inclusion specialists meet regularly to update the resources. The Public Library and the District's Parent Teacher Organization (PTA) have shared the cost of purchasing these materials.

A partnership established in the spring of 2006, with an assisted living facility located within the School District, has expanded transition opportunities designed by the secondary inclusion specialist and the secondary life skills support teacher. Students enrolled in the high school life skills support program participate in work exploration experiences in an authentic setting as a part of transition goals/activities outlined in their IEPs. Frequently, students enrolled in out of district placements return to the District to participate in this job exploration experience. Additionally, many Mt. Lebanon High School students participate in work study opportunities. Not all of these students require assistance on the job, but for those students with IEPs who need supported employment opportunities, job coaching and community based assessments through county agencies such as Life's Work of Western Pennsylvania are available as determined by the IEP team. The District also supports to use of Vocational Evaluations and affinity and interest assessments to guide students and families through the transition process. The District partners with both Goodwill Industries and Life's Work of Western Pennsylvania to provide vocational evaluations for students. This data is utilized by IEP teams to develop goals and activities for students in the area of employment and post-secondary education and training. Additionally, through the IEP process, students have the opportunity to participate in vocational programs provided at various AIU programs.

The elementary schools approach disability awareness activities through the Heartwood Character Education Program. Special education staff and counselors in the each building, along with the inclusion specialist, talk with students about learning differences. Activities, books and music support an understanding of these concepts with this younger age group. A family component includes lesson extension activities for the home via written correspondence and opportunities for parents to ask questions and provide input to the program.

The success of the special education program is due to the diligent efforts of District staff, parents, the community and the students themselves.

SAS Clear Standards

: Assessments

The District utilizes formative, summative, diagnostic and benchmarking assessments to adjust ongoing teaching and learning to improve student achievement. The Pennsylvania State System of Assessment (PSSA) is used as the major summative assessment instrument. Each student's IEP summarizes the assessments administered. This summary is provided in the present levels section of the IEP. Other assessment measures include:

- AP Testing
- SAT and ACT Assessments
- Curriculum-based Assessments
- Mastery Tests
- Diagnostic Assessments
- Benchmark Assessments
- Progress Monitoring

SAS Clear Standards

: Curriculum Framework

The District's curriculum framework specifies concepts to be taught and at which grade levels and aligns with the curriculum framework of SAS. The concepts of Understanding by Design (UbD) serve as the District's curricular framework. At the elementary level, the staff has been engaged in the process of curriculum mapping and have examined what the student should know and be able to do (Key Understandings) at the end of each unit or grade in all content areas. The role of the special education teacher in the development of curriculum is to assist the general education teacher to identify modifications and adaptations for use with students with IEPs. The District supports this effort by providing teacher workshop time for curriculum development for special and general education teachers to collaborate.

The District follows a standardized process to adopt new curriculum to ensure it aligns with state standards. Special education teachers are included as team members on the curriculum council and participate in discussions related to specific content curriculum. Additionally, the Special Education department utilizes a similar procedure to select remediation programs to ensure alignment with state standards.

The co-teaching construct implemented within the District, supports inclusive practices. Initial co-teaching training was provided by Dr. Marilyn Friend. On-going training and coaching has been provided through District inclusion specialists.

SAS Clear Standards

: Instruction

The category of instruction encompasses a broad range of topics from general instruction strategies to content specific research best practices to content management. The District continues to focus on instructional strategies by grade level, by content and student interest and abilities. Implementing instructional strategies that scaffold by building on each other, helps students achieve the standards is evident in classrooms throughout the District. The District is committed continuous improvement of instruction to ensure it is aligned with the standards and meets the needs of all learners.

SAS Clear Standards

: Materials and Resources

Technology serves as a significant resource in the provision of special education services. In addition to students with IEPs having access to computers within each school building, the Special Education Department utilizes ACCESS funds to provide additional computers and printers which are placed in the special education classrooms for student use. Although the District provides each teacher with a desktop computer, ACCESS funds are used to provide teachers with a laptop computer to use for generating special education required documents. High school and middle school special education classrooms have been equipped with document cameras, LCD projectors and Smart Boards or Promethean Boards. Additionally, iPads have been provided to all special education teachers to be used for instructional purposes.

ACCESS funds are also used to purchase assistive technology, including communication devices and software. Students throughout the District are utilizing software programs such as Dragon Speak Naturally, Co:Writer, and Write Out Loud. Kurzweil, a reading, study skill, and writing program are used across the District to access the general education curriculum. Students are now independently scanning textbooks, worksheets, tests and quizzes as a means to foster their independence as life long learners. Digital text is also available through Bookshare. Adapted keyboards, as well as touch screens are just a few examples of specialized technology currently in use by students with IEPs. The Life Skills classrooms at all levels are equipped with classroom sets of iPads.

The high school and both middle schools maintain multiple computer labs that are accessible for student use. Each building employs a writing clinician who is available to assist students in the writing process. The high school also employs a math clinician to assist students with mathematical computation and reasoning. A study lab at the high school is available for all students.

The district has begun formalizing a RTII process at the elementary level geared towards reading and language arts. Additionally, the District is committed to maintaining Instructional Support team structures at all seven elementary buildings. Remedial safety net programs are maintained at the elementary, middle and high school levels in the form of Title 1 Reading, STRIVE and the high school study center and math and writing labs.

For students who require more intensive services in the area of reading, the District provides a research based reading program in addition to the general education reading curriculum. Language! and Direct Instruction by SRA are the two reading remedial programs provided to students grades K-12. Lexia, a computer-based reading remediation, is provided to all students. Parents have the opportunity to access this program from home. Students requiring more intensive services in the

area of math have access to a direct instruction math program in addition to the general education math curriculum.

Collaboration between regular and special education administrators resulted in combined trainings for regular education and special education teachers. On-going training regarding research-based interventions and progress monitoring of student performance have been provided to both regular and special education staff. In addition, reading specialists and instructional support teachers who have attended the Reading Achievement Center provided by the AIU shared information with regular and special education staff and also provided parent information sessions.

The District maintains a continuum of special education services and provides related services according to student need. The District partners with the AIU to provide services to low incident disabled students as well as the provision of services for District students attending AIU educational centers. The District contracts with approved private schools and licensed educational settings for services for students who have significant need for specialized and intensive services.

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
Three Rivers Youth Group Home	Nonresident	Mt. Lebanon School District	3

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
The Childrens Institute	Approved Private Schools	Autistic Support	1
The Pathfinder School	Special Education Centers	Life Skills Support	5
City Connections at Point Park University	Neighboring School Districts	Autistic Support	1
The Pace School	Approved Private Schools	Autistic Support	1
Watson Behavioral Support	Other	Autism Support	1
Wesley Spectrum K-9	Approved Private Schools	Emotional Support	2
Western Pennsylvania School for the Blind	Approved Private Schools	Blind or Visually Impaired Support	1
Western Pennsylvania School for the Deaf	Approved Private Schools	Deaf and Hearing Impaired Support	1
The Katherine Dean Tillotson School	Approved Private Schools	Autism	2
St. Stephens Lutheran Academy	Other	Emotional Support	1
The Pathfinder School	Special Education Centers	Autistic Support	1
City Connections at Point Park University	Neighboring School Districts	Life-Skills	1
The PACE School	Approved Private Schools	E.S.	1
The Katherine Dean Tillotson School	Approved Private Schools	Learning Support	1
The Pathfinder School	Special Education Centers	Multiple Disabilities	2
Wesley Spectrum High School (10th-12th)	Approved Private Schools	SLD	1
AIU Community West School	Other	Emotional Support	1
The University School	Other	Emotional Support	1
The University School	Other	Autism	1
Project Search UPMC Mercy	Other	Life-Skills Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mt. Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 19	9	0.8
Mt. Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	18 to 19	2	0.2

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mt. Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	13	0.5
Mt. Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 15	10	0.5

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mt. Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	14	0.6
Mt. Lebanon School District	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	4	0.4

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mt. Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	12	0.4
Mt. Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	8	0.6

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mt. Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	11	0.5
Mt. Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 19	8	0.5

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mt. Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	16	0.6
Mt. Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	2	0.4

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mt. Lebanon High	A Senior	A building in	Itinerant	Emotional	14 to	10	0.4

School	High School Building	which General Education programs are operated		Support	18		
Mt. Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 16	5	0.4
Mt. Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	16 to 16	1	0.2

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mt. Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 19	19	0.6
Mt. Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 19	3	0.4

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: 704 sq. ft.

Square footage of this classroom: 741 sq. ft. (39 feet long x 19 feet wide)

Explain any unchecked boxes for facilities questions: N/A

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mt. Lebanon High	A Senior	A building in	Itinerant	Learning	14 to	17	0.6

School	High School Building	which General Education programs are operated		Support	15		
Mt. Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	5	0.4

Program Position #10 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* 704 sq. ft.*Square footage of this classroom:* 682 sq. ft. (22 feet long x 31 feet wide)*Justification:* Compliance for classroom accessibility was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* N/A**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mt. Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	15	0.6
Mt. Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	4	0.4

Program Position #11 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* 704 sq. ft.*Square footage of this classroom:* 682 sq. ft. (22 feet long x 31 feet wide)*Explain any unchecked boxes for facilities questions:* N/A**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mt. Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 18	16	0.6
Mt. Lebanon High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	3	0.4

Program Position #14 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jefferson Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	15	0.6
Jefferson Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	2	0.4

Program Position #15 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jefferson Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	8	0.6
Jefferson Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	5	0.4

Program Position #16 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jefferson Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	9	0.6
Jefferson Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	2	0.4

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jefferson Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 14	9	0.5
Jefferson Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 14	2	0.5

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mellon Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	11	0.5
Mellon Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	7	0.5

Program Position #19 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mellon Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	8	0.5
Mellon Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	7	0.5

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mellon Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	12	0.5
Mellon Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	9	0.5

Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mellon Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 14	7	0.5
Mellon Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	2	0.5

Program Position #22 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mellon Middle School	A Middle School Building	A building in which General Education	Supplemental (Less Than 80% but More Than	Life Skills Support	11 to 15	3	0.5

		programs are operated	20%)				
Mellon Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	14 to 14	1	0.5

Program Position #23 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mellon Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	25	0.5
Foster Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 11	15	0.4
Justification: There is not an age span greater than 3 years of age in each student grouping.							
Jefferson Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 10	6	0.1
Justification: Speech groups are created so there is not more than a 3 year age difference between students.							

Program Position #24 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mellon Middle	A Middle	A building in	Itinerant	Deaf and	13 to	1	0.02

School	School Building	which General Education programs are operated		Hearing Impaired Support	13		
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Program Position #25 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Foster Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 11	9	0.4
Justification: Student schedules are created so that there is no more than a three year age difference in the classroom at one time.							
Foster Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	7	0.5
Justification: Student schedules are created so that there is no more than a three year age difference in the classroom at one time.							

Program Position #26 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hoover Elementary	An Elementary School Building	A building in which General Education programs	Itinerant	Learning Support	7 to 11	11	0.6

		are operated					
Justification: Student schedules are created so that there is no more than a three year age difference in the classroom at one time.							
Hoover Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 11	3	0.4
Justification: Student schedules are created so that there is no more than a three year age difference in the classroom at one time.							

Program Position #27 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hoover Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	17	0.5
Justification: Student schedules are created so that the age range is not more than a 3 year age span.							
Howe Elementary Building	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	27	0.5
Justification: Student schedules are created so that the age range is not more than a 3 year age span.							

Program Position #28 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hoover Elementary	An Elementary	A building in which General	Full-Time Special	Speech and Language	5 to 7	5	1

	School Building	Education programs are operated	Education Class	Support			
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Program Position #29 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Howe Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 11	10	0.4
Justification: Student schedules are created so that there is no more than a three year age difference in the classroom at one time.							
Howe Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	2	0.3
Howe Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	10 to 10	1	0.2

Program Position #30 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jefferson Elementary	An Elementary	A building in which	Itinerant	Learning Support	5 to 11	16	0.5

	School Building	General Education programs are operated					
Justification: Student schedules are created so that there is no more than a three year age difference in the classroom at one time.							
Jefferson Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 11	4	0.4
Justification: Student schedules are created so that there is no more than a three year age difference in the classroom at one time.							

Program Position #31 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Washington Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 11	40	1
Justification: Student schedules are created so that there is not more than a 3 year age span at any given time.							

Program Position #32 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Howe Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	9 to 9	1	0.05

Program Position #33 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lincoln Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 11	3	0.5
Justification: Student schedules are created so that there is no more than a three year age difference in the classroom at one time.							
Lincoln Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	8	0.5
Justification: Student schedules are created so that there is no more than a three year age difference in the classroom at one time.							

Program Position #34 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Foster Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 10	6	0.5
Justification: Student Schedules are created so there is not an age span that is greater than 3 years within a class period.							
Washington	An	A building in	Itinerant	Learning	6 to	4	0.25

Elementary School	Elementary School Building	which General Education programs are operated		Support	10		
Justification: Student Schedules are created so there is not an age span that is greater than 3 years within a class period.							
Washington Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	2	0.25
Justification: Student Schedules are created so there is not an age span that is greater than 3 years within a class period.							

Program Position #35 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lincoln Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	34	0.6
Justification: Student schedules are created so that there is not more than a 3 year age span between groups.							
Markham Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	22	0.4
Justification: Student schedules are created so that there is not more than a 3 year age span between groups.							

Program Position #36 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Markham Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 11	8	0.4
Justification: Student Schedules are created so there is not an age span over 3 years in a class period.							
Markham Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	5	0.6
Justification: Student Schedules are created so there is not an age span over 3 years in a class period.							

Program Position #37 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mellon Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 13	1	0.2
Jefferson Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 13	1	0.25
Jefferson Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	4	0.3

Program Position #38 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jefferson Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	11 to 11	1	0.02

Program Position #39 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Washington Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 11	14	0.5
Justification: Student schedules are created so that there is not a 3 year age difference during a class period.							
Washington Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 11	3	0.4
Justification: Student schedules are created so there is not an age difference over 3 years during a class period.							

Program Position #40 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Washington Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 10	5	0.7
Washington Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	7 to 10	2	0.3

Program Position #41 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mellon Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	11 to 11	1	0.05

Program Position #42 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

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

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hoover Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	5	0.6

Program Position #43 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Foster Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	10 to 10	1	0.02

Program Position #44 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* 850 sq. ft.*Square footage of this classroom:* 600 sq. ft. (24 feet long x 25 feet wide)*Justification:* Compliance for classroom size was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* N/A**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Washington Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	7	1

Program Position #45 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* 704 sq. ft.*Square footage of this classroom:* 1064 sq. ft. (28 feet long x 38 feet wide)*Explain any unchecked boxes for facilities questions:* N/A**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mt. Lebanon High	A Senior High	A building in which General	Supplemental (Less Than 80%)	Life Skills	15 to	5	0.5

School	School Building	Education programs are operated	but More Than 20%)	Support	16		
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Program Position #46 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 31, 2015

Average square feet in regular classrooms: 920 sq. ft.

Square footage of this classroom: 920 sq. ft. (23 feet long x 40 feet wide)

Explain any unchecked boxes for facilities questions: N/A

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Howe Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	6 to 8	5	1

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Classroom Aide	Mt. Lebanon High School	1
Special Education Classroom Aide	Mt. Lebanon High School	1
Special Education Classroom Aide	Mt. Lebanon High School	1
Special Education Classroom Aide	Mt. Lebanon High School	1
Special Education Classroom Aide	Mt. Lebanon High School	1
Special Education Classroom Aide	Mellon Middle School	1
Special Education Classroom Aide	Mellon Middle School	1
Special Education Classroom Aide	Mellon Middle School	1
Special Education Classroom Aide	Jefferson Middle School	1
Special Education Classroom Aide	Jefferson Middle School	1
Special Education Classroom Aide	Washington Elementary School	1

Special Education Personal Care Assistant	Markham Elementary School	1
Special Education Personal Care Assistant	Markham Elementary School	1
Special Education Personal Care Assistant	Lincoln Elementary School	1
Special Education Personal Care Assistant	Lincoln Elementary School	1
Special Education Personal Care Assistant	Lincoln Elementary School	1
Special Education Personal Care Assistant	Jefferson Elementary School	1
Special Education Personal Care Assistant	Jefferson Elementary School	1
Special Education Personal Care Assistant	Jefferson Elementary School	1
Special Education Personal Care Assistant	Jefferson Elementary School	1
Special Education Personal Care Assistant	Howe Elementary School	1
Special Education Personal Care Assistant	Howe Elementary School	1
Special Education Personal Care Assistant	Howe Elementary School	1
Special Education Personal Care Assistant	Howe Elementary School	1
Special Education Personal Care Assistant	Hoover Elementary School	1
Special Education Personal Care Assistant	Hoover Elementary School	0.5
Special Education Personal Care Assistant	Foster Elementary School	1
Special Education Personal Care Assistant	Foster Elementary School	1
Special Education Personal Care Assistant	Mt. Lebanon High School	1
School Psychologist	Washington Elementary, Mellon Middle School, Mt. Lebanon High School	1
School Psychologist	Jefferson Elementary School, Jefferson Middle School, Mt. Lebanon High School	1
School Psychologist	Lincoln Elementary, Howe Elementary	1
School Psychologist	Hoover Elementary, Markham Elementary, Foster Elementary	1
Inclusion Specialist/Transition Coordinator	Howe Elementary, Foster Elementary, Washington Elementary, Mellon Middle School, Mt. Lebanon High School	1
Inclusion Specialist	Jefferson Elementary, Lincoln Elementary, Hoover Elementary, Markham Elementary, Jefferson Middle	1

	School, Mt. Lebanon High School	
Special Education Classroom Aide	Washington Elementary School	1
Special Education Classroom Aide	Washington Elementary School	0.5
Special Education Classroom Aide	Foster Elementary School	0.5
Special Education Personal Care Assistant	Washington Elementary School	1
Special Education Personal Care Assistant	Markham Elementary School	1
Special Education Personal Care Assistant	Jefferson Elementary School	1
Special Education Personal Care Assistant	Jefferson Elementary School	0.5
Special Education Personal Care Assistant	Jefferson Elementary School	0.5
Special Education Personal Care Assistant	Howe Elementary School	1
Special Education Personal Care Aide	Foster Elementary School	1
Special Education Personal Care Assistant	Foster Elementary School	0.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Intervention Specialist	Outside Contractor	5 Days
Skilled Nursing Care (Two Students)	Outside Contractor	5 Days
Skilled Nursing Care (One Student)	Outside Contractor	5 Days
Occupational Therapy	Intermediate Unit	5 Days
Physical Therapy	Intermediate Unit	3 Days

District Level Plan

Special Education Personnel Development

Autism

Description	<p>Goal #1 - General Description:</p> <p>The Mt. Lebanon School District will continue to implement its two Applied Behavior Analysis (ABA) Classrooms (K-2 & 3-5) in the Washington Elementary School. In doing so, the District will annually apply for consultative support through the PaTTAN Autism Initiative Applied Behavior Analysis program. If approved, this monthly consultative support will provide guidance and instruction to the classroom special education teachers, personal care aides and District administration about operating these two programs with fidelity within the district while using up to date research and best practices during instruction.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> ○ The District will annually apply for monthly consultative support through the PaTTAN Autism Initiative Applied Behavior Analysis program for both of its ABA classrooms located in the Washington Elementary School. ○ The special education classroom teacher, personal care aides and the building/district level administration will receive ongoing monthly professional development training through the use of the PaTTAN ABA consultants. ○ Each ABA classroom will receive PaTTAN Autism Initiative ABA Supports "Consultative Monthly Visitation Summaries", which will highlight strengths of the program as well as area(s) of need. ○ Student progress will be documented using daily progress monitoring data. ○ It is the goal of the district that students currently receiving instruction thorough the ABA Autism Initiative will be able to increase the amount
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of time that they spend in the general education classroom through the IEP team process.

Goal #2 General Description:

Selected members of the Mt. Lebanon School District took part in a comprehensive 2 day Autism team training during the 2014-2015 school year, which was led through the Allegheny Intermediate Unit training and consultative staff. This core team of district staff, which included the District's Director of Special Education, an inclusion specialist and a regular and special education teacher will work to develop school staff related resources and/or trainings based on the knowledge that was gained during this 6 hour, 2 day trainings.

Person Responsible	Director of Special Education
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	6.0
# of Sessions	9
# of Participants Per Session	20
Provider	PaTTAN Consultants and School District
Provider Type	PaTTAN Consultants for the ABA initiative and the District for the Autism training and/or resources for staff and parents
PDE Approved	Yes
Knowledge Gain	Through the above listed goals, the Mt. Lebanon School District staff will have established a strong foundation in which to meet the needs of students who are located on the autism spectrum, K- 12.
Research & Best Practices Base	The Applied Behavior Analysis (ABA) process is a scientific approach used to change and improve behaviors. The effectiveness of these principals has been confirmed by many experimental studies and can be applied in a variety

	<p>of ways with different types of learners - infants to adults. Such principals may include identifying problem behaviors, observing and measuring the behavior, developing a comprehensive plan to change the behavior and then monitoring the behavior to help make sure the plan is working.</p> <p>The two day autism team training that was provided by the AIU, provided the District with scientifically, research-based information/strategies to help educate students with autism located in the District. This information and/or strategies will be used by the District in conjunction with IEP teams to help ensure students are receiving a free and appropriate public education (FAPE) with appropriate supplementary aids and services in the least restrictive environment.</p>
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>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> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Online-Asynchronous</p>
Participant Roles	<p>Classroom teachers</p>

	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data LRE Data

Behavior Support

Description	Goal #1 - General Description: The district will provide “tier I” positive behavior supports for staff to consider using with students in their classroom who may require tier I behavioral interventions. The district will also clearly outline the district’s functional behavior assessment (FBA) process and how the completed FBA data should be used when developing a positive behavior support plan (PBSP) for an individual student.
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Action Steps:

- The student services department will create an electronic online resource binder for staff to reference when they need to use tier I behavioral supports with students in their classroom.
- Professional development will be provided to district staff regarding the tier I behavioral interventions that are posted on the electronic online resource binder.
- The student services department will create an electronic online resource binder for staff to reference regarding the district's FBA and PBSP process, which will include both the legal and district specific requirements.
- Professional development will be provided to district staff regarding the district's FBA and PBSP process, which will include both the legal and district specific requirements.
- Program effectiveness will be assessed by the following means:
 - The review of building level student discipline referrals.
 - The number of students referred for a FBA and the development of a PBSP.
 - Meeting mandatory paperwork compliance mandates through any scheduled special education cyclical monitoring.

Goal #2 - General Description:

The Jefferson Elementary School in the Mt. Lebanon School District piloted a school – wide positive behavior support program (SWPBS) during the 2014-2015 school year. A SWPBS program provides a Tier I universal level of positive behavior supports to all students in a school building with an emphasis on the positive rather than negative behaviors. The District has a goal of implementing two additional SWPBS programs at the elementary level throughout the duration of this special education plan.

Action Steps:

- The district will assess the effectiveness of the Jefferson Elementary School's SWPBS program through the SWPBS data that has been

collected by the core team during the 2014-2015 school year.

- The results of the Jefferson Elementary School's SWPBS program will be shared with the district's central administration and elementary building level principals.
- The district will target 2 additional elementary schools to implement a SWPBS program.
- The Allegheny Intermediate Unit will be contacted to help provide professional development and guidance for the additional elementary schools that will be implementing a new SWPBS program within the District.
- Program effectiveness will be assessed by the following means:
 - # of student discipline referrals
 - Programming fidelity checks
 - Student, parent, teacher input

Goal #3 - General Description:

The Mt. Lebanon School District implemented a Rehabilitation, Empowerment, Natural Supports and Work (RENEW) program during the 2014-2015 school year. The Renew program provides a Tier III level of behavioral supports for students who are at risk of dropping out because of habitual truancy, lack of credits and/or other unknown reasons. The District currently has 6 RENEW facilitators in the district with a goal of training 3 more facilitators during the duration of this special education plan.

Action Steps:

- Assess the effectiveness of the RENEW program during the first year of implementation (2014-2015 school year) by reviewing the outcome of district students who took part in the RENEW program.
- Identify 3 additional District staff who are interested in becoming trained RENEW facilitators.
- Provide RENEW professional development training for the additional staff through the Allegheny Intermediate Unit or PaTTAN.

	<ul style="list-style-type: none"> • Program effectiveness will be assessed by the following means: <ul style="list-style-type: none"> ○ Number of newly trained RENEW Facilitators ○ Assess the effectiveness of the RENEW program during the year(s) of implementation within the district, using student outcome data from all 9 RENEW facilitators.
Person Responsible	Director of Special Education
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education, Student Services, Gifted Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	15
# of Participants Per Session	30
Provider	District, Allegheny Intermediate Unit and PaTTAN
Provider Type	District (Tier I level of supports), AIU and PaTTAN (support for implementation of new SWPBS programs and Renew facilitators)
PDE Approved	Yes
Knowledge Gain	Staff will be given the knowledge and skill set to help support all of the students in their classroom, while also providing a higher level of supports for students who have a greater need.
Research & Best Practices Base	<p>Tier I level behavioral supports provided by the Student Services Department to District Staff will be scientifically research-based supports that can be used in classrooms to help support all students.</p> <p>A School Wide Positive Behavior Support (SWPBS) Program is a framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to help achieve academically and behaviorally important outcomes for all students.</p> <p>RENEW is a structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavioral challenges. Developed in 1996 by staff at the Institute on Disability (IOD), RENEW is being provided by schools, community mental health centers,</p>

	community-based providers, and IOD staff members to youth. The model focuses on supporting each youth to design and pursue a plan for the transition from school to adult life. RENEW has substantially increased the high school completion, employment, and post-secondary education participation rates among our most vulnerable youth.
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>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> <p>Online-Asynchronous</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p>

	Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Joint planning period activities Journaling and reflecting Using data to help determine the effectiveness of the Tier I behavioral interventions, the SWPBS elementary programs and RENEW facilitators.
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 Data collected by the SWPBS Core teams regarding student discipline, # of student discipline referrals, parent/teacher feedback, # of student dropouts, graduation rate

Paraprofessional

Description	<p>Currently, the District employs sixty four paraeducators across the District. These individuals are a critical component of the supports needed by our students with special needs. Each year the District provides a series of trainings that enhance the competencies of our paraeducators and fulfill the performance-based standards for special education paraeducators. This action plan continues to address the following competencies.</p> <ul style="list-style-type: none"> • Foundations of Special Education • Development and Characteristics of Learners • Individual Learning Differences • Instructional Strategies
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	<ul style="list-style-type: none"> • Learning Environments and Social Interactions • Language • Instructional Planning • Assessment • Professional and Ethical Practice • Collaboration • Program effectiveness will be assessed by the following means: <p>The District keeps professional development logs for all completed paraprofessional trainings, which indicates the training topic names, length of instruction and staff feedback through the use of a survey.</p>
Person Responsible	Director of Special Education
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	7.0
# of Sessions	3
# of Participants Per Session	64
Provider	District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<p>Knowledge and skills needed to assist students with special needs in the following areas:</p> <ul style="list-style-type: none"> • Student specific disability • Appropriate supports to access the general education curriculum

	<ul style="list-style-type: none"> • Appropriate supports to foster increased student independence
Research & Best Practices Base	The Credential of Competencies is one way a special education paraprofessional may reach a highly qualified status as required by PA regulations.
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>
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	<p>Series of Workshops</p> <p>Online-Asynchronous</p>
Participant Roles	Paraprofessional
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>Journaling and reflecting</p> <p>On-going needs assessment</p>
Evaluation Methods	<p>Participant survey</p> <p>Portfolio</p> <p>Paraprofessional survey results/feedback</p>

Reading NCLB #1

Description	<p>General Description:</p> <p>The Mt. Lebanon School District developed a Response to Instruction and Intervention (RTII) steering committee during the 2014-2015 school year, while providing a foundational overview (review) of the RTII process to all elementary teaching staff and related service providers through the Allegheny Intermediate Unit. Moving forward, the District plans to improve its already established RTII reading and language arts programs at the elementary level, by creating and implementing a systematic RTII District plan that will be assessed through student academic gains in reading/language arts and ongoing program fidelity checks.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • The RTII steering committee, which is being led by the assistant superintendent of elementary education, the director of special education and select elementary principals, will maintain a close working relationship with the Allegheny Intermediate Unit Training and Consultative staff in regards to the RTII initiative. • The RTII committee will establish a common universal screener to use with its students, which will be used at a minimum of 3 times per year. Assessment dates and the dissemination of the screening results to the parents will also be determined by each elementary building. • Professional development will be provided for each building based data team, regarding how to effectively run data team meetings while using student data to make informed decisions about the level/type of support students receive. • RTII DATA teams will be developed at each elementary building, along with an agreed upon format for each of these teams to follow. • Tier I, II and III interventions will be reviewed by the district while making the interventions available for each elementary building to use throughout the RTII process. • Student progress will be determined by the following means: <ol style="list-style-type: none"> 1. Student progress monitoring data (movement between Tiers I, II and III). 2. The number of student being referred for a special education
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	<p>evaluation.</p> <p>3. The number of students who qualified for special education services once they were referred for special education testing.</p>
Person Responsible	Director of Special Education
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	9
# of Participants Per Session	30
Provider	District
Provider Type	District and AIU TaC Staff
PDE Approved	Yes
Knowledge Gain	<p>Professionals will:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and use of data to make instructional decisions. • Select appropriate reading programs and interventions. • Evaluate efficacy of reading programs, interventions, and instructional strategies. • Work collaboratively with other professionals to incorporate reading interventions and strategies across the general education curriculum. • Partner with parents to encourage reading at home and in the community. • Make available to parents District provided recommendations to foster reading development at home, such as leveled reading books and computer-based remedial programs.

Research & Best Practices Base	<p>RTII or the newly named Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, parental engagement, central/building level leadership, RtII/SLD determination and professional development. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continual academic and behavioral success.</p>
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>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> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p>

	Paraprofessional New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Journaling and reflecting Follow up meetings with the AIU TaC staff, Student Data and fidelity check reviews
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Student progress mentoring data (movement between Tiers I, II and III), the number of student being referred for a special education evaluation, the number of students who qualified for special education services once they were referred for special education testing.

Transition

Description	<p>Goal #1 - General Description:</p> <p>The Mt. Lebanon School District took part in a 3 day professional development series entitled, "Successful Practices in Secondary Transition for Continuous Improvement" during the 2014-2015 School Year. The Special Education Director, two secondary building principals and all of the special education staff who currently write transition age IEPs took part in the training, which was led by a Training and Consultative (TaC) staff member through the Allegheny Intermediate Unit.</p>
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Action Steps:

- The Director of Special Education, transition coordinator and selected secondary building level principals will review the training materials from the Successful Practices in Secondary Transition for Continuous Improvement trainings.
- The student services department will create a “fidelity checklist” to help ensure that there is IEP section alignment regarding student transition services (i.e. present educational levels, student needs, transition grid, annual measurable goals/short – term objectives and progress monitoring) for students who are in need of transition services.
- The student services department will review the district’s available transition assessments and parent/teacher/student surveys while updating them as necessary.
- The Student services department will review available student transition "services" and "activities" that could be considered by an IEP team when looking at a student’s transition grid (this will not be a comprehensive list).
- The student services department will create an online electronic resource binder that staff can reference when they are working on transition services for students who have a transition age IEP.
- Program effectiveness will be assessed by the following means:
 - District fidelity checks regarding IEP section alignment related to transition.
 - Continued consultation/feedback with the AIU training and consultation staff.
 - Future Special Education Cyclical Monitoring findings/feedback related to the area of transition services for students
 - Student dropout rates for students who receive special education services.
 - Student graduation rates for students who receive special education services.

Goal #2 - General Description

The Mt. Lebanon School District will work to create local community partnerships with businesses/organizations to help provide community based instruction (CBI), career exportation, job shadowing and work release opportunities for students as part of their transition "services" and "activities" planning.

Action Steps:

- Create a plan to communicate the District's transition needs to the community through the use of handouts, technology and announcements (ongoing).
- Identify local community businesses/organizations to personally contact and visit (ongoing).
- Work with student IEP teams to incorporate these "services" and "activities" into the transition section of student IEPs.
- Plan, monitor and support students who take part in CBI opportunities through instruction, staff support and parent involvement.
- Program effectiveness will be assessed by the following means:

* The number of local community partnerships and student community experiences.

* Student graduation rates for students who receive special education services.

* Student dropout rates for students who receive special education services.

Goal #3 - General Description

The District will establish student supports for travel training in the School District and local community for those students who have such a need.

Action Steps:

- The District will research various travel skills curriculums.
- The District will identify locations within the School District and

	<p>Community where travel training instruction may be required.</p> <ul style="list-style-type: none"> • The District will create a system of support to help address the travel training needs of students within the District who have traveling training needs documented in their IEPs. • Program effectiveness will be assessed by the following means: <p>* The number of students who receive traveling training instruction and the progress they make on their agreed upon IEP goals and/or objectives, as well as their transition "services" and "activities."</p>
Person Responsible	Director of Special Education
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	9
# of Participants Per Session	50
Provider	District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	District staff will be given the knowledge and skill sets to facilitate and write appropriate transition plans for students who are 14 years or older (or younger as agreed upon by the IEP team) through the IEP team process.
Research & Best Practices Base	Transition planning is a coordinated set of classes and activities that is focused on a student's individual needs in order to help them prepare for the future. The focus on transition planning is geared towards post secondary training, employment and independent living as agreed upon by each IEP team.

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>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> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Online-Asynchronous</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	Middle (grades 6-8)

	High (grades 9-12)
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Collaboration with Post-Secondary Agencies and local businesses, Job Shadowing/Community Based Instruction Opportunities, Peer Discussions/feedback</p>
Evaluation Methods	<p>Participant survey</p> <p>Graduation/Dropout Rates, Pre and Post Graduation Surveys required by the Pa Department of Education</p>

Special Education Affirmations

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

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

Affirmed by Lawrence Lebowitz on 4/17/2015

Board President

Affirmed by Timothy Steinhauer on 4/17/2015

Superintendent/Chief Executive Officer