

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		
Pamela Zackel		
Director of Special Education Email		
zackelp@dukesk12.org		
Director of Special Education Phone Number		Director of Special Education Ext
412-466-5300		7012
Chief Administrator Name		
Dr Sue A Mariani		
Chief Administrator Email		
marianis@dukesk12.org		

Special Education Students

Total Number of Students Receiving Special Education 115

School District Total Student Enrollment 474

Percent of Students Receiving Special Education 24.3

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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	Special Education Teacher	Duquesne El Sch	murrmanj@dukesk12.org
Nancy Moore	Special Education Teacher	Duquesne El Sch	mooren@dukesk12.org
Jamie Sukenik	Parent	Duquesne El Sch	
Pamela Zackel	Director of Special Education	Duquesne El Sch	zackelp@dukesk12.org
Erica Slobodnik	Building Principal	Duquesne El Sch	slobodnike@dukesk12.org
Celeste Rudge	Other	Duquesne El Sch	rudgec@dukesk12.org
Andrew Uram	General Education Teacher	Duquesne El Sch	urama@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

According to the 23-24 Special Education Data Report, The Duquesne City School District has 12% of the district's special education population educated in Other Settings, which is far above the state target of 4.4%. The district has reduced out-placed students by 2% since the development of the last special education plan.

In an effort to support students with disabilities within the least restrictive environment, the Duquesne City School District has created an additional K-2 Autistic Support / Life Skills position. In addition, the district has contracted with Pressley Ridge and Wesley Family Services to provide additional behavioral supports school-wide. Finally, the district partners with the Allegheny Intermediate Unit and PaTTAN and receives specific and targeted supports within the areas of emotional support and autistic support. The intention is to reduce the number of students requiring to be placed outside of their neighborhood school, as well as offering meaningful supports within the regular education classroom setting. This is an ongoing area of improvement the district continues to focus on.

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.

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School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

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Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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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 Duquesne City School District does not serve as a host district for 1306 facilities. If a 1306 facility were to open within the district boundaries, the IEP team would focus its discussion on program implementation in the least restrictive environment. If a less restrictive setting within the district would be appropriate for providing FAPE, this would be discussed and offered. If a similar level of restriction identified in the sending school's IEP is necessary for providing FAPE, that too would be discussed and offered.

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

When the district has 1306 students residing in another school district, we work with the host LEA to ensure appropriate placement within the least restrictive environment. We request to be an active member of the IEP Team and participate in any meetings related to educational placement and transition back into their neighborhood school.

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).**

The Duquesne City School District does not have an adult correctional facility that houses juveniles within its geographical boundaries. However, if such a facility were to be established, the district would implement the following measures to ensure a free and appropriate public education (FAPE) for incarcerated students. The Duquesne City School District would comply with the Individuals with Disabilities Education Act (IDEA) child-find requirements by actively locating and identifying all eligible students within its jurisdiction, including those in local correctional institutions. The district would establish systematic, ongoing communication with these institutions to ensure that all potentially eligible incarcerated students are identified. Additionally, the Local Education Agency (LEA) would send its annual public notice under Section 14.121 to wardens of county jails or correctional institutions within its jurisdiction. To properly identify incarcerated students, the district would utilize appropriate evaluation procedures and diagnostic screening instruments to determine eligibility and educational needs. If a student qualifies for special education services, an Individualized Education Program (IEP) would be developed to address their specific needs. If the district is informed that a student has been incarcerated, the Superintendent's office forwards the PDE-4605 form, Determination of District Residence for Students in Facilities or Institutions, in accordance with Section 1306 of the school code, to the LEA/Designee for verification of the student's parent(s)/guardian(s) residence. Once verified, the completed form is returned to the Superintendent's office, where the student's residence is either approved or denied. The form is then sent to the requesting district, which will be responsible for providing FAPE to the student. The LEA/Designee contacts the correctional facility or institution to monitor and verify that the student is receiving FAPE. The designee also provides the facility with the name and contact information of the School District LEA, along with pertinent special education documents to ensure continuity of educational services. Additionally, the LEA/Designee reaches out to the student's parent or guardian to offer support. The district tracks students who have been placed in a facility or institution and collaborates with these institutions to maintain instructional continuity as students transition between different educational environments. When notified of a student's return, every effort is made to provide supportive services that facilitate a successful transition back into the public education setting. Due to the state's decision to transfer secondary students to their choice of East Allegheny or West Mifflin Area School Districts, oversight responsibilities for

incarcerated students are increasingly being transferred to these districts as students age out, graduate, or enter secondary grade levels.

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Least Restrictive Environment

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

A review of the Special Education Data Report for the 2023-2024 school year indicates that the percentage of Duquesne City students receiving special education services outside the district (12%) is significantly higher than the state average (4.4%). Similarly, the percentage of students receiving special education in general education settings for less than 40% of the day (12.8%) exceeds the state average (10.3%), though the Duquesne City School District is actively working to close this gap. Additionally, the percentage of students receiving special education in general education classrooms for more than 80% of the day (30.8%) falls below the state average/target of 61.7%. To support students with disabilities in the least restrictive environment, the district has created an additional K-2 Autistic Support/Life Skills position. Furthermore, the district has partnered with Pressley Ridge and Wesley Family Services to provide expanded behavioral support services school-wide. The district also collaborates with the Allegheny Intermediate Unit and PaTTAN to receive targeted assistance in the areas of emotional and autistic support. These efforts aim to reduce the number of students requiring placement outside their neighborhood school while enhancing meaningful support within the general education classroom. This remains an ongoing area of improvement that the district continues to prioritize.

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?**

Members of the Instructional Support Team (IST) and the Duquesne Student Assistance Program (D-SAP) meet weekly to discuss new referrals and caseloads. Case managers are responsible for developing targeted interventions to support students referred for academic and behavioral concerns. Data teams also convene weekly to review student progress and determine whether a student should continue with the current level of intervention, increase or modify the intervention, exit intervention, or undergo a multidisciplinary evaluation. During these meetings, behavioral, social, mental health, and academic supports are explored. Students have access to focus groups, differentiated instruction, and various other strategies tailored to their unique needs. The district's data collection system evaluates each student's strengths and challenges, utilizing databases that include, but are not limited to, standardized test results, state and local assessments, classroom performance, attendance records, discipline data, student demographics, and PVAAS analytics. To meet the academic and social-emotional needs of students with IEPs, children with disabilities are educated alongside their non-disabled peers to the maximum extent possible, in compliance with evaluation, identification, and IEP development guidelines. In many cases, the district exceeds legal requirements by implementing best practices that actively involve parents in the process and ensure that all modifications and adaptations have been explored before considering a more restrictive placement. A thorough evaluation is conducted by the multidisciplinary team to identify a child's specific needs. Programs are then developed collaboratively, with all team members committed to implementing the IEP within the least restrictive environment possible.

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 educated at Duquesne City School 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 within 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. Each student at the Duquesne City School District has a personalized learning path that is developed by their classroom and/or special education teacher. Learning paths at Duquesne City School District use technology, data analytics, and adaptive assessments to guide students through customized educational experiences, ensuring they achieve their academic goals effectively and are prepared for the workforce. Every student educated at Duquesne City School 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. Students at the Duquesne City School District have a personalized learning path that is created by their teacher. This creates an individualized approach to learning that tailors content, pace, and instructional methods to each student's needs, strengths, and interests, including aligning their learning paths with the World of Work framework and the RIASEC model (Realistic, Investigative, Artistic, Social, Enterprising, Conventional). These models help students explore career interests and develop skills in areas that are relevant to their futures. This alignment allows learners to progress at their own speed, focusing on areas where they need improvement while advancing in subjects they excel at. Personalized learning paths at Duquesne City School District use technology, data analytics, and adaptive assessments to guide students through customized educational experiences, ensuring they achieve their academic goals effectively and are prepared for the workforce. Every student educated at Duquesne City School 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 within 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.

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

The Duquesne City School district utilizes accommodations that include adaptations to the educational environment, the use of communication devices and computer technology and paraprofessional support. The IEP team assesses any needs related to the child's disability that could keep the student from meaningful participation in extracurricular activities, determine what services would be appropriate, and implement those services. The district prides itself on the level of participation of students with disabilities, and the extent to which coaches and teammates support that. participation. For students receiving instruction and supports outside of their neighborhood school, the LEA discusses at annual IEP meetings extracurricular activities available within the school district and criteria required for participation.

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 receiving instruction and support outside of their neighborhood school, have the opportunity to participate in district lead extracurricular activities. Students who attend a private institutions have the same opportunity to participate in 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)**

Since the implementation of the last special education plan, the Duquesne City School District has created structured emotional support and autistic support programs in an effort to reduce the number of students placed in an out of district educational placement. Both programs offer itinerant, supplemental, and full time supports within their neighborhood school. We collaborate with the Allegheny Intermediate Unit (TaC Team) and PaTTAN so that guidance and supports can be provided for both regular and special education teachers.

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Mon Valley School	Other	Special Education Center	Allegheny Intermediate Unit	Autistic Support	2
Mon Valley School	Other	Special Education Center	Allegheny Intermediate Unit	Autistic Support	2
PACE School	Approved Private School (APS)	Partial Hospital	PACE	Emotional Support	1
Holy Family Learning	Approved Private School (APS)		Holy Family Institutute	Emotional Support	1
Wesley K-8 School	Approved Private School (APS)		Wesley Family Services	Emotional Support	1
Steel City Academies	Licensed Private Academic		Keystone	Emotional Support	1
TCV Day Academy	Approved Private School (APS)		Deverauex	Emotional Support	2
TCV Day Academy	Approved Private School (APS)		Deverauex	Autistic Support	1
Sunrise School	Other	Special Education Center	Allegheny Intermediate Unit	Life Skills Support	1
Western PA School for the Deaf	Approved Private School (APS)		WPSD	Deaf and Hard of Hearing Support	2
The Day School	Approved Private School (APS)		The Childrens Institute	Autistic Support	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?**

All students within the district benefit from the use of PBIS at the tier 1 level with consistent language utilized across settings. The district also partners with the University of Pittsburgh and the Just Discipline Project in order to implement Restorative Practices. This collaboration allows for the support of community building, support for teachers and students, guidance with conflict resolution, and ultimately disrupting the school-to-prison pipeline. Pittsburgh Area Community Schools (PACS) is also actively a part of the district and provides a host of services to students and families of Duquesne. Other partners have included Duquesne University School of Education, who have been able to provide social/emotional lessons to a variety of grade levels to support emotional regulation skills, problem solving, and helpful coping strategies when faced with uncomfortable or distressing situations. Those students who require support beyond the Tier 1 level are often referred to the Student Assistance Program (SAP), which is a targeted team of individuals that can provide more specific interventions, supports, and guidance to those individuals who are not responding to the various school-wide initiatives. In addition to school personnel, the district's SAP team actively seeks out training specific to the students' needs, and collaborates actively with various mental health organizations and the Department of Human Services. This team works with families, school personnel, and community partners in order to provide a whole-child approach to services and increase the likelihood of success of students across settings.

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.**

The district has worked diligently over the last several years to implement a school-wide PBIS system with the students, focusing heavily on the Tier 1 system of support that is meant to target all students and currently a member of the PBIS network in collaboration with PaTTAN. Training is held at the beginning of each school year for staff to familiarize themselves with the PBIS school-wide matrix, benefit from pre-made lessons to utilize with their homerooms, learn common language of expectations, and provide school-wide data on

areas of continued strength and need. Multiple times throughout the year, students are also explicitly taught these expectations, through school-wide assemblies and classroom lessons, with refresher sessions built into the school schedule. Posters and other visual representations of school-wide expectations are on display in common areas of the building and are referenced regularly. The PBIS team additionally receives frequent consultation and collaboration from the Allegheny Intermediate Unit and PaTTAN to ensure validity of the initiative, provide feedback and support to team members, and support/encourage the continued growth of PBIS. The district is eligible to apply for state-recognition at the end of the 2024-2025 school year, due to the consistent implementation of PBIS over the last 3 school years.

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 part-time School Psychologist and a full time School Counselor who assist with the behavior health services.

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 CPI trained professionals as a last resort. The Duquesne City School District restraint timeline is as follows: CPI approved physical management technique is utilized Within 1 hour of Restraint: --the student is taken to the nurse to be evaluated --The Director of Special Education is notified Within 24 Hours of Restraint: --personnel implementing the restraint contacts the parent/guardian detailing incident -- An IEP Revision Meeting is scheduled within 10 school days AND parent waiver is sent home Within 10 calendar days of the Restraint: --If parent waiver is not signed or this is the second or more restraint within a 9 week quarter, an IEP revision meeting is held to review student's current IEP and Positive Behavior Support Plan. --The completed RISC form is emailed to the Special Education Secretary, either after the parental waiver is signed or the IEP Revision Meeting takes place Within 14 calendar days of the Restraint: -- the Special Education Secretary, enters the restraint into the RISC System.

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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 and PaTTAN to provide supports for students who are at a substantial risk of waiting more than 30 days for an appropriate. Prior to an educational placement referral submission, the IEP team members and other support services meet to review and discuss whether or not the student's needs are being met, and whether a revision needs to be made in order to meet student needs. 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 occur 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 within the existing setting, after exhausting interventions and services on site, referrals will be made to educational placement that are structured to meet a particular student's needs. In the event that an out of district placement cannot be secured in a timely manner, the District will file for an interagency meeting and discuss educational support options 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.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Cyber	Multiple	Part-time (0.5)	03/13/2025 09:22 AM

Building Name		
Duquesne City SD		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Multiple	9 to 13
Age Range Justification		FTE %
Individual instruction is provided to students enrolled in the district's cyber academy.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP	Multiple	Full-time (1.0)	03/31/2025 10:40 AM

Building Name		
Duquesne El Sch		
Support Type		

Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		62
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 13
Age Range Justification		FTE %
Group sessions are scheduled with students within a 2 year age range of each other.		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3-6 LSS/AS	Elementary	Full-time (1.0)	03/13/2025 08:43 AM

Building Name		
Duquesne City SD		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.25

Building Name

Duquesne City SD		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K-2 LS	Elementary	Full-time (1.0)	03/13/2025 08:44 AM

Building Name		
Duquesne City SD		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.06

Building Name		
Duquesne City SD		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K-2 LSS/AS #2	Elementary	Full-time (1.0)	03/13/2025 08:53 AM

Building Name		
Duquesne El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7

Age Range Justification	FTE %
	0.15

Building Name		
Duquesne El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5-6 LS	Elementary	Full-time (1.0)	03/13/2025 08:54 AM

Building Name		
Duquesne City SD		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7

Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.14

Building Name		
Duquesne City SD		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7-8 ES/LS	Secondary	Full-time (1.0)	03/13/2025 08:57 AM

Building Name		
Duquesne City SD		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.2

Building Name		
Duquesne City SD		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.18

Building Name		
Duquesne City SD		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %

	0.25
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K-2 ES	Elementary	Full-time (1.0)	03/31/2025 12:34 PM

Building Name		
Duquesne City SD		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.25

Building Name		
Duquesne City SD		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3-4 LS	Elementary	Full-time (1.0)	03/13/2025 08:59 AM

Building Name		
Duquesne City SD		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.7

Building Name		
Duquesne City SD		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K-2 LSS/AS	Elementary	Full-time (1.0)	03/31/2025 10:40 AM

Building Name		
Duquesne City SD		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 5
Age Range Justification		FTE %
		0.75

Building Name		
Duquesne City SD		
Support Type		
Autistic Support		
Support Sub-Type		

Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 5
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3-6 ES	Elementary	Full-time (1.0)	03/13/2025 09:15 AM

Building Name		
Duquesne City SD		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.15

Building Name		
Duquesne City SD		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7-8 LSS/LS/AS	Secondary	Full-time (1.0)	03/13/2025 09:17 AM

Building Name		
Duquesne City SD		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.15

Building Name

Duquesne City SD		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.08

Building Name		
Duquesne City SD		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.08

Building Name		
Duquesne City SD		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.25

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Special Education Facilities

Building Name		Room #
Duquesne El Sch		2004
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 6 inches x 20 feet, 0 inches	670sqft	23
Implementation Date		
2024-08-26		
Uploaded Files		
7-8 LS:ES.pdf		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Duquesne El Sch		4021
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 4 inches x 32 feet, 6 inches	855sqft	30

Implementation Date
2024-08-26
Uploaded Files
K-2 AS:LSS.pdf

2Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name	Room #
Duquesne El Sch	4014
School Building	Building Description
	A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement
34 feet, 0 inches x 22 feet, 0 inches	748sqft
Implementation Date	Max # of students in classroom
2022-07-28	26
Uploaded Files	
3-4 LS.pdf	

3Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Duquesne City SD		4011
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 27 feet, 6 inches	687sqft	24
Implementation Date		
2023-09-06		
Uploaded Files		
K-2 LS.pdf		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Duquesne El Sch		4012
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 21 feet, 0 inches	672sqft	24
Implementation Date		
2022-07-28		
Uploaded Files		
Floor Plan.pdf		

5Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name	Room #
Duquesne El Sch	4008
School Building	Building Description
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 20 feet, 0 inches	680sqft	24
Implementation Date		
2022-07-28		
Uploaded Files		
3-5 LSS:AS.pdf		

6Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name	Room #
Duquesne El Sch	3008
School Building	Building Description
	A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement
34 feet, 0 inches x 23 feet, 0 inches	782sqft
Max # of students in classroom	
	27
Implementation Date	
2022-07-28	
Uploaded Files	
3-6 ES.pdf	

7 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Duquesne El Sch		3005
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 23 feet, 0 inches	805sqft	28
Implementation Date		
2022-07-28		
Uploaded Files		
6-8 LSS:LS.pdf		

8 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Duquesne El Sch		5009
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 12 feet, 0 inches	216sqft	7
Implementation Date		
2022-07-28		
Uploaded Files		
SLP OFFICEPrinter - 2025-03-13T120519.318.pdf		

9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Duquesne El Sch		2000
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 16 feet, 0 inches	192sqft	6
Implementation Date		
2022-07-28		
Uploaded Files		
CYBER OFFICE.pdf		

10 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The location of the class has been maintained for at least 3 school years.		No
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Duquesne El Sch		4022
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 4 inches x 32 feet, 6 inches	855sqft	30
Implementation Date		

2024-08-09
Uploaded Files
K-2 AS.pdf

11 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Duquesne El Sch		3002
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 22 feet, 6 inches	720sqft	25
Implementation Date		
2022-08-19		
Uploaded Files		
5-6 LS_5bf2099b.pdf		

12 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

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Special Education Support Services

13 Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Paraprofessionals	11	Elementary	District
School Psychologist	1	Elementary	District
Guidance Counselor	1	Elementary	District
Occupational Therapist	1	Elementary	Contractor
Physical Therapist	1	Elementary	Contractor
Other	1	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Verbal Behavior Milestones Assessment & Placement Program (VB-MAPP) Training & Support			
Lead Person/Position		Year of Training	
Director of Special Education		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
5	3	District Intermediate Unit	Parents

Description of Training			
AIU Consultants provide ongoing classroom setup and management, explicit instructional strategies, building play and leisure skills, and how to use prompting and reinforcement to build independence.			
Lead Person/Position		Year of Training	
Director of Special Education		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	10	District Intermediate Unit	Special Education Teachers

Description of Training			
Autism Awareness & Understanding • Characteristics of autism spectrum disorder (ASD) • Understanding sensory processing differences • Recognizing strengths and challenges of autistic students			
Lead Person/Position		Year of Training	
Director of Special Education		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Sensory Integration & Regulation - Recognizing sensory triggers and needs - Providing appropriate sensory breaks and tools - Creating a sensory-friendly classroom environment			
Lead Person/Position		Year of Training	
Director of Special Education		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	4	District Intermediate Unit	Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Behavior Management & De-escalation •Positive Behavior Support •Functional Behavior Assessment (FBA) & Development of a Positive Behavior Support Plan (*as needed to support new staff))			
Lead Person/Position		Year of Training	
Director of Special Education		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Social Skills Peer Interaction Support - Strategies to teach social-emotional skills - Facilitating peer interactions and inclusion - Implementing social scripts and role-playing			
Lead Person/Position		Year of Training	
Director of Special Education		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	General Education Teachers

		Intermediate Unit PaTTAN	Paraprofessionals Special Education Teachers
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Description of Training			
CPI training on how to increase positive behaviors and how to prevent behavioral incidents. It also addresses how to effectively intervene when a student's behavior escalates			
Lead Person/Position		Year of Training	
Duquesne City SD Personnel - Certified CPI Instructor		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training	
Master Teacher Training Modules - Paraprofessionals and PCAs will be provided Master Teacher Training Modules that align with their job responsibilities.	
Lead Person/Position	Year of Training
Special Education Director	2025 2026

		2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	20	District	Paraprofessionals

Description of Training			
Monthly Mini-Trainings: Content Related to all Disability Categories Serviced at DCSD			
Lead Person/Position		Year of Training	
Director of Special Education		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
.5	10	District	Paraprofessionals

Transition

Description of Training	
Eighth grade students will register on time and select classes based upon their chosen secondary school (East Allegheny and West Mifflin Area Schools) they select as part of the transition process each Spring. Activities include but are not limited to: tours of the new school, meet the principal, student forums, and curriculum nights.	
Lead Person/Position	Year of Training
Special Education Caseload Managers, Director of Special Education	2025
	2026
	2027

		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Parents Other

Description of Training			
RIASEC / World of Work Training - Career Development			
Lead Person/Position		Year of Training	
Principal		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	General Education Teachers Parents Paraprofessionals Special Education Teachers

Science of Literacy

Description of Training
Science of Reading/Structured literacy professional development (PD) for special education is designed to equip educators with evidence-based strategies to support students with diverse learning needs. This PD focuses on the systematic and explicit teaching of literacy skills, including phonology, orthography, morphology, syntax, and semantics. By addressing the foundational components of reading and writing, educators will learn how to tailor instruction to meet the needs of students with dyslexia, learning disabilities, and other challenges. The

goal is to provide teachers with the tools to deliver effective, individualized instruction that ensures all students have access to high-quality literacy education, fostering greater student achievement and success in reading and writing.

Lead Person/Position		Year of Training	
Director of Literacy, Director of Curriculum		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	Other	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Third Quest - Parallel Universe Intervention - Refresher Training			
Lead Person/Position		Year of Training	
Director of Literacy, Director of Special Education		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	Special Education Teachers

Parent Training

Description of Training

During Parent Cafe's - parents will be participate in the trainings that they requested from the survey.			
Lead Person/Position		Year of Training	
Principal, Director of Curriculum, Director of Literacy, Director of Technology		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	6	District	Parents

Description of Training			
Parents will be given an overview of what special education programming looks like in the district as it relates to specific disability areas. Opportunities for both individual and/or small group parent training will be determined by IEP teams.			
Lead Person/Position		Year of Training	
Director of Special Education		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Parents

Description of Training	
Parents of EI students transitioning to kindergarten will be provided a general overview of special education programming and outline of next steps related to school age eligibility.	
Lead Person/Position	Year of Training
Director of Special Education, PEI Supervisor (AIU)	2025

		2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District Intermediate Unit	Building Administrators Parents Special Education Teachers

IEP Development

Description of Training			
IEP Development, ESY Eligibility and Progress Monitoring for all special education teachers			
Lead Person/Position		Year of Training	
Director of Special Education		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
.5	9	District	Special Education Teachers

Description of Training	
IEP Development, ESY Eligibility and Progress Monitoring for all non-tenured special education teachers	
Lead Person/Position	Year of Training
Special Education Mentor and Director of Special Education	2025 2026

		2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
.5	9	District	Special Education Teachers

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Signatures & Affirmations

Approval Date

Uploaded Files

- 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

Date

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