Special Education Plan 2026-2029







Pittsburgh Public Schools

Students first
Always, in all ways.

April 14, 2026

Agenda

- Purpose of Special Education Plan
- Current Data & Areas of Need
- Approach to Developing the Plan
- Key Recommendations

Purpose of the Special Education Plan

The school district's special education plan is an action plan that describes the local Board of School Director's commitment to ensure that a quality education will be provided to each of its students with a disability eligible for special education, over the upcoming three years.

A special education plan reflects ongoing programs and services and incorporates anticipated changes in programming as a result of corrective action generated by the cyclical monitoring, improvement planning and other factors.

Indicators vs. Monitoring

How PPS Understands Performance and Practice

Indicators

What is happening?



- Annual, data-based measures
- Compared to state targets
- Show trends in outcomes and compliance
- Identify areas of concern

Monitoring

How and why is it happening?



- In-depth review of practice
- Examines files, procedures, implementation
- Determines compliance or noncompliance
- Identifies root causes

Improvement Planning

Driving change



- Responds to indicators and monitoring
- Identifies corrective actions
- Aligns systems to student outcomes & equity

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Cyclical Monitoring Corrective Actions



2023 Plan:

- Positive Behavior Support
- Child Find
- Confidentiality
- ESY Services
- Least Restrictive Environment
- Psychological Services – Evaluation
- Suspensions – disparity
- Suspensions – Procedural requirements
- Parent Training
- Personnel Training
- Transition requirements
- Facilities used for special education
- Caseload requirements
- Dropout Rate
- Participation in PSSA & PASA
- State Assessment Outcomes

Current:

- Positive Behavior Support
- Suspension - Procedural Requirements
- Extended School Year
- Public School Enrollment
- Least Restrictive Environment
- State Assessment outcomes

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School Performance Profile Indicators



2023 Plan:

- Indicator 3: Assessments
- Indicator 4B: Suspensions
- Indicator 5: Educational Environments
- Indicator 11: Timelines for Initial Evaluation

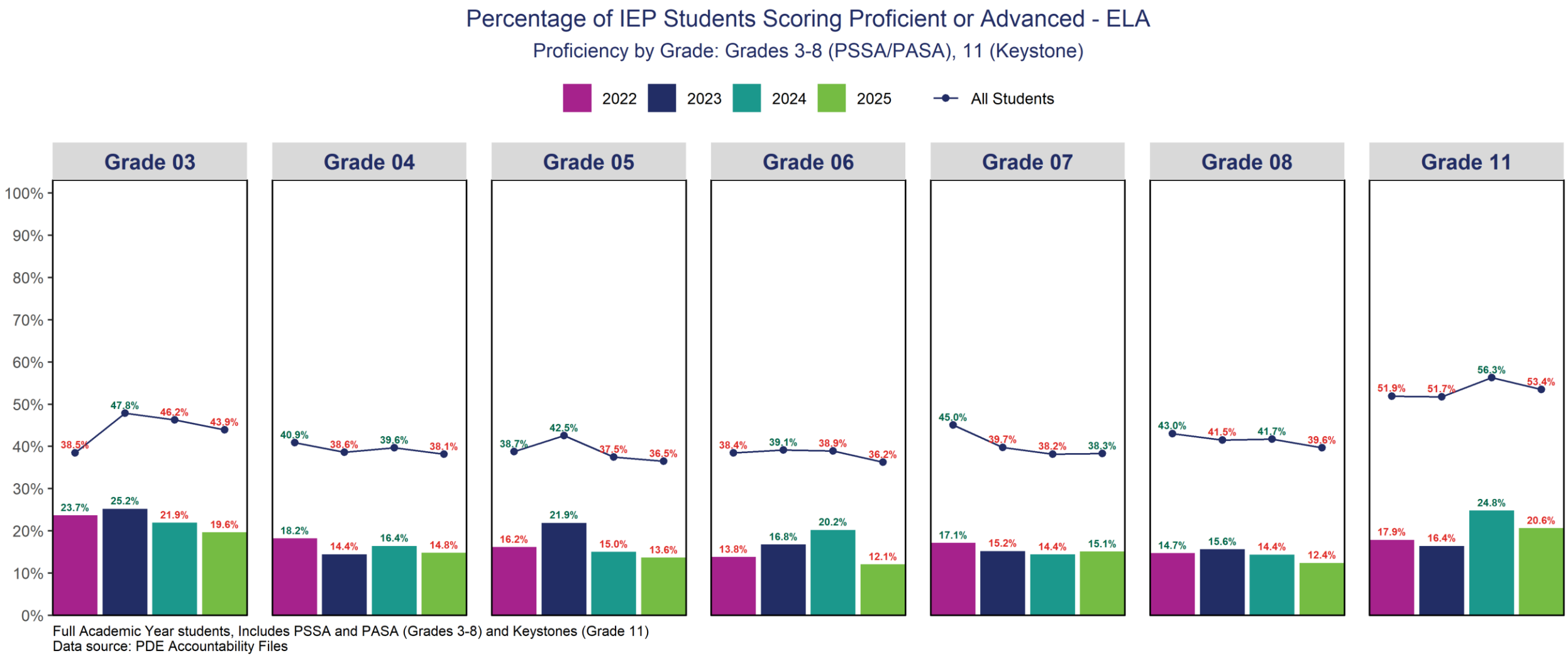
Current:

- Indicator 3: Assessments
- Indicator 4B: Suspensions
- Indicator 5: Educational Environments

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Assessment Data - ELA

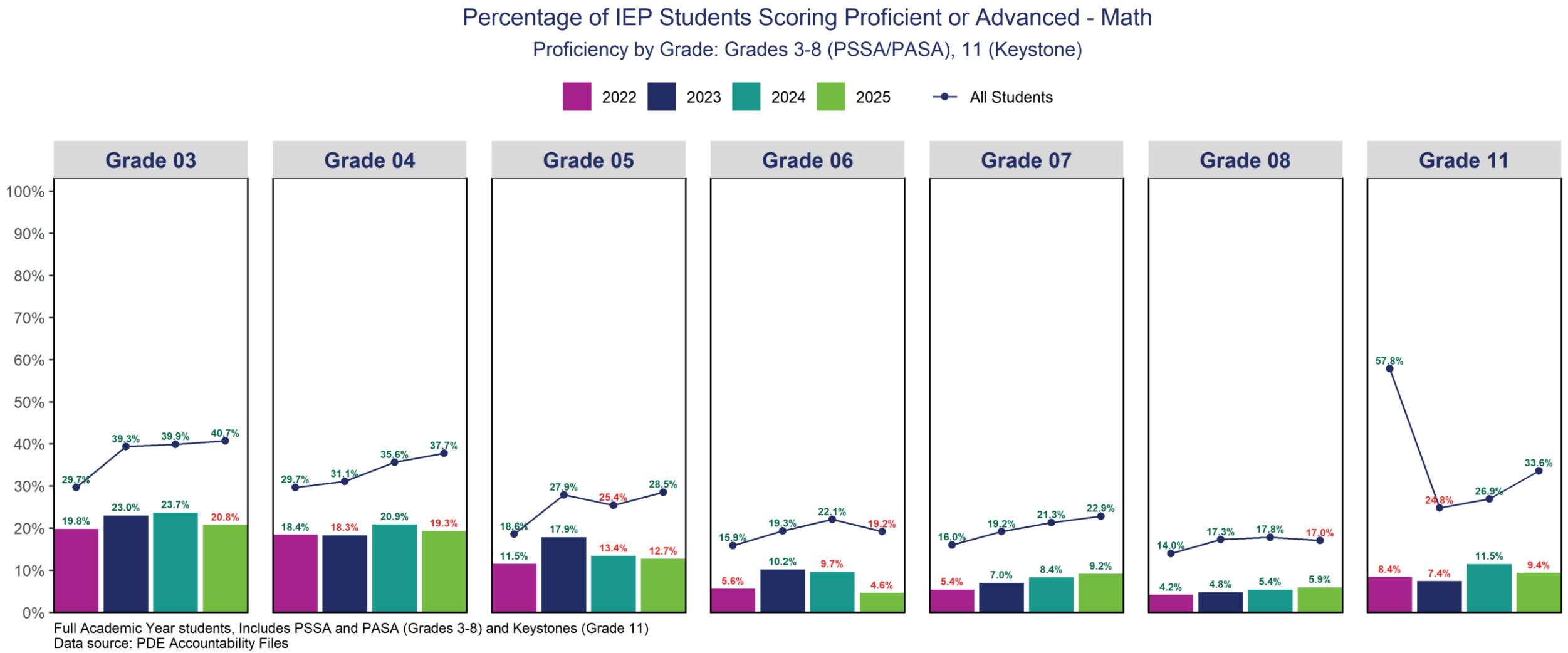


Full Academic Year students, Includes PSSA and PASA (Grades 3-8) and Keystones (Grade 11)
Data source: PDE Accountability Files

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Assessment Data - Math



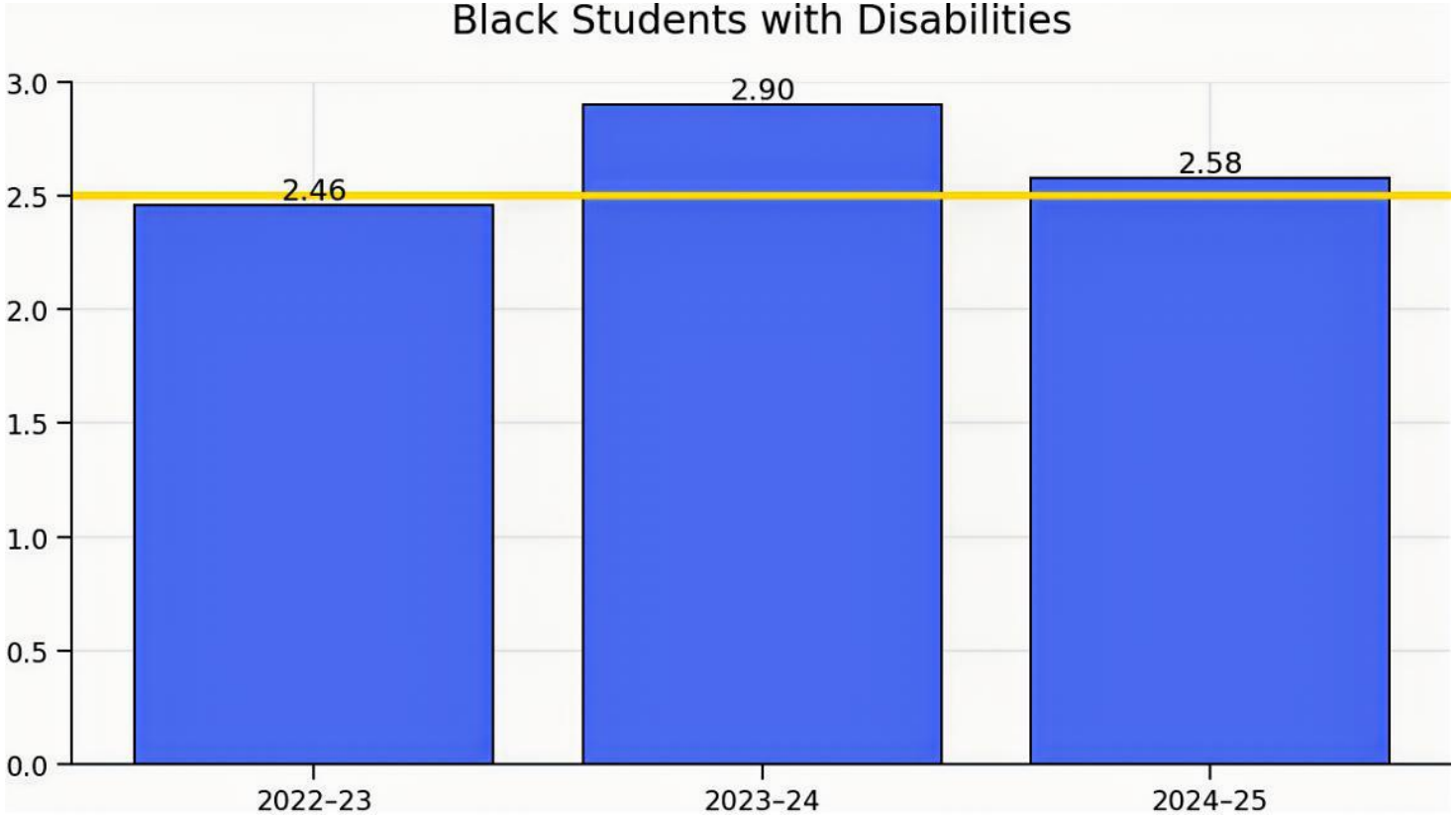
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Indicator 4B: Suspension/Expulsion

Out of School Suspension/Expulsion <=10 DAYS



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Indicator 5: Educational Environments

Educational Environment	State Target	PPS (24-25)	PPS (23-24)	Historical Data
Inside Regular Classroom 80% of Time or More	63.2%	56.7%	54.3%	2017—2018: 53.1% 2019—2020: 55.2% 2022 – 2023: 52.1%
Inside Regular Classroom Less Than 40% of Time	9.1%	17.8%	12.6%	2017—2018: 13.2% 2019—2020: 12.2% 2022 – 2023: 11.6%
Special Education in Other Settings	4.8%	2.9%	6.8%	2017—2018: 10.8% 2019—2020: 9.8% 2022 – 2023: 8.8%

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Developing the PPS Special Education Plan

Strategy Development

Subcommittee Work



- Analyzing performance indicators and monitoring findings
- Identifying strategies and interventions
- Addressing areas where PPS isn't meeting targets

Stakeholder Feedback

Refining the Plan



- Principal feedback sessions (K–12 representation)
- Parent feedback sessions
- Input used to refine strategies and implementation supports

Governance Review

Board Oversight



- Presentation to Board Education Committee
- Discussion of priorities and proposed strategies
- Preparation for final board vote

Final Approval & Submission

State Reporting



- Final Board approval
- Submission of Special Education Plan to the state in June
- Implementation planning begins for schools

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Indicator 3 Planning & Improvement Activities

How PPS will strengthen assessment, practice, and student support.

SYSTEM

- Standardized diagnostic tools and expectations
- School-based data review cycles
- SOPs for data use, goal writing,& progress monitoring
- Cross-departmental alignment(curriculum, assessment, supports)

STAFF

- Professional learning on data use and IEP development
- Use of data to design instruction and interventions

STUDENT

- Data driven IEP goals
- Skill based intervention groups

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Indicator 4B Planning & Improvement Activities

How PPS will strengthen our response to behavior

SYSTEM

- Strengthen discipline processes & alternatives to suspension
- Expand Tier 1 & 2 behavioral supports across schools
- Implement consistent data monitoring to improve fidelity and reduce disparities
- Provide targeted support to schools with highest suspension rates

STAFF

- Professional learning on de-escalation strategies
- Use of de-escalation spaces
- Training on alternatives to suspension (restorative practices, in-school supports)

STUDENT

- Access to proactive behavioral supports
- Reduced reliance on suspension
- Increased support for complex behaviors and sensory needs

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Indicator 5 Planning & Improvement Activities

How PPS will strengthen educational and least restrictive environments.

SYSTEM



- Inclusion walk-through guide aligned to High-Leverage Practices
- LRE data reviews to identify and support schools
- SOPs and exemplars for inclusive service delivery (scheduling, co-teaching)

STAFF



- Professional learning on inclusive practices
- Use of exemplars for scheduling, co-teaching, and service delivery.

STUDENT



- Increased access to general education settings
- Expanded community based instruction and job coaching (age 14-21)
- IEPs aligned to post-secondary goals

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Questions & Feedback





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