

Duquesne City School District
Special Education Plan

July 1, 2022 – June 30, 2025

Profile and Plan Essentials

LEA Name		AUN
Duquesne City SD		103022503
Address 1		
300 Kennedy Ave		
Address 2		
City	State	Zip
Duquesne	PA	15110
Director of Special Education Name		
Ms. Lucy McDonough		
Director of Special Education Email		
mcdonoughl@dukesk12.org		
Director of Special Education Phone Number		Director of Special Education Ext
412-466-5300		3008
Chief Administrator Name		
Dr Sue A Mariani		
Chief Administrator Email		
marianis@dukesk12.org		

Special Education Students

Total Number of Students Receiving Special Education 117

School District Total Student Enrollment 445

Percent of Students Receiving Special Education 26.3

Steering Committee

Name	Position/Role	Building	Email
Sue Mariani	Superintendent	Duquesne El Sch	marianis@dukesk12.org
Brooke Watterson	Other	Duquesne El Sch	wattersonb@dukesk12.org
Jessica Murrman	General Education Teacher	Duquesne El Sch	murrmanj@dukesk12.org
Nancy Moore	Special Education Teacher	Duquesne El Sch	mooren@dukesk12.org
Timiko Hawkins	Parent	Duquesne El Sch	hawkinst@dukesk12.org
Joseph Merhaut	Director of Special Education	Duquesne El Sch	merhautj@dukesk12.org
Eric Harper	Building Principal	Duquesne El Sch	harpere@dukesk12.org
Lucy McDonough	Other	Duquesne El Sch	mcdonoughl@dukesk12.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Improvement and Planning Activity
The state target of special education students in other settings was 4.8%. Duquesne's percentage was 15.9%. The district will be looking at ways to provide services within the school district instead of an outside placement.
Multi Tiered System of Supports (MTSS), has been established in an effort to help support behavioral and mental health needs in district Addition of full time emotional support services to reduce the number of outside placement referrals Addition of mental health and behavior support coordinator and services (Mon Yough MH supports, Auberle, Allegheny Co. Behavioral Health, Watson)

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

Non-Resident Students Oversight

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

No

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

The district would comply with the regulations of Child Find and would provide the necessary access based on the student's individualized needs.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

Students who transfer from other districts, who have an IEP, are enrolled promptly, and with the state guidelines. The MDT team meets to determine whether or not the existing IEP can be supported in our school or if a revision is necessary to best meet the student's needs.

Appropriate placement options and revision are discussed with the parent as part of the IEP team. Duquesne accommodates parent to assist in their participation of the IEP team discussions and meetings. Additional support options in the areas of community needs and mental health can also be discussed during these meetings.

Incarcerated Students Oversight

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

No

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

When the Superintendent's office is notified that a student has been incarcerated, the office forwards the PDE-4605, Determination of District Residence for Students in Facilities of Institutions in accordance with Section 1306 of the school code, to the LEA/Designee for verification of the student's residence of the student's parent(s)/guardian(s). After the LEA/Designee verifies the residence the 4605 is returned to the Superintendent's office. The residence is then approved or denied.. The Superintendent's office sends the form to the district that made the request and will be willing to provide a free, appropriate public education to the student. The LEA/Designee contacts the facility or institution in order to monitor or verify that the students is offered a free appropriate education. The LEA/Designee provided the facility or institution the name of the School District LEA and the office telephone number, along with pertinent special education documents to ensure the continuity of educational services. The LEA/Designee also contacts the students parent/guardian to offer support. The District tracks students who have been placed in a facility or institution and collaborates with the facility or institution in order to provide continuity of instruction as students transition between differing educational environments. Every effort is made, when notified of a student's return, to assist with the supportive services for a successful transition of the student back into the public education setting. With the state decision to transfer our secondary students to their choice of East Allegheny or West Mifflin Area School Districts, our incarcerated students oversight responsibilities are transferred more each year to those districts (as our students age-out, graduate, or become secondary level students).

Least Restrictive Environment

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

The Duquesne City School District has fluctuated in its progress over the last few years in the SPP5 data area of Educational Environments, even though we are still behind the state percentages, based upon December 1 Child Counts for these years. We currently have 16 students in "out of district"/other settings; 11 of those are high need for highly structured supports and will age out with the District. Outside placements are determined based upon data collection and progress with regard to the implementation of structure and interventions utilized in the District classroom. The student's needs must outweigh the interventions and supports we can offer within a District classroom. Parents are contacted when these discussions begin, followed by any additional outside supports the District can employ. If a re-evaluation is needed, permissions are signed during these possible new school. The District attempts to accompany the parent on the tour and subsequent intake process. Transportation is set up upon notification of acceptance, and a NOREP is generated changing the student's placement. Students are monitored while enrolled in out of district placements through IEP, transition and conferences as determined by the family/school/district. At each annual IEP meeting, the District asks if data collected supports a student is ready to return to the District.

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

Prior to referral for special education services, parents are also encouraged to give permission for students to participate in the Duquesne Student Assistance Program (DSAP). Community, behavioral, social, mental health and academic supports are explored. Students have the option of participating in focus groups, differentiated instruction, and exposure to various other strategies to meet their unique and individual needs. The District's data collection system allows each student's strengths and needs. Databases include, but are not limited to: standardized test results, state assessment results, classroom assessment results, attendance, discipline data, student demographical information as well as PVAAS. Data entered is reviewed, analyzed, and modified as necessary. The District utilizes data driven instruction in the classroom enabling teachers to base the education decision on solid data rather than on assumption. They can make adjustments early to avoid continual student failure. By consistently analyzing what we do, adjusting to get better, we will improve educationally and our students will improve academically. Student data is collected for students in grades k-7.

3. **Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.**

Every student in the District is provided a free and appropriate public education that promotes independence and success as a contributing member of society. Our students are instructed in an educational program that has its roots within the general education curriculum with modifications and accommodations for the individual special needs of that student. The IEP teams look to service students in the least restrictive educational environment with the necessary supplementary aids and services. Our district utilizes the severe discrepancy model (grades k-6) in identifying students with specific learning disabilities. However, we also utilize research-based best practices to support students prior to a multi-disciplinary evaluation. The District screens students based upon both teacher and parent referrals. The District makes use of quarterly testing and data driven decisions regarding delivery and instruction replete with regrouping to highlight changing needs. Components of the current reading series include intervention, reteaching small group, and multiple modality evaluations where students who are not successful may receive additional targeted supports.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

We are currently creating these supplementary aids and services as the district will be holding extracurricular activities for the first time in 10 years.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

The Duquesne City School District, through screening and evaluation procedures ensures that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children. Further, removal from the regular education environment only occurs when education in that setting with supplementary aids and services cannot be achieved satisfactorily. Students who attend a private institutions have the same opportunity to participate in the newly recreated extracurricular activities as their non-disabled peers who attend the district.

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

The district needs to look at building capacity as it relates to sending students with an emotional disturbance to an outside placement. The District will look into creating full-time emotional support classrooms as well as providing a mental health therapist for those classrooms. By creating these classrooms, it will ensure continuity of education for those students.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Holy Family Learning	Approved Private School (APS)		Holy Family Institutute	Emotional Support	1
Pressley Ridge	Approved Private School (APS)		Pressley Ridge	Emotional Support	0
Wesley Academy	Approved Private School (APS)		Wesley Family Services	Emotional Support	0
Mon Valley School	Other	Special Education Center	Allegheny Intermediate Unit	Multiple Disabilities Support	11
PACE School	Other	Partial Hospital	PACE	Multiple Disabilities	1

Positive Behavior Support

Date of Approval

2020-10-27

Uploaded Files

BEHAVIOR SUPPORT policy 113.2.pdf

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

A specialized "Crisis Team Training" is held annually to support the first-responder teams. Our first responders work closely to the Tier 3 students. Additional support services (ACBHS, AUBERLE, RESOLVE, CACTIS, MH/MR, CYF, etc) work with this team to secure supports beyond the school day. DSAP promotes educationally sound, scheduled supports throughout the day that include intervention strategies and curriculum supports, materials, and programs that are available and utilized in the District which include PATHS, Olweus, Second Step, trauma focused and grief care. The Student Assistance Team supports parent involvement, classroom management, SAP conferences, assistance to students transitioning back into the public school setting as well as the support of new families to our District. On site services as well as activities in conjunction with Auberle, Center for Urban Education (CUE) and Mentoring Partnership of Pittsburgh have been met with great enthusiasm.

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

Upon the successful completion of our cyclical monitoring in January 2017, the Duquesne City School District made many positive changes to our school wide behavioral support services. The first of these included the adoption of the School-wide Positive Behavior Support which is utilized to satisfy the requirements of Chapter 14. Training was held for all stakeholders in the application and use of positive behavioral supports. These trainings are ongoing and conducted by the Allegheny Intermediate Unit, PDE, Crisis Prevention Institute and PaTTAN. The District conducts annual training and recertification, as well as training and certifications for new hires, in the techniques associated with crisis prevention and de-escalation principles to all staff. These trainings are through qualified trainers of the Crisis Prevention Institute (CPI) in non-violent Crisis Intervention (NCI).

3. Describe the district positive school wide support programs.

Positive Behavior Supports will continue to focus on research based interventions, positive practices and techniques, positive reinforcement - intrinsic and extrinsic, instruction in alternative or replacement behaviors, use of least intrusive interventions, counseling as deemed necessary , manifestation determination and subsequent positive behavior supports plans which may encompass many of the afore mentioned supports.

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

Support services (ACBHS, AUBERLE, RESOLVE, CACTIS, MH/MR, CYF, etc) are provided to all students. The District also employs a School Psychologist and a School Counselor who assist, as needed with the behavior health services. The Assistant Principal is also has his masters in Social Work.

5. Describe the district restraint procedure.

Restraints, using the CPI method, are used as a last resort, when a student presents as a danger to the safety or self or others. Restraints are executed by the crisis team or security as a last resort. Reports are filed in a timely fashion (24 hours) and recorded per the state system of restraint reporting (RISC). An IEP meeting is held within 10 days of the restraint, and modifications may be made to the student's IEP/PBSP or in serious situations, service setting. The parent may waive the IEP meeting. Documentation must be maintained. These are all in accordance with the Positive Behavior Support Policy approach by the District.

Intensive Interagency

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

The Duquesne City School District works with the Allegheny Intermediate Unit's Interagency coordinator to provide supports for students who are difficult to place. IEP team members and other support services meet to review and discuss whether or not the student's needs are being met, and if revision needs to be made to the specially designed instruction and goals. Adequate time is given to provide progress monitoring on these goals, and to determine whether or not a change in placement is justified. This process may be revised several times, and data collected over a period of weeks prior to any decisions regarding a change of placement. If the team determines that the student's needs can no longer be met in the existing setting after exhausting interventions and services on site, alternative education setting contacts will be made. In the event that the alternative out of district placement cannot be secured in a timely manner, the District will report this information to the APSEM site and thus PDE, updating monthly, until an appropriate placement has been secured. Pendency is requested of the existing placement so as not to deny a student FAPE, existing supports and services. Additionally, the District will report students with special needs who are on Homebound Instruction or receiving Instruction in the Home to the Department of Education within the same system. The District continues to monitor and support families as provided by Interagency Team meetings, and resolve ways in which to provide FAPE to students whose needs are more restrictive by definition along the educational continuum of services. At Duquesne, the LEA and/or Special Education core team members participate in interagency meetings held by various providers, including psychiatric hospitals, partial hospitalization programs, CYF, Kid's Voice, Auberle, WPIC, Family Links, Family Behavior Resources, MH/MR and the Office of Behavioral Health. Attendance and discipline data are closely monitored during discussion time frames. Parent communication is critical as is support for the family navigating through a complex mental health system. The District takes advantage of trainings offered by PDE, PaTTAN and the Allegheny Intermediate Unit utilizing webcasts to address several audiences at one time. The District is building capacity via seminars, webinars and trainings as well as networking within the systems of supports. Social service agencies are also valuable resources necessary to securing appropriate services for students and families in need. Assistance is often provided with the completion of paperwork, locating medical personnel, and support for other types of assistance.

Special Education Support Services

1Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	Contractor
Paraprofessionals	17	Elementary	District
School Psychologist	1	Elementary	District
Guidance Counselor	1	Elementary	District
Physical Therapist	1	Elementary	Contractor
Occupational Therapist	1	Elementary	Contractor
Other	5	Elementary	District
Other	1	Elementary	District

Signatures & Affirmations

Approval Date

2022-08-29

Uploaded Files

22-25 Special Education Plan Affirmation Statement.pdf

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

Superintendent/Chief Executive Officer

Dr. Sue Mariani

Date

2022-09-26