

## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>	
Pittsburgh SD		102027451	
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341 S Bellefield Ave			
<b>Address 2</b>			
<b>City</b>	<b>State</b>	<b>Zip</b>	
Pittsburgh	PA	15213	
<b>Director of Special Education Name</b>			
Patti Camper			
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<b>Director of Special Education Phone Number</b>		<b>Director of Special Education Ext</b>	
412-529-3132			
<b>Chief Administrator Name</b>			
Dr Wayne Walters			
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wwalters1@pghschools.org			

## Special Education Students

### Total Number of Students Receiving Special Education

4309

### School District Total Student Enrollment

17937

### Percent of Students Receiving Special Education

24

## Steering Committee

<b>Name</b>	<b>Position/Role</b>	<b>Building</b>	<b>Email</b>
Patti Camper	Director of Special Education	Pittsburgh SD	pcamper1@pghschools.org
Ann McKetta	Other	Pittsburgh SD	amcketta1@pghschools.org
Reena Maharaja	Other	Pittsburgh SD	rmaharaja1@pghschools.org
Kimberly Zangrilli	Other	Pittsburgh SD	kzangrilli1@pghschools.org
Peggy Feldman	Other	Pittsburgh SD	pfeldman1@pghschools.org
Jennifer Fiscus	Other	Pittsburgh SD	jfiscus1@pghschools.org
Alecia Granata	Special Education Teacher	Pittsburgh SD	agranata1@pghschools.org
Rebecca Adrian	Special Education Teacher	Pittsburgh SD	radrian1@pghschools.org
Becky Tress	Special Education Teacher	Pittsburgh SD	btress1@pghschools.org
Paula Heinzman	Building Principal	Pittsburgh Schiller 6-8	pheinzman1@pghschools.org
Tracy Carr	Other	Pittsburgh SD	tcarr@pmoiu2.k12.pa.us
Christina Loeffert	Building Principal	Pittsburgh Brashear HS	cloeffert1@pghschools.org
Asia Mason	Building Principal	Pittsburgh Minadeo K-5	amason1@pghschools.org
Jamisha Pack	Parent	Pittsburgh Grandview K-5	
Mark Weaver	Parent	Pittsburgh Sunnyside K-8	
Emily Weaver	Parent	Pittsburgh Sunnyside K-8	
Mindy Sturgess	Other	Pittsburgh SD	msturgess1@pghschools.org
Alexander Novickoff	Other	Pittsburgh SD	anovickoff1@pghschools.org

## School District Areas of Improvement and Planning - Indicators

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

<b>Improvement and Planning Activity</b>
Establish and implement a consistent, district-wide Tier 1 and Tier 2 behavioral framework across all schools, including clearly defined expectations, intervention menus, and data-based decision-making protocols.
Implement standardized discipline protocols that prioritize alternatives to suspension, including restorative practices and structured in-school interventions, with clear criteria for use and monitoring of disproportionality across student groups.
Strengthen general education staff capacity to support students with IEPs through targeted professional learning aligned to inclusive practices, behavioral supports, and implementation of specially designed instruction within the general education setting.
Expand access to in-building behavioral supports and programming across schools to reduce reliance on more restrictive placements, including development of structured supports for students with intensive behavioral needs.
Strengthen MTSS implementation through clear expectations for fidelity, consistent use of academic and behavioral data, and routine review processes to ensure timely and appropriate intervention.

### 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)

<b>Improvement and Planning Activity</b>
Establish a standardized system for IEP goal development, including clear expectations, exemplars, and alignment to diagnostic assessment data to ensure goals are measurable, instructionally relevant, and connected to grade-level standards.
Strengthen alignment between special education, curriculum and instruction, and assessment systems to ensure consistent use of grade-level standards, diagnostic tools, and instructional materials for students with IEPs.

Implement a structured inclusion walkthrough process aligned to High-Leverage Practices to monitor and support the implementation of inclusive instruction and specially designed instruction in general education settings.
Establish a data-driven process to identify schools requiring additional support with inclusive practices, using assessment, LRE, and progress monitoring data to guide targeted supports and resource allocation.
Expand access to community-based instruction and work-based learning opportunities for students with IEPs to strengthen postsecondary readiness and align transition programming to student goals.

**Education Environments (Indicator 5)**

<b>Improvement and Planning Activity</b>
Strengthen the role of instructional leadership at the school level to support inclusive practices, including clear expectations for monitoring instruction, supporting implementation of specially designed instruction, and increasing access to general education settings for students with IEPs.
Implement a standardized IEP Educational Benefit Review process to ensure IEPs are designed to provide meaningful access to grade-level curriculum and support placement decisions in the least restrictive environment.
Develop and implement annotated IEP templates with embedded guidance to support consistent, high-quality development of present levels, goals, and specially designed instruction aligned to inclusive practices.
Establish a centralized PSE resource hub to provide staff with consistent access to guidance, tools, and exemplars related to inclusive practices, IEP development, and implementation of services across settings.

**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

<b>Corrective Action</b>	<b>Improvement and Planning Activities</b>
Least Restrictive Environment	The LEA will review data related to Least Restrictive Environment and the SPP targets through building level analysis. Based off of the building level analysis, the LEA will implement strategies to improve the SPP target for LRE.

## 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
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## Non-Resident Students Oversight

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

Yes

1.1. P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
New Outlook Academy	Other	Rehabilitative Residential Setting	Licensed Private Academic	62
Pressley Ridge Home Places	Resident Treatment Facility		Other	9

### 2. 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.)

NEW OUTLOOK ACADEMY (NOA): New Outlook Academy is a private licensed school that offers on-ground schooling, including inclusive programming with regular education students as well as push in and pull out special ed supports. Students are court ordered to New Outlook Academy and are not permitted to attend programming outside of the facility. All teachers are certified, including their special education staff. Child Find notification is provided in their welcome packet. PPS provides psychological evaluations when needed. Below is a cut and paste of the Memorandum of Understanding between PPS and NOA. NEW OUTLOOK ACADEMY MEMORANDUM OF UNDERSTANDING: This Memorandum of Understanding summarizes the collaboration between New Outlook Academy (NOA) and Pittsburgh Public Schools (PPS) for the special education of court -mandated students who reside at New Outlook Academy for the duration of their placement. WHEN STUDENTS ARE ACCEPTED INTO THE PROGRAM, NOA WILL: - Immediately request records from previous school district, document all attempts, and make follow up requests if records are not received within 5 days of initial request. - Notify PPS of new student placement within 24 hours of entry and enroll them in their on-grounds school program within 5 days. - Upload all special education paperwork into IEP Writer (PPS system). - Upload the court order placing the student at NOA in IEP Writer under: Other Documents. - Provide necessary demographic information to PPS including, but not limited to, first and last name; date of birth; race; grade level; and date of entry into NOA. - Provide the name; address; and phone number of guardian and name; address; and phone number of the individual with educational signing rights (if different from guardian). Provide the name of the school district where the legal guardian resides (District of Residence). - Obtain and upload documentation when the individual with educational signing rights is someone other than biological parent or legal guardian. - Complete all new paperwork in IEP Writer (PPS system) using the InterLEA User functionality. - Develop an IEP within 30 days of receiving educational records and schedule a meeting with the PPS representative. - Invite the student's District of Residence to every IEP meeting. - If RR is not

current (within IDEA guidelines), issue a PTR and conduct a reevaluation within 60 days. - Conduct initial evaluations upon request to determine eligibility for special education and provide a copy of the RR to PPS for Child Find purposes. - Educate students on-grounds in New Outlook's licensed private school. - Ensure that all special education information is up to date in the PPS system by December 1st for the December 1st child count. - Ensure that all paperwork has PPS listed as the Local Education Agency. - Provide at least one special education teacher to act as IEP case manager and provide direct special ed supports to students, according to their IEPs. (The number of special ed teachers needed will be dictated by state defined caseloads.) - Arrange any related services to be provided through the LEA or intermediate unit. - Provide quarterly progress reporting to families and PPS, including ESY when applicable. - Notify PPS if parent expresses concern about the IEP that NOA is unable to rectify. - Send 4605 form to the student's District of Residence for acknowledgement and to PPS once acknowledged. - Bill District of Residence for enrolled students. - Send payments received from District of Residence to PPS for deposit. - Notify PPS when a student is dismissed from the NOA program within 5 days of release. PITTSBURGH PUBLIC SCHOOLS WILL: - Enroll new students in the PPS student data system and assign NOA as case manager using the InterLEA function. - Assist as needed in obtaining records from previous school and/or determining who has special education signing rights. - Provide technical support as needed for IEP Writer. - Communicate any paperwork compliance concerns to NOA. - Attend all IEPs as Local Education Agency representative (LEA). - Ensure students are included in the December 1 child count on behalf of the District of Residence. - Provide technical assistance as needed to ensure IEP implementation. - Address parent concerns when NOA is unable to resolve issues internally. - Review and issue all NOREPs on behalf of PPS. - Deposit payments sent to PPS from NOA and refund payments to NOA. - Report students at NOA with an acknowledged 4605 to PIMS, based on the District of Residence. - Make students inactive in the PPS student data system, once notified of a student withdrawal. PRESSLEY RIDGE: Pressley Ridge Homeplaces is a residential facility only and does not offer any educational programming. Students with mental health needs, trauma, autism, or who are dually diagnosed may be placed in the facility by child protective services agencies in Pennsylvania or through Pennsylvania County Waiver-funded placements. When notification is received that a new resident will be moving into the facility, the home district and host district communicate regarding the placement and determine which district will act as the Local Education Agency (LEA). In the majority of cases, Pittsburgh Public Schools serves as the acting LEA.

**3. Describe the School District's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school.**

Pittsburgh Public Schools maintains clear, consistent procedures for communication with 1306 facilities and ensures structured, student-centered transitions back to school through defined points of contact, formal agreements, and coordinated planning processes. Communication with 1306 Facilities: For each 1306 facility, PPS establishes a designated point of contact within both the District and the facility to ensure timely and consistent communication. Written agreements

or memoranda of understanding outline expectations for notification of student enrollment, discharge timelines, and the transfer of educational and special education records. For example: - New Outlook Academy (NOA): Maintains a single point of contact and a formal agreement with PPS outlining timelines for enrollment notification, discharge planning, and records transfer. NOA invites PPS and the student's home district to all meetings, including discharge planning meetings. When PPS is unable to attend, NOA provides updates via email, including progress monitoring and discharge recommendations. - Pressley Ridge: Communication is coordinated through the PPS PSE Interagency Coordinator and the facility's Director of Homeplaces. Upon notification of placement, PPS follows a standardized intake process, including confirmation of student information, acquisition of educational and legal records, and identification of key agency contacts. Across all facilities, PPS ensures: - Timely receipt and review of educational and court documentation - Immediate notification of relevant district staff (Program Officers, Student Support Services, school leaders) - Ongoing communication with facility staff and partner agencies Transition Planning and Return to School PPS prioritizes successful transitions back to school through proactive planning and collaboration with facility staff and interagency partners. Key procedures include: - Participation in discharge planning meetings: PPS staff are invited to and participate in meetings to review student progress, needs, and recommendations for reentry. - Review of progress and updated needs: Facilities provide written documentation outlining student growth, current functioning, and recommended supports. - IEP team engagement: Upon anticipated discharge, the IEP team convenes to determine appropriate placement and services aligned to the student's current needs. - Continuity of services: When immediate implementation of the IEP is not feasible, PPS arranges interim services to prevent gaps in instruction (e.g., temporary placement or supplemental supports). - Cross-system coordination: PPS collaborates with the Department of Human Services and other agencies to ensure alignment of educational, behavioral, and placement supports. Additional Residential Programs For students placed in smaller residential settings (e.g., Ihomes, Helping Hands, Marvelous Transitional Living, Intellectual Disability and Autism Community Homes), PPS follows the same standardized procedures. A single point of contact is established, and the assigned Special Education Program Officer coordinates enrollment, record review, and service planning.

## Incarcerated Students Oversight

4. **Does the School District have an adult correctional facility that houses juveniles within its geographical boundaries?**

Yes

<b>§1306.2 Facilities</b>			
<b>Facility Name</b>	<b>Facility Type</b>	<b>Services Provided By</b>	<b>Student Count</b>
Allegheny County Jail	Direct Supervision Jail	Other	30
Highland Detention Center at Shuman	Direct Supervision Jail	Other	12

2. **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).**

The School District maintains a comprehensive system of oversight to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated, and, when determined eligible, provided a Free Appropriate Public Education (FAPE) in accordance with the Individuals with Disabilities Education Act (IDEA), 22 Pa. Code Chapter 14, and applicable Pennsylvania regulations. Students incarcerated at the Allegheny County Jail attend the Academic Institute School, operated in partnership with Pittsburgh Public Schools and the Pittsburgh Mount Oliver Intermediate Unit 2. • Instruction is delivered by Pennsylvania-certified teachers. • Two certified special education teachers, principal and assistant principal, a special education coordinator, a behavior specialist, and a school counselor are on staff. • All staff are trained in Therapeutic Crisis Intervention(TCI) • Pittsburgh Mount Oliver Intermediate Unit 2 provides special education personnel and programmatic support. • Pittsburgh Public Schools and Pittsburgh Mount Oliver Intermediate Unit 2 retain responsibility for ensuring full IDEA compliance and the provision of FAPE. Students detained at Highlands Detention Center at Shuman attend school operated in partnership with Pittsburgh Public Schools and the Pittsburgh Mount Oliver Intermediate Unit 2. • Instruction is delivered by Pennsylvania-certified teachers. • 1 regular education teacher, 1 certified special education teacher, principal, and assistant principal, a special education coordinator, a paraprofessional/SDSS, and a school counselor are on staff. • All staff are trained in Therapeutic Crisis Intervention(TCI) • Pittsburgh Mount Oliver Intermediate Unit 2 provides special education personnel and programmatic support. • Pittsburgh Public Schools and Pittsburgh Mount Oliver Intermediate Unit 2 retain responsibility for ensuring full IDEA compliance and the provision of FAPE. CHILD FIND PROCEDURES: The district fulfills its Child Find obligations for incarcerated students through the following structured procedures: A. Public Awareness - Annual public notice is published in the district handbook and on the district website. - The notice informs parents, guardians, and community members of: 1) Screening procedures 2) Evaluation rights 3)Availability of special education services Incarcerated youth are included in all

district-wide Child Find efforts. B. Intake & Initial Identification Procedures Upon entry into the Allegheny County Jail or Highlands Detention Center at Shuman: - The jail Treatment Supervisor or the Shuman Education Enrollment Coordinator notifies the district of all school-age students. - The Pittsburgh Mount Oliver Intermediate Unit 2 staff reviews: 1) Prior special education eligibility 2) Existing IEPs or Section 504 plans 3) Evaluation reports and transcripts - Educational records are requested immediately by the school counselor from: 1) Sending school districts 2) Prior placements 3) Other correctional facilities, if applicable. If prior eligibility is confirmed: - Comparable services are implemented without delay. A Notice of Recommended Educational Placement (NOREP) will be issued to the parent/guardian to propose the student's educational placement and the provision of special education services within the district. - Within 30 calendar days of the student's enrollment, the IEP team will review available records and data from the previous educational agency. Based on this review, the district will either: 1) Adopt the existing IEP, or 2) Develop and implement a new IEP consistent with Pennsylvania Chapter 14 requirements. - If additional information or updated evaluation data is needed, the IEP team will convene within the required timelines to revise the IEP and ensure services appropriately address the student's current needs. If no documentation exists and a disability is suspected: - Screening procedures are initiated. - Parents/guardians are informed of their rights. EVALUATION PROCEDURES: When a parent, guardian, legal representative, or educational decision-maker requests an evaluation: - Pittsburgh Mount Oliver Intermediate Unit 2 will issue a Permission to Evaluate (PTE). - Upon receipt of written consent, the evaluation is completed within 60 calendar days (excluding summer break as permitted by regulation). - The evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs and may include: 1) Academic achievement assessment, 2) Cognitive assessment (as appropriate), 3) Behavioral and emotional screening, 4) Functional performance review, 5) Review of existing data, 6) Input from instructional staff and related service providers If eligible, an IEP is developed within required timelines and implemented without delay. PROVISION OF FAPE Students determined eligible for special education receive: - Specially Designed Instruction (SDI) - Related services as indicated - Accommodations and program modifications - Access to the general education curriculum aligned with Pittsburgh Public Schools - Ongoing progress monitoring Students are offered: - The option to pursue a GED through the jail program run by the Allegheny Intermediate Unit 3, or - Completion of diploma requirements through Pittsburgh Public Schools. If the student elects diploma completion: - Reevaluation (RR) timelines are followed - IEP programming is aligned with Pittsburgh Public Schools graduation requirements. - Transition planning is incorporated as required under IDEA for students age 14 and older. INTERAGENCY & INTER-DISTRICT COORDINATION The District's Program for Students with Exceptionalities and Pittsburgh Mount Oliver Intermediate Unit 2 staff collaborate with: - Sending school districts to obtain records and ensure continuity of services. - Correctional facility staff to support educational implementation. - Pittsburgh Mount Oliver Intermediate Unit 2 personnel ensure delivery of specialized services. If the District is notified that a student with a disability has been incarcerated outside of the city: - The Special Education Coordinator or school counselor contacts the receiving facility. - Coordination occurs to ensure appropriate educational programming is implemented. Upon

receipt of PDE Form 4605 (Determination of District of Residence for Students in Facilities and Institutions): - The District/ SDSS verifies residency. - The form is signed and returned promptly. - Contact with the institution is initiated to coordinate academic and special education programming. MONITORING & COMPLIANCE: Pittsburgh Public Schools and Pittsburgh Mount Oliver Intermediate Unit 2 ensures oversight through: - Evaluation timeline tracking systems - IEP implementation monitoring - Documentation audits - Coordination logs for record transfers - Administrative review of transition planning requirements Through structured Child Find procedures, timely evaluations, coordinated interagency Collaboration, and active compliance monitoring, the District and Pittsburgh Mount Oliver Intermediate Unit 2 ensure that incarcerated students are identified, evaluated, and provided FAPE consistent with IDEA and Pennsylvania regulations. This oversight system ensures the continuity of services and protects students' educational rights in correctional settings.

## Least Restrictive Environment

### 3. Review the School District's most recent data for Least Restrictive Environment. Highlight areas of improvement.

Percent Special Education Enrollment: The LEA's total percentage of students receiving special education services is 24%, which is above the state average of 20.7% and represents an increase from 20.9% at the time of the last Special Education Plan. Special Education Inside Regular Class 80% or More The LEA's percentage of students served inside the regular classroom for 80% or more of the day is 56.7%, compared to the state target of 63.2%. This reflects a steady increase over time (52.1% in SY22–23 and 54.3% in SY23–24), demonstrating gradual progress in expanding inclusive practices. As outlined in the prior plan, the District focused on increasing inclusion through professional development and strengthening instructional practices in general education settings. While these efforts have contributed to incremental gains, the data indicates that inclusion practices remain inconsistent across schools. This continues to be an area of improvement, with current planning efforts focused on strengthening instructional leadership, improving IEP quality, and ensuring more consistent implementation of inclusive practices across all schools. Special Education Inside Regular Class Less than 40% The LEA's percentage of students spending less than 40% of the day in general education is 17.8%, compared to the state target of 9.1%. This represents an increase over the past three years (11.6% in SY22–23 and 12.6% in SY23–24). While this increase is partially attributable to the District's intentional reduction of out-of-district placements and increased enrollment of students with more intensive needs, it also highlights a continued need to strengthen in-district supports and inclusive practices. The prior plan addressed this through enhanced behavioral supports, including access to Functional Behavioral Assessments, intervention planning, and expanded staff support prior to consideration of more restrictive placements. This remains a key focus area for improvement, with current strategies centered on strengthening Tier 1 and Tier 2 behavioral systems, expanding in-building supports, and ensuring MTSS is implemented with fidelity to prevent unnecessary movement into more restrictive settings. Special Education in Other Settings: The LEA has demonstrated significant improvement in reducing placements in other settings. Over the past five years, the percentage of students served in out-of-district placements has decreased from approximately 10% to 2.9%, now exceeding the state target of 4.8%. This improvement reflects the District's prior focus on expanding in-district programming, strengthening behavioral supports, and creating more robust intervention systems to support students within their home schools. The District will continue to monitor this area to ensure that students remain appropriately served in the least restrictive environment and that reductions in out-of-district placements are paired with high-quality in-district supports.

### 4. 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 School District utilizes a comprehensive set of universal (Tier 1) practices to support the academic and social/emotional needs of all students, including those who may require accommodations to access their learning environment. These supports are delivered through a districtwide Multi-Tiered System of Supports (MTSS) framework and are designed to promote access, engagement, and positive outcomes across settings. Universal social-emotional and behavioral supports include the implementation of Schoolwide Positive Behavior Support (SWPBS) across schools, with clearly defined expectations, consistent routines, and positive reinforcement systems. Students have access to social skills instruction through ReThink Ed, supported by a Teacher on Special Assignment who assists with implementation and staff capacity-building. Schools also utilize Student Assistance Program (SAP) teams and MTSS teams to identify and respond to emerging student needs in a proactive and coordinated manner. At the classroom level, educators implement a range of inclusive practices to support student success, including clear and explicit expectations, structured routines, advance notice of schedule changes, opportunities for movement or short breaks, and the use of individualized behavior supports such as behavior contracts when appropriate. Staff are trained in positive behavioral supports and strategies to promote student engagement and self-regulation. To support academic access for all students, the District provides universal access to assistive technology tools such as Read&Write, enabling students to engage with content through multiple modalities. Instructional practices are supported through ongoing professional learning focused on differentiation, scaffolding, and inclusive instructional strategies within the general education setting. The District also prioritizes strong communication with families through tools such as Talking Points, ensuring consistent home-school collaboration to support student needs. Together, these universal practices are designed to create predictable, supportive, and inclusive learning environments that reduce barriers to access and minimize the need for more intensive interventions.

**5. 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 School District utilizes a combination of targeted academic programming and ongoing professional learning to ensure students with disabilities are able to meaningfully participate in the general education curriculum. At the systems level, the District has established a partnership with Include Me through The ARC and collaborates with Special Olympics to support school-based teams in strengthening inclusive practices. These partnerships provide direct consultation to schools on accommodations and modifications, support the development of sensory-friendly and inclusive school environments, and promote opportunities for students with and without disabilities to learn and participate together. They also facilitate IEP team discussions focused on increasing student access to general education settings and curriculum, as well as expanding inclusive extracurricular and schoolwide experiences. Schools engage in Professional Learning Communities (PLCs) that provide structured opportunities for general and special education staff

to collaboratively plan instruction, analyze student data, and align supports to grade-level standards. These collaborative structures are critical to ensuring that specially designed instruction is connected to core instruction and delivered within the general education context whenever appropriate. The District also provides foundational and ongoing training to staff, including an IEP Essentials course focused on developing high-quality, standards-aligned IEPs, as well as beginning-of-year professional development aligned to inclusive instructional practices, differentiation, and accommodations. Additional training is provided throughout the year to build staff capacity in implementing specially designed instruction, scaffolding grade-level content, and supporting diverse learners within general education classrooms. Academic programming is further supported through the use of universal design strategies, access to assistive technology, and intentional opportunities for students with disabilities to participate in school-based experiences such as field trips and extracurricular activities alongside their nondisabled peers. Through the combined efforts of partnerships, collaborative planning structures, targeted professional learning, and inclusive programming, the District is working to ensure that students with disabilities have meaningful, standards-aligned access to the general education curriculum across all schools.

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

Pittsburgh Public Schools encourages all students, including students with disabilities, to participate in extracurricular activities. The LEA expects IEP teams to consider the supplementary aids and services necessary to ensure meaningful access and participation in these activities. This may include, but is not limited to, specialized transportation, Personal Care Assistance, and nursing services. Through the IEP process, teams identify potential barriers that may limit a student's participation in extracurricular activities and determine the supports needed to address those barriers. This includes identifying appropriate strategies, accommodations, and services to promote equitable access and meaningful participation alongside nondisabled peers.

**7. 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 School District maintains procedures to ensure that, to the maximum extent appropriate, students with disabilities placed in private institutions are educated alongside nondisabled peers and remain connected to district programming and opportunities. For students placed in private institutions, the LEA ensures that placement decisions are made by the IEP team based on individual student need and that the least restrictive environment is considered as the starting point for all placement decisions. Private placement providers are required to implement the student's IEP and, when appropriate, provide opportunities for interaction with nondisabled peers within their educational setting. The District monitors each student's placement through ongoing

data collection and progress monitoring, which is reviewed and documented in the student's IEP. IEP teams consider readiness for reintegration at least annually, and more frequently if warranted, to support a return to a less restrictive environment when appropriate. Additionally, parents are informed that students placed in private institutions remain enrolled in Pittsburgh Public Schools and are eligible to participate in district-led extracurricular activities. The LEA ensures that IEP teams consider any supplementary aids and services necessary to support participation in these activities, including, but not limited to, specialized transportation, Personal Care Assistance, and nursing services. Through these procedures, the District ensures continued access to nondisabled peers, ongoing evaluation of placement appropriateness, and opportunities for meaningful participation in both academic and extracurricular settings.

**8. 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).**

Pittsburgh Public Schools has made significant progress in strengthening its continuum of services, particularly through the reduction of out-of-district placements over the past five years. The percentage of students served in other settings has decreased from approximately 10% to 2.9%, reflecting the District's intentional efforts to expand in-district programming, enhance behavioral supports, and serve more students within their home schools. While this progress demonstrates increased internal capacity, it has also resulted in a growing number of students with more intensive academic, behavioral, and social-emotional needs being served within District schools. As a result, the need to continue building capacity across the continuum of services remains critical. The District's current data indicates that, while fewer students are being educated in out-of-district placements, there has been a corresponding increase in students served in more restrictive in-district settings. This highlights the need to further strengthen systems that support students in accessing general education environments to the maximum extent appropriate. To address this, the District is focused on expanding and refining in-district programming and supports, including strengthening Tier 1 and Tier 2 behavioral systems, increasing access to in-building behavioral supports, and ensuring consistent implementation of Multi-Tiered System of Supports (MTSS) across schools. Additionally, the District is prioritizing improved instructional practices through stronger alignment between general and special education, as well as increasing staff capacity to deliver specially designed instruction within general education settings. The District is also implementing systems to improve the quality and consistency of IEP development and placement decision-making, including the use of an Educational Benefit Review (EBR) process, annotated IEP guidance, and strengthened instructional leadership at the school level. These efforts are intended to ensure that placement decisions are driven by student need and supported by the necessary services to succeed in less restrictive environments. Pittsburgh Public Schools remains committed to the principle that special education is a service, not a place, and will continue to expand its continuum of services to ensure that all students with disabilities are educated in the least restrictive environment with

appropriate supports, including increased access to general education settings and meaningful opportunities to learn alongside nondisabled peers.

### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Western PA School for the Deaf	Approved Private School (APS)		Western PA School for the Deaf	Deaf and Hard of Hearing Support	8
Wesley High School	Approved Private School (APS)		Wesley Family Services	Emotional Support	2
Wesley K-8	Approved Private School (APS)		Wesley Family Services	Emotional Support	1
Western PA School for Blind Children	Approved Private School (APS)		Western PA School for Blind Children	Blind and Visually Impaired Support	13
Watson Institute Social Center for Academic Achievement (WISCA) - Sewickley	Licensed Private Academic		The Watson Institute	Autistic Support	1
PLEA	Licensed Private Academic	school-based partial program	Devereux	Autistic Support	1
DePaul School for Hearing and Speech	Approved Private School (APS)		DePaul Hearing and Speech Programs	Deaf and Hard of Hearing Support	7
Pressley Ridge Career Develop Center	Approved Private School (APS)		Pressley Ridge	Emotional Support	1
Pressley Ridge Day School	Approved Private School (APS)		Pressley Ridge	Emotional Support	8

Pressley Ridge School for Autism	Licensed Private Academic		Pressley Ridge	Autistic Support	8
Pressley Ridge School for the Deaf	Approved Private School (APS)		Pressley Ridge	Deaf and Hard of Hearing Support	1
Watson - Educational Center - Sewickley	Approved Private School (APS)		The Watson Institute	Autistic Support	4
The Watson Institute at Friendship Academy	Approved Private School (APS)		The Watson Institute	Emotional Support	15
ACLD Tillotson	Approved Private School (APS)		Association for Children and Adults with Learning Disabilities	Learning Support	7
Bradley Center School	Licensed Private Academic		The Bradley Center	Emotional Support	6
Holy Family Institute Specialized Learning Center	Licensed Private Academic		Holy Family	Emotional Support	0
New Story Monroeville	Licensed Private Academic		New Story Schools	Autistic Support	4
Watson Institute Social Center for Academic Achievement (WISCA) - Sharpbsburg	Licensed Private Academic		The Watson Institute	Autistic Support	3
Turtle Creek Valley (TCV) Day Academy	Approved Private School (APS)		Devereux	Emotional Support	1
Turtle Creek Valley (TCV) Day Academy	Approved Private School (APS)		Devereux	Autistic Support	1
The Day School	Approved Private School (APS)		The Children's Institute	Multiple Disabilities Support	1

The Day School	Approved Private School (APS)		The Children's Institute	Autistic Support	4
Easterseals Allegheny County	Approved Private School (APS)		Easterseals	Multiple Disabilities Support	1
Easterseals Allegheny County	Approved Private School (APS)		Easterseals	Autistic Support	1
PACE Approved Private School	Approved Private School (APS)		PACE Schools	Emotional Support	8
PACE Approved Private School	Approved Private School (APS)		PACE Schools	Autistic Support	6

## Positive Behavior Support

### Date of Approval

2026-04-08

### Uploaded Files

Ukeru Overview .pdf

physical management procedres.docx

Positive Behavior Interventions and Supports.docx

Risc Procedures Staff Training.pptx

MTSS.pdf

#### 9. **How does the School District support the emotional, social needs of students with disabilities?**

Pittsburgh Public Schools (PPS) supports the emotional and social needs of students with disabilities through a continuum of supports that includes both proactive, schoolwide practices and individualized, IEP-driven services. Proactive and Preventative Supports (Pre-Identification): At the universal level, PPS implements Positive Behavioral Interventions and Supports (PBIS) across all schools to promote a positive, predictable, and inclusive school climate. Schools establish clear expectations, routines, and procedures, and emphasize the development of social-emotional skills such as self-regulation, relationship building, and problem-solving. Social-emotional learning (SEL) lessons and resources are available to support this work and may be utilized by schools to build foundational skills and prevent the escalation of behavioral challenges. Targeted supports are available for students who begin to demonstrate emerging needs. School-based teams, including MTSS and Student Assistance Program (SAP) teams, use data to identify concerns and implement interventions such as small group supports, restorative practices, and structured check-ins to address social-emotional and behavioral needs early. Individualized Supports (Post-Identification): For students identified with disabilities, PPS provides individualized supports through the IEP process. The IEP team develops goals and specially designed instruction (SDI) aligned to the student's social, emotional, and behavioral needs. These supports may include direct instruction in coping strategies, self-management, and interpersonal skills, as well as embedded supports throughout the school day. When behavior interferes with learning, Functional Behavioral Assessments (FBAs) are conducted to determine the underlying function of behavior. Results are used to develop Positive Behavior Support Plans (PBSPs) or behavior intervention plans that include proactive strategies, environmental supports, and explicit instruction in replacement behaviors. Students may also receive related services such as counseling or psychological services provided by school-based professionals. PPS partners with community-based and outpatient mental health providers to deliver additional supports within the school setting when appropriate, ensuring services are delivered in the least restrictive environment. For students with more intensive needs, individualized crisis management plans are

developed to ensure safety and provide structured, preventative responses to escalation. Staff are trained in crisis prevention and de-escalation techniques to support students effectively.

Continuity and Reintegration: PPS ensures continuity of support through structured transition and reintegration practices. Following suspensions, changes in placement, or returns from more restrictive settings, reintegration meetings are held to review student needs, adjust supports, and promote a successful return to the school environment.

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

Pittsburgh Public Schools (PPS) utilizes Safety-Care and Ukeru, evidence-based programs, to support safe and effective responses to student behavior. Ukeru focuses on proactive, relationship-based de-escalation strategies and the use of non-invasive techniques to prevent escalation. Safety-Care provides training in both de-escalation and, when necessary, the safe use of physical management procedures, in accordance with state guidelines. District-wide trainings in Safety-Care and Ukeru are offered multiple times per quarter to build staff capacity in effectively responding to behavioral needs. The District also employs Technical Assistance Coordinators (TACs) and Board Certified Behavior Analysts (BCBAs) to provide acute treatment to school teams, students, and families. Staff receive training in mandated reporting and culturally responsive practices to ensure student needs are addressed in a safe, equitable, and responsive manner. In addition, PPS implements restorative practices, including restorative circles, to proactively prevent behavioral crises and to repair harm and rebuild community following incidents.

**11. Describe the School District's positive school wide support programs.**

Pittsburgh Public Schools utilizes a School Wide Positive Behavior Support Program for grades K-12. There are school wide expectations that have been taught and practiced. The district also has Student Assistance Programs for students K-12. These teams meet monthly to discuss student needs and concerns as well as support for families. K-5 and K-8 schools utilize the Multi-Tiered System of Supports (MTSS) process to support students with academic and behavioral challenges. High Schools utilize a staffing support team as well as Student Services Team to also identify and support student with academic and behavioral challenges. The MTSS and Student Services/ Staffing Teams meet monthly to review data and interventions specific to each student's individual challenges. Individual Goals are written for each student and progress is monitored at each meeting to determine additional supports. These teams can provide early intervention where a learning disability is suspected. The District also provides a Social and Emotional Learning Curriculum that can be utilized district wide.

**12. Describe the School District's school-based behavior health services.**

Pittsburgh Public Schools contracts with numerous agencies to support students in addressing behavioral and mental health concerns. Each school building has a School-Based Mental Health

Provider who delivers outpatient mental health services. In some cases, agencies are co-located within schools to further support student needs. At the Tier 3 level, additional agencies contract to provide outpatient individual counseling services for students with more intensive needs, including services delivered as a related service when appropriate. The District also employs school psychologists who provide social and emotional counseling for Tier 3 students. Pittsburgh Public Schools partners with various community organizations to support the needs of students and families, including service coordination for justice-related services, mental health, and behavioral health.

**13. Describe the School District's restraint procedure.**

Safety-Care and Therapeutic Crisis Intervention are the District-approved programs for restraint. The Safety-Care® Behavioral Safety Training program provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. Safety-Care provides staff with the tools needed to work safely with individuals exhibiting challenging behaviors. Using up-to-date and effective practices from Applied Behavior Analysis (ABA) and Positive Behavior Interventions and Supports (PBIS), the Safety-Care program equips staff with strategies for preventing and managing behavioral challenges while teaching replacement behaviors. These strategies are appropriate for individuals experiencing developmental, neurologic, psychiatric, and other impairments. Safety-Care promotes a positive, reinforcement-based approach and supports the development of new skills, resulting in fewer instances of physical management. Following a restraint, the parent and administrator must be notified the same day. A debrief must be conducted within 24 hours. Participants in the debrief include all individuals present during the restraint, as well as an administrator. The IEP must be reopened, and a meeting must be held within 10 days. The IEP team and crisis team will meet with the parent to review and revise the Positive Behavior Support Plan, relevant components of the IEP, and the crisis plan to prevent future behavioral challenges. The team must also review antecedents and determine what factors can be adjusted to prevent escalation in the future. Additionally, the team will determine whether a Functional Behavioral Assessment (FBA) or reevaluation is needed, depending on the situation, severity, and any potential involvement of law enforcement. A RISC form is completed by the case manager and submitted to the state to document the restraint. Supporting documents outlining the District's restraint procedures are attached.

## **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.**

There are currently six students receiving Instruction Conducted in the Home, all of whom have significant documented medical or mental health needs that prevent them from attending school in person. Pittsburgh Public Schools (PPS) ensures the provision of a Free Appropriate Public Education (FAPE) for all students with disabilities in compliance with IDEA, Chapter 14, and guidance from the Pennsylvania Department of Education. The district maintains a comprehensive continuum of placements and services to support students with complex educational, behavioral, and mental health needs and works to minimize any delays in access to appropriate programming. At this time, PPS does not have any students requiring referral to the State-Level Intensive Interagency Process. When students require coordination across systems, PPS collaborates with the Allegheny County Department of Human Services and participates in Interagency Team Meetings to address student needs and reduce potential barriers to service delivery. If local and county resources are insufficient to meet a student's needs, PPS will engage Regional Interagency Coordinators and initiate the referral process in accordance with PDE procedures.

## Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	District
Paraprofessionals	305	District Wide	District
Social Worker	1	District Wide	District
Behavior Specialist	4	District Wide	District
Guidance Counselor	6	District Wide	District
School Psychologist	22	District Wide	District
Physical Therapist	8	District Wide	District
Occupational Therapist	12	District Wide	District
Other	92	District Wide	District

### 1 Special Education Support Services

## Special Education Personnel Development

### Autism

Description of Training			
Evidence-Based Practices for Students with Autism Series			
Lead Person/Position		Year of Training	
Program Officers, Program for Students with Exceptionalities (PSE)		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	2	District	General Education Teachers Parents Special Education Teachers

Description of Training			
Structured Supports for Students with Autism in Inclusive Settings Series			
Lead Person/Position		Year of Training	
Program Officers, Program for Students with Exceptionalities (PSE)		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	2	District Other	General Education Teachers Special Education Teachers

Description of Training			
Direct Observation Tool to Assess Autism (ADOS) – For Psychologists			
Lead Person/Position		Year of Training	
Bryson Bresnahan, PH.D. Certified School and Licensed Psychologist, Program for Students with Exceptionalities (PSE)		2027 2029	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District	Other

Description of Training			
Participation in the PaTTAN Autism Initiative			
Lead Person/Position		Year of Training	
Low Incidence Consultants, Program for Students with Exceptionalities (PSE)		2026	
Hours Per Training	Number of Sessions	Provider	Audience

1.5	1	District PaTTAN	Special Education Teachers
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### Positive Behavior Support

<b>Description of Training</b>			
Safety Care: 2 Day Full Certification			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Program Officers, Behavior Technical Assistance, Program for Students with Exceptionalities (PSE)			2026 2027 2028 2029
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
12	10	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>			
Safety Care: 1 Day Recertification			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Program Officers, Behavior Technical Assistance, Program for Students with Exceptionalities (PSE)			2026 2027 2028 2029
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6`	10	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>			
Ukeru Crisis Management Certification			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Program Offices, Low Incidence Consultants, Program for Students with Exceptionalities (PSE)			2026 2027

		2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	6	District	Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Ukeru Crisis Management Re-Certification			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Program Offices, Low Incidence Consultants, Program for Students with Exceptionalities (PSE)		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	6	District	Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Foundations for Positive Behavior Support PD Series			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Program Officers, Behavior Technical Assistance, Program for Students with Exceptionalities (PSE)		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	2	District Intermediate Unit PaTTAN Other	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Designing & Implementing Effective Positive Behavior Support Plans PD Series			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Program Officers, Behavior Technical Assistance, Program for Students with Exceptionalities (PSE)		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	2	District	General Education Teachers

			Special Education Teachers
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<b>Description of Training</b>			
Prevention, Incident Minimization & De-Escalation Strategies for All Staff			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Program Officers, Behavior Technical Assistance, Program for Students with Exceptionalities (PSE)		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	4	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>			
Proactive Behavior Supports & Alternatives to Suspension PD Series			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Program Officers, Behavior Technical Assistance, Program for Students with Exceptionalities (PSE)		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	2	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

### Paraprofessional

<b>Description of Training</b>	
Evidence-Based Social, Emotional, and Behavioral Supports for Students with Disabilities	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Curriculum Support, Program for Students with Exceptionalities (PSE)	2026 2027

		2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	2	District	Paraprofessionals

<b>Description of Training</b>			
Paraprofessional Capacity Building Series			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Curriculum Support, Program for Students with Exceptionalities (PSE)		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	7	District	Paraprofessionals

<b>Description of Training</b>			
Evidence-Based Instruction & Intervention based on Applied Behavior Analysis for Registered Behavior Technicians and Candidates			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Board Certified Behavior Analysts and Supervisor, Program for Students with Exceptionalities (PSE)		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	5	District	Paraprofessionals Other

<b>Description of Training</b>			
Paraprofessional Student Mental Health, Wellness, and Mindfulness Series			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Curriculum Support, Program for Students with Exceptionalities (PSE)		2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	7	District Other	Paraprofessionals Other

## Transition

<b>Description of Training</b>			
Transition Services and Regulations for Transition Staff			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Crystal Evans, Transition Facilitator, Program for Students with Exceptionalities (PSE)		2026 2027 2028 2029	

Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Other

Description of Training			
Indicator 13 for Transition Staff			
Lead Person/Position		Year of Training	
Crystal Evans, Transition Facilitator, Program for Students with Exceptionalities (PSE)		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District	Other

Description of Training			
Understanding Act 158 for Transition Counselors			
Lead Person/Position		Year of Training	
Crystal Evans, Transition Facilitator, Program for Students with Exceptionalities (PSE)		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Other

Description of Training			
Expanding community-based instruction and work-based learning opportunities for students ages 14–21 with IEPs.			
Lead Person/Position		Year of Training	
Crystal Evans, Transition Facilitator, Program for Students with Exceptionalities (PSE)		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Other

## Science of Literacy

Description of Training			
Science of Reading / Structured Literacy			
Lead Person/Position		Year of Training	
Dr. Ann Fillmore, Executive Director, K-12 Literacy, Humanities, and Library Services		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
10	1	District Other	General Education Teachers

			Special Education Teachers
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<b>Description of Training</b>			
Enhanced Core Reading Instruction (ECRI)			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Curriculum Support, Program for Students with Exceptionalities (PSE)			2026
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	2	District PaTTAN	Special Education Teachers

<b>Description of Training</b>			
Applying the Science of Reading Series			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Curriculum Support, Program for Students with Exceptionalities (PSE)			2028 2029
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	4	District	Special Education Teachers

<b>Description of Training</b>			
Science of Reading & The Connection to Dyslexia for Psychologists			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Program Officer - Psychological Services, Program for Students with Exceptionalities (PSE)			2027 2029
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Other

### Parent Training

<b>Description of Training</b>			
Understanding the IEP Process & Your Role as a Parent			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Program Officers, Program for Students with Exceptionalities (PSE)			2026 2027 2028 2029
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	1	District	Parents

<b>Description of Training</b>			
Creation of a video and resource library, housed on the PPS website, to provide families with on-demand access to special education information and supports.			

Lead Person/Position		Year of Training	
Program Officers, Program for Students with Exceptionalities (PSE)		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	on demand	District Intermediate Unit	Parents

Description of Training			
Navigating Special Education Services and Community Resources			
Lead Person/Position			Year of Training
Program Officers, Program for Students with Exceptionalities (PSE)			2026
			2027
			2028
			2029
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	District Other	Parents

Description of Training			
De-Escalation Strategies for Parents/Guardians/Care Takers			
Lead Person/Position			Year of Training
Dr. Maria Paul, Program Officer, Program for Students with Exceptionalities (PSE)			2026
			2027
			2028
			2029
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Parents

Description of Training			
Exploring Universal Designs for Learning (UDLs) with the Assistive Technology Department			
Lead Person/Position			Year of Training
Alicia Connoly, Technical Assistance Consultant, Assistive Technology Department			2026
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
What Parents Need to Know About the Special Education Reevaluation Process			
Lead Person/Position			Year of Training
Program Officers, Program for Students with Exceptionalities (PSE)			2026
			2027

		2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	2	District	Parents

### IEP Development

<b>Description of Training</b>			
Ensuring Meaningful Student Growth with Progress Monitoring PD Series			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Program Officers, Program for Students with Exceptionalities (PSE)		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	2	District	Special Education Teachers

<b>Description of Training</b>			
Documenting and Using Assessments Data to Develop IEP goals and Appropriate Supports in IEPs PD Series			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Program Officers, Program for Students with Exceptionalities (PSE)		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	2	District	Special Education Teachers

<b>Description of Training</b>			
Specially Designed Instruction (SDI): Meeting the Needs of All Students PD Series			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Program Officers, Curriculum Technical Assistance, Program for Students with Exceptionalities (PSE)		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	2	District	Special Education Teachers

<b>Description of Training</b>			
Defensible IEPs PD Series			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Program Officers, Program for Students with Exceptionalities (PSE)		2026 2027	

Hours Per Training	Number of Sessions	Provider	Audience
1	5	District	Special Education Teachers

Description of Training			
Screeners, Benchmarks & Progress Monitoring PD series			
Lead Person/Position			Year of Training
Program Officers, Curriculum Technical Assistance, Program for Students with Exceptionalities (PSE)			2027
Hours Per Training	Number of Sessions	Provider	Audience
1.5	2	District	Special Education Teachers

### Academic Access & Inclusion

Description of Training			
High-Leverage Practices for Inclusive Classrooms PD Series			
Lead Person/Position			Year of Training
Program Officers, Program for Students with Exceptionalities (PSE)			2026 2027 2028 2029
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			
Collaborative Instruction & Co-Teaching PD Series			
Lead Person/Position			Year of Training
Program Officers, Program for Students with Exceptionalities (PSE)			2026 2027 2028 2029
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	District	General Education Teachers Special Education Teachers

## Signatures & Affirmations

Approval Date

### Uploaded Files

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- 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.
- 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**