Profile and Plan Essentials

LEA Name		AUN
Mt Lebanon SD		103026402
Address 1		
7 Horsman Dr		
Address 2		
City	**State**	**Zip**
Pittsburgh	PA	15228
Director of Special Education Name		
Dr. Jennifer A. Shuman		
Director of Special Education Email		
jshuman@mtlsd.net		
Director of Special Education Phone Number		**Director of Special Education Ext**
4123442011		
Chief Administrator Name		
Dr Melissa R Friez		
Chief Administrator Email		
mfriez@mtlsd.net		

Special Education Students

Total Number of Students Receiving Special Education 877
School District Total Student Enrollment 5478
Percent of Students Receiving Special Education 16

Steering Committee

Name	Position/Role	Building	Email
Jennifer Shuman	Director of Special Education	Mt Lebanon SD	jshuman@mtlsd.net
Shaina Vasbinder	Other	Mt Lebanon SD	svasbinder@mtlsd.net
Olivia Burk	Other	Mt Lebanon SD	oburk@mtlsd.net
Brook Webb	Building Principal	Washington El Sch	bwebb@mtlsd.net
Melissa Friez	Superintendent	Mt Lebanon SD	mfriez@mtlsd.net
Katie Cornell	Special Education Teacher	Hoover El Sch	kcornell@mtlsd.net
Thomas Gray	Special Education Teacher	Jefferson MS	tgray@mtlsd.net
Joseph Sciullo	Other	Mt Lebanon SD	jsciullo@mtlsd.net
Ronald Davis	Other	Mt Lebanon SD	rdavis@mtlsd.net
Matthew Rizzuto	Building Principal	Howe El Sch	mrizzuto@mtlsd.net
Patricia Connolly	Other	Mt Lebanon SD	pconnolly@mtlsd.net
Chris Wolfson	Building Principal	Mellon MS	cwolfson@mtlsd.net
Jake Wyland	Board Member	Mt Lebanon SD	jwyland@mtlsd.net
Dan Ridge	Parent	Mt Lebanon SHS	dridge@mtlsd.net
Joel Thompson	Building Principal	Mt Lebanon SHS	jthompson@mtlsd.net
Jason Ramsey	Building Principal	Foster El Sch	jramsey@mtlsd.net

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)

Improvement and Planning Activity
Review and analyze data for non-participation students by school in grades 4,8,11
Speak to parents at IEP meetings about the importance of state testing and the availability of accommodations that are similar to the ones they use daily in the classroom environment
Present information at Special Ed Department meetings and Administrative meetings to show importance of this indicator
Implement evidence-based options for supplemental math curriculum

Education Environments (Indicator 5)

Improvement and Planning Activity
Review and analyze data for students in other SE settings
Research district-based transition program options for students aged 18-22

Create an elementary specialized classroom based on student need

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.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use

Non-Resident Students Oversight

1. **Is your School 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 Mt. Lebanon School District does not currently serve as a host for a facility under Section 1306 of the Pennsylvania Public School Code. However, in the event that a 1306 facility is established within the District's boundaries, Mt. Lebanon School District is fully prepared to comply with all applicable requirements under the Individuals with Disabilities Education Act (IDEA) 2004 and Pennsylvania Chapter 14, in accordance with the Basic Education Circular (BEC): Educational Programs for Students in Non-Educational Placements (22 PA Code §14.102). Under Section 1306, the host school district is required to permit a nonresident student residing in the 1306 facility within its boundaries to attend its public schools until the student graduates or turns 22. The district publishes an annual child find notice and engages in public promotion of special education programming through its website and other communication tools. During the student's enrollment in the children's 1306 facility, the host school district is responsible for ensuring that all students have access to educational services; that students with disabilities are provided a Free Appropriate Public Education (FAPE) in accordance with their Individualized Education Programs (IEPs) or Service Agreements; and that all legally mandated procedural safeguards are upheld. This includes the student's appropriate programming taught by a certified special education teacher. While the host district holds these responsibilities, it is permissible for the host and resident districts to enter into a written agreement outlining an alternate arrangement for the provision of educational and procedural responsibilities for students eligible under IDEA. Any such agreement must be approved by the Pennsylvania Department of Education (PDE) and must follow appropriate notification and comment procedures for parents or guardians. For students with disabilities who have an IEP or Service Agreement, and in the absence of a court order prohibiting such action, the host school district must evaluate educational placement options within its public school system. Should the IEP or Service Agreement process result in a determination that an alternative educational setting is more appropriate, the host school district remains responsible for ensuring the provision of FAPE, along with any required special education and related services, in alignment with IDEA, Chapter 14, Chapter 15, and Section 504 of the Rehabilitation Act of 1973. When a student enters a 1306 facility with an existing IEP from another school district, the host district must convene an IEP team meeting without delay. This meeting will determine whether the student's current IEP should be revised, whether the student can be educated in the host district's public schools, or whether an alternative placement is warranted. If a parent or guardian is unable to attend the meeting in person, the host district must make reasonable efforts to ensure participation by offering alternatives such as teleconferencing, consistent with the procedures in place for resident families. Until a new IEP is developed, the student must receive services comparable to those outlined in the existing IEP. The host district is also responsible for continuously monitoring the student's educational progress and reviewing the provision of services at regular intervals, at minimum coinciding with the issuance of report cards. In addition, the host district must maintain communication with the student's resident school district regarding placement and progress.
2. **Describe the School District's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school.**
   A District representative participates in all IEP meetings for students placed in programs outside of the Mt. Lebanon School District to monitor progress and ensure that the student's needs continue to warrant services that cannot be effectively provided within a less restrictive setting in the District, even with

the implementation of supplementary aids and services. This determination is reviewed at least annually as part of the IEP process. If a student is exhibiting success and the current program is no longer determined to be the Least Restrictive Environment (LRE), the IEP team will convene to develop a transition plan that supports the student's return to a less restrictive setting. Additionally, all special education documentation for students in out-of-district placements is reviewed to confirm that the services being provided align with the requirements for a Free Appropriate Public Education (FAPE) and the LRE.

Incarcerated Students Oversight

1. **Does the School District have an adult correctional facility that houses juveniles within its geographical boundaries?**
   No

1. **Describe the system of oversight the School 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).**
   Presently, there are no facilities for incarcerated youth located within the Mt. Lebanon School District. If an adult correctional facility existed within the District, any student who is incarcerated who may be eligible for special education services will be located, identified, evaluated, and, if deemed eligible, will be offered a free appropriate public education (FAPE). Procedures for locating students who could possibly be eligible for special education services would include locating existing educational records. If the student has never been identified as eligible for special education services, then the records would be reviewed by Mt. Lebanon School District to determine if the student should be referred for a multidisciplinary evaluation to determine eligibility for special education. The District in collaboration with the educational provider would ensure that special education laws are followed. If necessary, the District will contract for appropriate services through the Allegheny Intermediate Unit to ensure that the student receives FAPE. Upon notification that a Mt. Lebanon School District student has been incarcerated and may be eligible for special education services within a local correctional facility, the District will contact the host school district. The Mt. Lebanon School District will send an LEA representative to the IEP meeting and ensure that FAPE is provided to the student. 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. **Review the School District's most recent data for Least Restrictive Environment. Highlight areas of improvement.**
   The Mt. Lebanon School District is committed to educating students with disabilities in the least restrictive environment (LRE), in full compliance with the evaluation, Individualized Education Program (IEP), and placement procedures outlined in the Individuals with Disabilities Education Act (IDEA) and Pennsylvania Chapter 14, Special Education Programs and Services. According to the District's 2022-2023 Special Education Data Report, 52.6% of students with IEPs were educated within the regular classroom for at least 80% of the school day. This represents a 2% increase from 2019-2020 and is 9.8% higher than the state average of 61.6% for this indicator. Additionally, only 4.9% of students with IEPs in the District were educated in the regular classroom for less than 40% of the school day—5.1% below the state average of 10%. One of the target areas for this plan will be special education students in other settings. The Mt. Lebanon School District has 4.9% of students with IEPs receiving special education services in other settings, which is .5% higher than the state average of 4.4%. The District prioritizes the education of students with disabilities within the general education classroom, with the provision of supplementary aids and services as needed. The overarching goal is to ensure that students with disabilities have meaningful access to instruction and are able to learn alongside their non-disabled peers to the greatest extent appropriate. To further this commitment, the District has identified two key areas for continued growth: Increasing the percentage of students with IEPs educated in the general education classroom for 80% or more of the school day. Reducing the percentage of students receiving special education services in settings outside of the District. These efforts reflect the District's ongoing dedication to inclusive education and the provision of high-quality, individualized support for all students.
2. **What universal practices does the School District utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?**
   The District leverages data from formative assessments, classroom assessments, and progress monitoring to determine the appropriate level of support each student requires within the general education classroom. At the elementary level, instructional support teams are in place to facilitate data-informed decision-making and targeted intervention. School Wide Positive Behavior Interventions and Supports is also implemented within each building. At both middle schools, a teaming model is implemented, providing teachers with daily common planning time. This structure fosters regular collaboration among general education teachers, special education teachers, school counselors, and school psychologists, enabling the development and implementation of effective instructional strategies and interventions. At the high school level, teachers participate in staffing meetings in which student needs can be discussed. All schools have Student Assistance Program (SAP) teams, access to school based mental health, and school social work services including counseling support. When appropriate, paraprofessional support is utilized to ensure students receive the necessary accommodations and assistance to succeed in the general education environment.
3. **Describe the academic programming and training efforts the School District utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.**
   The Mt. Lebanon School District is committed to building staff capacity to support inclusive education through ongoing professional development. Educators participate in training provided by the Pennsylvania Training and Technical Assistance Network (PaTTAN) and the Allegheny Intermediate Unit (AIU), with a focus on differentiated instruction, classroom management, Universal Design for Learning (UDL), and the effective implementation of supplementary aids and services within the general education setting. The AIU's Training and Consultation (TaC) Team has provided sustained professional development and consultation for both general and special education teachers. Most recently, secondary IEP Case Managers were provided Indicator 13 training by the TaC Team in order to support development of transition aged student IEPs. In addition, TaC consultants have offered targeted guidance on students who may need additional emotional or behavioral support. Mt. Lebanon School District has created a professional development model that

utilizes collaborative effort from its staff. Any staff member is free to create and present a session based on their expertise or area of practice. Service providers and community agencies are also invited to create sessions for professional development. To further enhance inclusive practices, the District employs two full-time inclusion specialists who provide direct support to regular and special education staff. These specialists assist in developing effective classroom management strategies, differentiated instruction techniques, and research-based behavioral interventions. They also serve as liaisons to external agencies and offer technical assistance to ensure the successful delivery of services in the least restrictive environment (LRE) and provide training to district staff. Additionally, the District's inclusion specialists serve as transition coordinators, facilitating services and supports that promote student access to appropriate educational opportunities. They work closely with building administrators, educators, and families to strengthen inclusive practices and uphold the District's commitment to ensuring every student receives a high-quality education in the least restrictive environment. The District's four school psychologists contribute additional expertise by consulting with school teams regarding school-wide behavioral interventions and individualized student planning, grounded in comprehensive evaluation data. Training sessions facilitated by these professionals help to address the implementation of supplementary aids and services and the provision of Free Appropriate Public Education (FAPE) in the LRE. In alignment with state requirements, the District has adopted the Credential of Competency for special education paraeducators, ensuring all paraeducators complete the mandated 20 hours of annual training and meet qualifications across all seven state-defined standards. Paraeducators play a vital role in supporting students within the general education environment, helping maintain their participation and success.

4. **Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.**
   The Mt. Lebanon School District is committed to fostering inclusive opportunities that promote the participation of students with disabilities in nonacademic and extracurricular activities alongside their neurotypical peers. The District actively seeks to create meaningful experiences that support social engagement, personal growth, and community building for all students. Established during the 2005–2006 school year, the Lebo Stars Program at the secondary level exemplifies this commitment by promoting friendships through shared participation in school-sponsored events. Modeled after the Best Buddies Program, Lebo Stars has students without disabilities partner with students with disabilities to attend events such as school dances, sporting events, and other social activities, fostering mutual understanding and inclusive school culture. At the elementary and middle school levels, students with disabilities are encouraged to participate in a wide range of extracurricular offerings, including clubs, variety shows, choir, orchestra, band, and sports. These opportunities are equally available to all students. At the high school level, students receive a comprehensive list of school-sponsored clubs and activities and are invited to attend an annual activities fair held in the school's Center Court each fall. This information is also shared with students and families in out-of-district placements to ensure equitable access. Additionally, the high school hosts a student activity center that operates throughout the day to support and promote student involvement in school-wide programs and events. Students with disabilities are afforded the same opportunities as their peers to participate in academic, nonacademic, and extracurricular activities. IEP teams play a key role in supporting this participation by engaging in discussions during IEP meetings about the student's interests and the support that may be necessary to facilitate meaningful involvement. While many students independently participate in school activities, the District is prepared to provide supplementary aids and services when needed. These supports may include paraeducator assistance, specialized dietary accommodations, or accessible transportation. To further promote inclusion, some special education teachers also serve as coaches or sponsors of extracurricular programs and actively encourage the participation of students with IEPs. When individualized support is required—such as a paraeducator providing additional supervision, repeated directions, or structured guidance—the District ensures those services are promptly and appropriately implemented. The District also provides consultation to coaches, advisors, and other supervising staff so they are aware of and equipped to provide the necessary support for students with disabilities participating in extracurricular programs. In alignment with Indicator 13 requirements, IEP teams for students aged 14 and older incorporate discussions of nonacademic and extracurricular activities as

part of the transition planning process for Independent Living outcomes. If a student expresses interest in participating in these activities, the IEP team identifies and implements the supplementary aids and services required to ensure the student's successful and meaningful participation.

5. **Describe the School District procedures that ensure, 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-led extracurricular activities.**
   The student's Individualized Education Program (IEP) team is responsible for determining the most appropriate educational placement to support meaningful progress within the Least Restrictive Environment (LRE). This decision is made based on the continuum of special education services and takes into account the unique needs of the student, including the nature and severity of the disability, as well as the student's IEP goals and alignment with core academic standards. Students placed in private institutions by the District remain eligible to participate in District-led extracurricular activities, in accordance with District policies. To ensure equitable access, the District provides necessary support tailored to each student's needs. These supports may include, but are not limited to, collaboration between staff, paraprofessional assistance, adaptive equipment, assistive technology, sensory supports, transportation from the private institution to the activity site, and environmental modifications. Information about extracurricular opportunities is communicated to families through various channels, including the District website, newsletters, email communications, and social media platforms.
6. **Discuss the School 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 Mt. Lebanon School District continues to strengthen its capacity to support all learners through ongoing consultation, training, and technical assistance from the Pennsylvania Training and Technical Assistance Network (PaTTAN) and the Allegheny Intermediate Unit (AIU). These partnerships have been instrumental in the District's efforts to expand and enhance programs and services for students with diverse needs. In response to student needs, the District has been steadily expanding the offerings within its Applied Behavior Analysis (ABA)/Life Skills Support programs to provide more comprehensive, individualized educational opportunities. An Elementary Emotional Support classroom has also been created. Additionally, over the past five years, the District has significantly increased the number of paraprofessionals to better support students within the general education classroom, promoting inclusive practices and access to the curriculum. The District has implemented additional services to support student mental health across the K-12 continuum, including social work services and school based mental health services. An identified area for continued growth is increasing the consistency and fidelity of implementation of key district-wide initiatives, including Positive Behavior Interventions and Supports (PBIS), Social-Emotional Learning (SEL), and Multi-Tiered Systems of Supports (MTSS). The District remains committed to ensuring these frameworks are effectively integrated across all schools to support academic achievement and the overall well-being of all students.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of

					Students Placed
ACLD Tillotson School	Approved Private School (APS)		ACLD Tillotson School	Learning Support	2
DePaul School for Hearing and Speech	Approved Private School (APS)		DePaul School for Hearing and Speech	Deaf and Hard of Hearing Support	1
Watson Institute	Approved Private School (APS)		Watson Institute	Autistic Support	6
CITY Connections	Other	Post-Secondary Transition Program	Pittsburgh Public Schools	Life Skills Support	1
Wesley High School	Approved Private School (APS)		Wesley Family Services	Emotional Support	1
The Pathfinder School	Licensed Private Academic		Allegheny Intermediate Unit	Life Skills Support	2
The Bradley School	Licensed Private Academic		The Bradley Center	Emotional Support	4
UPMC Project SEARCH	Other	Post-Secondary Transition Program	UPMC and Goodwill SWPA	Autistic Support	1
The Day School at the Children's Institute	Approved Private School (APS)		The Children's Institute	Autistic Support	1
Watson Institute Friendship Academy	Approved Private School (APS)		Watson Institute	Autistic Support	1
The University School	Licensed Private Academic		The University School	Emotional Support	2
Western PA School for Blind Children	Approved Private School (APS)		Western PA School for Blind Children	Blind and Visually Impaired Support	1
The Pathfinder School	Licensed Private Academic		Allegheny Intermediate Unit	Multiple Disabilities Support	1
Wesley K-8 School	Approved Private School (APS)		Wesley Family Services	Emotional Support	1
ACLD Tillotson	Approved Private School (APS)		ACLD Tillotson	Autistic Support	3
City Connections	Other	Post-Secondary Transition Program	Pittsburgh Public Schools	Autistic Support	1
The Pathfinder School	Licensed Private Academic		Allegheny Intermediate Unit	Autistic Support	5
Pioneer Education Center	Other	Public School (Fee for Service)	Pittsburgh Public	Multiple Disabilities Support	1

Mon Valley School	Licensed Private Academic		AIU	Autistic Support	2

Positive Behavior Support

Date of Approval
1994-02-21

Uploaded Files
IGBJ_Behavior_Support_for_Stdents_with_Disabilities.pdf

1. **How does the School District support the emotional, social needs of students with disabilities?**
   The District reviews data related to the social-emotional and behavioral needs of students, such as office discipline referral data, to determine if programmatic and systems-level changes need to occur. As a result of data reviewed in previous school years, buildings have initiated the implementation of school-wide Positive Behavior Interventions and Supports (PBIS). In response to needs indicated through data, the District added an additional Emotional Support classroom at the middle school level several years ago. Additionally, in order to meet the social and emotional needs of students, the District increased social work services from Wesley Family Services by 60 percent and increased the number of elementary school counselors to allow for a counselor to be at each elementary school every day in an effort to more effectively address the social-emotional and behavioral needs of our students and equip them with the skills necessary to successfully manage their emotions and make better choices that do not result in disciplinary action. Four full-time certified school psychologists are employed by the Mt. Lebanon School District. The school psychologists are responsible for conducting comprehensive evaluations for students referred for an evaluation and providing psychological counseling as needed and appropriate. The Mt. Lebanon School District ensures all students with disabilities have access to school counseling services through building-based counselor(s)at each of the ten school buildings. Additional consultation for specific student needs has included the Allegheny Intermediate Unit, PaTTAN, The Watson Institute, Wesley Spectrum Services and private psychiatric and psychological service providers in private practice. For students placed in out-of-district programs, the District collaborates with appropriate staff to ensure psychological counseling services are provided to students, as needed.
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.**
   District educators and administrators have participated in training focusing on Positive Behavior Interventions and Supports (PBIS) and behavior management strategies provided by organizations specializing in such training including PaTTAN, the Allegheny Intermediate Unit, and Wesley Family Services. The two inclusion specialists employed by the District maintain certification as trainers of trainees in the Crisis Prevention Institute (CPI) Program and Comprehensive Crisis Management. The District adheres to CPI program suggested best practices and provides initial and recertification training within all buildings. Each building has a team trained to implement CPI, should a student need crisis response and de-escalation procedures. The District's inclusion specialists are available to assist teams in the use of de-escalation procedures and to ensure positive behavior supports are implemented. In collaboration with the Allegheny Intermediate Unit, the District provides ongoing training regarding positive behavior interventions and supports to teachers, support staff members, and administrators. The District contracts with local mental health service providers should a student require intensive support.
3. **Describe the School District's positive school wide support programs.**
   The foundation for addressing problem or unexpected behavior within the Mt. Lebanon School District is based on Positive Behavior Interventions and

Supports (PBIS) for students. Significant attention is devoted to teaching all students appropriate or expected behaviors and providing more intensive teaching and positive reinforcement of those expected behaviors to students who need a more rigorous level of intervention. Teachers are encouraged to contact and collaborate with parents to address student behavior. Each building has a code of conduct that addresses student responsibilities and also outlines expected behaviors. In addition to the building level code of conduct, each classroom teacher is responsible for establishing classroom expectations. School counselors are available to assist in the development of classroom lessons and student-specific interventions as needed. Counselors also provide small-group sessions for students around various topics, depending on the needs of the students, as well as individual counseling for students in need of more intensive support. The District's two inclusion specialists are available to support building staff and provide training to support the implementation of positive behavior supports for all students. The inclusion specialists are also available to support students who have individual positive behavior support plans. Positive Behavior Supports Plans for students with IEPs are included in the IEP document.

4. **Describe the School District's school-based behavior health services.**
   The District utilizes school-based social-emotional and behavioral support teams, such as the Student Assistance Program at all schools to problem solve and provide appropriate social-emotional and behavioral interventions for all students. The Olweus program is implemented at the elementary and middle school levels, and elementary school counselors and special education teachers implement the Second Step social-emotional learning program. School counselors at the middle school and elementary school levels provide class-wide lessons targeting social-emotional learning and behavioral health strategies and skills to all students. School counselors also provide small group lessons and short-term individual counseling to students that require more targeted and intensive supports. School psychologists are available at all buildings for consultation and more individualized social-emotional and behavioral support to students.
5. **Describe the School District's restraint procedure.**
   Research-based practices and the use of restraints only as a last resort and only after other less restrictive measures have been used is referenced in the Objective section of the District's Behavior Support For Students With Disabilities Policy. School district personnel are trained in the Crisis Prevention Institute (CPI) nonviolent crisis intervention program. The District adheres to CPI program suggested best practices and provides initial and recertification trainings within all buildings in the District. The special education teacher or a staff member on the crisis response team who is certified in CPI, follows the CPI "COPING" model when debriefing with a student after a restraint technique is utilized. This is another opportunity for teachers to teach, model, practice, and role play socially acceptable alternative skills. Restraints are used as a measure of last resort, only after other less restrictive measures have been used. Restraints must be documented in all IEPs when the IEP team agrees that restrains may be necessary, along with the type(s) that may be used. Restraints may only be included in a student's IEP when the restraint is utilized with specific component elements of positive behavior support and used in conjunction with the teaching of socially acceptable alternative skills to replace the problem behavior. When restraints are used, the student is examined by a school nurse, the district must notify the parent/guardian the day that the restraint occurs and hold an IEP meeting within ten days. All written documentation and special education documents are sent to the special education department for filing and documentation in the Leader Services RISC system. It is the procedure in the Mt. Lebanon School District to encourage parents/guardian to attend an IEP meeting to discuss the behavior, the rationale to use restraints, analyze all data regarding the child's behavior, and make changes to the PBSP and IEP, if needed. The District collaborates with out-of-district programs to ensure the use of restraints in an out-of-district program meets the requirements of the District policy and PA school code.

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 Mt. Lebanon School District is committed to educating students within District programs to the greatest extent possible. Prior to considering an out-of-district placement, all available in-district supports and services must be thoroughly explored and exhausted. It is the responsibility of the student's Individualized Education Program (IEP) team to ensure that District programs have been fully utilized and to determine whether the student's needs exceed the capabilities of those programs. When a student requires services beyond what the District can provide, the Mt. Lebanon School District employs an interagency approach to identify appropriate educational placements and support services. This approach involves collaboration with the Allegheny Intermediate Unit and relevant external agencies, including mental health and intellectual disability services, children, youth and family services, juvenile probation, and private consultants. Parental participation is a vital component of this process and is actively sought to ensure informed and collaborative decision-making. Before a change in educational placement is made, the IEP team, along with agency representatives, makes concerted efforts to deliver intensive services—such as wraparound services—within the District. A comprehensive reevaluation, which may include a Functional Behavior Assessment (FBA), is conducted to inform any potential placement decisions. While the District is generally successful in securing appropriate placements for students with intensive needs, challenges may arise in securing timely enrollment due to intake procedures at some out-of-district programs. In situations where an immediate placement is unavailable, the District considers a range of interim measures, including: Placing the student on a waiting list for the recommended program; Collaborating with interagency partners to enhance in-school support (e.g., wraparound services); Employing additional short-term support staff within the school; Creating an individualized Safety Plan for the student; Assisting families in accessing home-based services through interagency collaboration; Temporarily placing the student in an alternative setting with enhanced supports; and Consulting with local interagency liaisons through the Allegheny Intermediate Unit, PaTTAN, and the Pennsylvania Bureau of Special Education. To further support students' social-emotional and behavioral needs, the District continues to expand services by partnering with a regional mental health provider that offers licensed school social workers. These professionals collaborate closely with school staff and families to implement targeted interventions within the school environment. Additionally, they support both the transition of students into out-of-district programs and their successful reintegration into District placements.

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	District
Other	1	Elementary	District
Transition Coordinator	1	District Wide	District
School Psychologist	4	District Wide	District
Paraprofessionals	23	Secondary	District
Paraprofessionals	63	Elementary	District
Social Worker	1	Secondary	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	2.25	District Wide	Contractor
Guidance Counselor	11	Secondary	District
Guidance Counselor	5.6	Elementary	District
Social Worker	2	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
PaTTAN Autism Initiative (PAI)			
Lead Person/Position		**Year of Training**	
Jennifer Shuman/Director of Special Education		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
4	7	PaTTAN	Paraprofessionals Special Education Teachers Other

Description of Training			
ABA Part I and II			
Lead Person/Position		**Year of Training**	
Shaina Vasbinder/Inclusion Specialist		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1.5	2	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training

Best Practices Supporting Students with Autism			
Lead Person/Position		**Year of Training**	
Jennifer Shuman/Director of Special Education		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1.5	2	District	General Education Teachers Paraprofessionals Special Education Teachers Other

Positive Behavior Support

Description of Training			
Crisis Prevention- Full Certification			
Lead Person/Position		**Year of Training**	
Jennifer Shuman/Director of Special Education		2025 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
4	4	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training	
Crisis Prevention- Refresher	
Lead Person/Position	**Year of Training**

Shaina Vasbinder/Inclusion Specialist		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	8	District	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Crisis Prevention- De-escalation Techniques			
Lead Person/Position		**Year of Training**	
Jennifer Shuman/Director of Special Education		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	8	District	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training	
Completing a Functional Behavioral Analysis (FBA) and Positive Behavior Support Plan (PBSP)	
Lead Person/Position	**Year of Training**

Jennifer Shuman/Director of Special Education		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Special Education Teachers

Paraprofessional

Description of Training			
Confidentiality & FERPA			
Lead Person/Position		**Year of Training**	
Jennifer Shuman/Director of Special Education		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
.5	1	District	Paraprofessionals

Description of Training			
CPR/First Aid Training			
Lead Person/Position		**Year of Training**	
Jennifer Shuman/Director of Special Education		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	District	Paraprofessionals

Description of Training			
MTLSD Procedures for Paraprofessionals			
Lead Person/Position		**Year of Training**	
Shaina Vasbinder/Inclusion Specialist		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Paraprofessionals

Transition

Description of Training			
Support Services for Post-Secondary Education and Employment			
Lead Person/Position		**Year of Training**	
Olivia Burk/Transition Coordinator		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District Other	Parents Special Education Teachers

Description of Training	
Indicator 13 Refresher	
Lead Person/Position	**Year of Training**

Olivia Burk/Transition Coordinator		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
.5	1	District Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training			
Implementation of Fundations			
Lead Person/Position		**Year of Training**	
Jennifer Shuman/Director of Special Education		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District Other	Paraprofessionals Special Education Teachers

Description of Training	
Into Reading Curriculum	
Lead Person/Position	**Year of Training**
Jennifer Shuman/Director of Special Education	2025 2026 2027 2028

Hours Per Training	Number of Sessions	Provider	Audience
8	1	Other	General Education Teachers Special Education Teachers Other

Description of Training			
Wilson Reading System			
Lead Person/Position		**Year of Training**	
Jennifer Shuman/Director of Special Education		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District Other	General Education Teachers Special Education Teachers Other

Parent Training

Description of Training			
Using Augmentative and Alternative Communication			
Lead Person/Position		**Year of Training**	
Jennifer Shuman/Director of Special Education		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District Intermediate Unit	General Education Teachers Parents

			Paraprofessionals Special Education Teachers Other

Description of Training			
MTLSD Special Education and Student Services: An Overview for Families			
Lead Person/Position		**Year of Training**	
Jennifer Shuman/Director of Special Education		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Parents

IEP Development

Description of Training			
The Essentials of IEP Writing			
Lead Person/Position		**Year of Training**	
Jennifer Shuman/Director of Special Education		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District Intermediate Unit	Special Education Teachers

Description of Training			
MTLSD Special Education Procedures			
Lead Person/Position		**Year of Training**	
Jennifer Shuman/Director of Special Education		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
IEP Goal Writing & Progress Monitoring			
Lead Person/Position		**Year of Training**	
Jennifer Shuman/Director of Special Education		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District Intermediate Unit	Special Education Teachers Other

Signatures & Affirmations

Approval Date
2025-06-16

Uploaded Files
Special Education Plan Affirmation, 2025.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
Melissa Friez
Date
2025-06-26