Profile and Plan Essentials

LEA Name		AUN
North Allegheny SD		103026852
Address 1		
200 Hillvue Lane		
Address 2		
City	**State**	**Zip**
Pittsburgh	PA	15237
Director of Special Education Name		
Dr. Carrie Frohnapfel		
Director of Special Education Email		
cfrohnapfel@northallegheny.org		
Director of Special Education Phone Number		**Director of Special Education Ext**
(412)630-5804		
Chief Administrator Name		
Dr Brendan J Hyland		
Chief Administrator Email		
bhyland@northallegheny.org		

Special Education Students

Total Number of Students Receiving Special Education

1214

School District Total Student Enrollment

8616

Percent of Students Receiving Special Education

14.1

Steering Committee

Name	Position/Role	Building	Email
Dr. Carrie Frohnapfel	Director of Special Education	North Allegheny SD	cfrohnapfel@northallegheny.org
Mrs. Allison Frank	Other	North Allegheny SD	afrank@northallegheny.org
Ms. Patricia Tkacik	Other	North Allegheny SD	ptkacik@northallegheny.org
Dr. Stephanie Svilar	Other	North Allegheny SD	ssvilar@northallegheny.org
Mrs. Janel Biagiarelli	Other	Carson MS	jbiagiarelli@northallegheny.org
Mr. Keith Gillis	Other	McKnight El Sch	kgillis@northallegheny.org
Dr. Jenna Fraser	Other	Marshall MS	jfraser@northallegheny.org
Dr. Melanie Manes	Other	North Allegheny HS	mmanes@northallegheny.org
Ms. Audra Meehan	Other	Franklin El Sch	ameehan@northallegheny.org
Ms. Annie Mollova	Parent	Peebles El Sch	
Ms. Heather Zak	Parent	Marshall MS	

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)

Improvement and Planning Activity
Provide Ongoing Indicator 13 Training and Technical Assistance: Activity: North Allegheny School District will continue to provide annual professional development related to Indicator 13 requirements to ensure that transition plans meet all federal and state compliance standards. Implementation Steps: Review Indicator 13 requirements with secondary special education staff. Utilize PDE Indicator 13 training materials and guidance documents. Provide technical assistance to case managers regarding transition documentation. Incorporate lessons learned from cyclical monitoring preparation.
Implement Internal Indicator 13 File Reviews: Activity: The district will conduct periodic internal reviews of transition-aged student IEPs to monitor compliance with Indicator 13 requirements and identify areas requiring corrective action. Implementation Steps: Develop an Indicator 13 review checklist aligned with PDE guidance. Review a sample of transition-aged IEPs throughout the school year. Provide feedback to case managers. Address any identified deficiencies promptly.
Strengthen Student-Centered Transition Planning: Activity: The district will enhance transition planning practices by increasing student involvement and ensuring that postsecondary goals and transition services are individualized and aligned to student interests and needs. Implementation Steps: Encourage active student participation in transition discussions. Review age-appropriate transition assessments during IEP development. Ensure measurable postsecondary goals address education/training, employment, and, when appropriate, independent living. Align transition services and annual goals to identified postsecondary outcomes.

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
Conduct Annual Root Cause Analysis of Non-Participation Activity: The district will conduct an annual review of all students with disabilities who did not participate in statewide assessments to identify trends, barriers, and contributing factors. Implementation Steps: Review participation reports following

each testing cycle. Identify reasons for non-participation (e.g., prolonged medical absence, parent refusal, enrollment changes, scheduling issues). Analyze trends by grade level, disability category, and building. Share findings with district and building administrators.
Review and Monitor PASA Participation Decisions: Activity: The district will implement an annual review process to ensure that PASA participation decisions align with PDE eligibility criteria and are consistently documented by IEP teams. Implementation Steps: Review all students designated for PASA participation. Utilize PDE's PASA eligibility criteria checklist during IEP meetings. Provide guidance to IEP teams regarding alternate assessment decision-making. Monitor trends in PASA participation annually.
Strengthen Assessment Participation Planning and Communication: Activity: The district will enhance planning and communication practices to maximize participation of students with disabilities in statewide assessments. Implementation Steps: Develop building-level testing rosters identifying students with IEP accommodations. Verify accommodations prior to testing. Communicate testing schedules and expectations to families. Conduct pre-assessment meetings with testing coordinators to address potential barriers.
North Allegheny School District recognizes the importance of ensuring that students with disabilities meaningfully participate in statewide assessments. The district will conduct annual analyses of participation data, including review of students who did not participate and examination of PASA eligibility decisions, to identify barriers and inform continuous improvement efforts. Findings will be used to strengthen assessment planning, communication, and staff training to support achievement of the state's 95% participation target.

Education Environments (Indicator 5)

Improvement and Planning Activity
Increase Access to General Education Through Inclusive Specials Activity: Beginning in the 2026–2027 school year, North Allegheny School District will eliminate elementary adapted specials (art, music, library) and increase opportunities for students with disabilities to participate alongside nondisabled peers in general education specials with appropriate supports. Implementation Steps: Transition students previously participating in adapted specials into general education specials. Utilize specially designed instruction, paraprofessional support, consultation, and accommodations to facilitate participation. Provide collaboration opportunities between general and special education staff. Provide training through emPower ED to all adapted specials teachers. Monitor student success and participation throughout implementation.
Conduct Annual LRE Review and Placement Analysis: Activity: The district will annually review educational environment data to identify trends and opportunities to increase participation in general education settings. Implementation Steps: Review LRE reports by building and disability category. Analyze students educated outside the general education setting. Examine factors contributing to more restrictive placements. Identify students who may benefit from increased inclusion opportunities. Share findings with district leadership teams.
Strengthen IEP Team Consideration of Supplementary Aids and Services: Activity: The district will provide professional development and guidance to IEP teams regarding the consideration of supplementary aids and services to support students in the Least Restrictive Environment. Implementation Steps: Review LRE requirements and the continuum of placements with staff. Provide training related to supplementary aids and services. Reinforce the requirement to consider education in general education settings before more restrictive options. Utilize district decision-making tools to support placement discussions.

Parent Involvement (Indicator 8)

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?**

   Yes

1.1. P.S. §1306 facilities

Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Passavant Memorial	Group Home		District	2

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.)**

   North Allegheny School District (NASD) currently serves as a host school district for a children's institution within its boundaries. The district understands and fulfills its responsibilities under Section 1306 of the Pennsylvania Public School Code. In accordance with Section 1306, NASD must permit a nonresident student residing in a children's institution to attend the public schools of the host school district until the student graduates or completes the school term in which the student turns 21. As the host school district, NASD is responsible for providing the educational program for students residing in the facility, including students with disabilities. The district ensures the provision of a Free Appropriate Public Education (FAPE) to eligible students with Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA). NASD is also responsible for implementing Child Find, obtaining educational records, and maintaining communication with both the Section 1306 facility and the student's district of residence. The district will ensure that students placed in a Section 1306 facility begin receiving an educational program within five (5) business days of enrollment. NASD will also ensure that students with disabilities residing in the facility receive instruction from a certified special education teacher in accordance with state and federal requirements.

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

   For students placed at Memorial Home, a North Allegheny School District (NASD) representative will communicate with the facility and the student's district of residence to support coordination of services and planning for transition back to the district of residence. NASD will participate in discharge planning meetings and ensure that the district of residence is included in the transition process. When a North Allegheny School District student is placed in a children's institution or facility outside of district boundaries, the Supervisor and Coordinators for Gifted and Special Education will collaborate with the host school district to ensure that students are located, identified, and evaluated in accordance with Child Find requirements. If a student is determined

to be eligible for special education services, the host district will ensure the provision of a Free Appropriate Public Education (FAPE) in accordance with the Individuals with Disabilities Education Act (IDEA) and Chapter 14 of the Pennsylvania School Code. Special education services will be made available to eligible students until the student receives a high school diploma or reaches 21 years and 364 days of age, whichever occurs first. NASD will ensure that a Local Education Agency (LEA) representative participates in relevant meetings, including IEP and transition planning meetings, to support the provision of FAPE and to coordinate planning for the student's successful transition back to the district when appropriate. Ongoing communication will occur between the district's Coordinators for Gifted and Special Education, the host school district, and the Section 1306 facility to ensure coordination of services and continuity of educational programming.

Incarcerated Students Oversight

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

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).**

Least Restrictive Environment

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

   North Allegheny School District reviewed its most recent data related to Least Restrictive Environment (LRE) to evaluate the educational settings in which students with disabilities receive services. Current data indicate that the majority of students with disabilities are educated within the general education environment for most of the school day. At present, 761 students (approximately 63%) receive special education services inside the regular classroom for 80 percent or more of the school day. In addition, 325 students (approximately 27%) receive services inside the regular education classroom between 40 percent and 79 percent of the school day. Taken together, these data indicate that approximately 90 percent of students with disabilities spend at least 40 percent of the school day in the general education setting, reflecting the district's strong commitment to inclusive practices and access to the general education curriculum alongside nondisabled peers. A smaller number of students require more intensive levels of support. Currently, 62 students receive services inside the regular classroom less than 40 percent of the day, while a limited number of students are served through Approved Private Schools, private separate facilities, residential placements, or homebound instruction. These placements represent a small percentage of the district's overall special education population, indicating that the district is generally able to meet the needs of most students with disabilities through in-district programming and supports. Overall, the district's LRE data reflect continued progress in supporting students with disabilities within inclusive settings while maintaining a full continuum of placement options to ensure that each student receives a Free Appropriate Public Education (FAPE) based on individual needs.

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?**

   North Allegheny School District utilizes a comprehensive system of universal practices and tiered supports to address the academic and behavioral needs of all students who may require accommodations within their learning environment. The district's approach is grounded in a Multi-Tiered System of Support (MTSS) framework designed to identify student needs early and provide appropriate interventions within the general education setting whenever possible. At the elementary level, the district utilizes a Well Check process, along with Student Assistance Programming (SAP) and MTSS teams, to review student performance and identify students who may benefit from additional academic or behavioral supports. At the secondary level, Pupil Personnel Teams (PPT) collaborate to review student data and develop intervention plans to support student success. These teams engage in a comprehensive data collection and problem-solving process to ensure that student needs are appropriately identified and addressed. Data sources may include Well Check reports, Pupil Personnel reports, teacher and parent input,

psychological and evaluation reports, grades, attendance records, curriculum-based assessments, classroom observations, standardized achievement data, and reports from outside agencies. Based on the data reviewed, teams develop and implement targeted strategies designed to support student success within the general education environment. Supports may include instructional accommodations, consultative services, academic and behavioral interventions, and positive behavior support strategies designed to address individual student needs. The district also implements Positive Behavioral Interventions and Supports (PBIS) practices to promote consistent behavioral expectations and provide proactive supports for students across school environments. In addition, North Allegheny utilizes a Career Readiness Continuum to support student development across grade levels. Through this framework, students are provided with structured opportunities to develop skills related to goal setting, responsibility, problem solving, and future planning, which support student engagement and success within the educational environment. When it is determined that additional evaluation may be necessary, information gathered through MTSS, Well Check, SAP, and Pupil Personnel processes is incorporated into the special education evaluation process to ensure that teams have a comprehensive understanding of the student's needs. Through these universal and tiered practices, the district seeks to support students proactively while ensuring that appropriate interventions and supports are implemented prior to consideration of special education eligibility when appropriate.

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.**

   North Allegheny School District prioritizes educating students with disabilities in their neighborhood schools to the maximum extent appropriate, with the use of supplementary aids and services to support meaningful participation in the general education curriculum. Educational programming decisions are based on each student's strengths and needs, with the Individualized Education Program (IEP) Team determining the type and level of support necessary for students to access grade-level content. Students who are unable to utilize traditional textbooks or instructional materials may be provided with Accessible Instructional Materials (AIM) to ensure meaningful and equitable access to the general education curriculum. The district's English Language Arts curriculum (K–12) incorporates research-based instructional strategies designed to support diverse learners, including students receiving specially designed instruction. The curriculum integrates vocabulary development, grammar instruction, speaking and listening skills, and writing instruction while providing students with exposure to a variety of texts and genres aligned with academic standards. Explicit instruction in comprehension strategies is embedded across grade levels. At the elementary level, the district utilizes the Into Reading program (Houghton Mifflin Harcourt) in grades K–5, which incorporates differentiated instructional supports, intervention opportunities, and enrichment activities. The program includes leveled readers, scaffolded supports, and digital resources that allow teachers to differentiate instruction

and monitor student progress. At the secondary level, students utilize standards-aligned instructional materials and texts designed to support continued development of literacy and comprehension skills. To support students who require additional reading intervention, the district implements a variety of research-based structured literacy and intervention programs, including: Sonday System, a multisensory structured literacy program based on the Orton-Gillingham approach Reading Mastery, which provides systematic phonics and comprehension instruction through the Direct Instruction model Language for Learning, which supports the development of foundational language skills in early learners Language! Live, a comprehensive literacy intervention used at the middle level Corrective Reading, which provides intensive reading intervention for older students with decoding or comprehension needs Read Naturally, which combines teacher modeling, repeated reading, and progress monitoring to improve fluency and comprehension PCI Reading Program, which supports students with significant learning needs through structured reading instruction In mathematics, students who require additional support may utilize programs such as Rocket Math, a structured and research-based program designed to support the development and mastery of basic math facts. North Allegheny School District also provides targeted instructional supports for students with Autism Spectrum Disorders through participation in PaTTAN's Autism Initiative, which focuses on evidence-based instructional practices, data-based programming, and Applied Behavior Analysis (ABA) supports. This initiative includes staff training, student assessment practices, formative assessment for instructional decision making, and coaching to ensure effective implementation of instructional strategies. To strengthen inclusive practices and support meaningful participation of students with disabilities in the general education curriculum, the district collaborates with external partners including the Allegheny Intermediate Unit (AIU) and The Arc of Pennsylvania's Include Me initiative. Through these partnerships, the district provides professional development, coaching, and consultative services for administrators, teachers, paraprofessionals, and other school personnel to enhance inclusive opportunities and effective instructional practices for students with disabilities. Through these academic programming and professional learning efforts, North Allegheny School District continues to support meaningful access to the general education curriculum for students with disabilities while ensuring the provision of Free Appropriate Public Education (FAPE).

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

North Allegheny School District ensures that students with disabilities have meaningful opportunities to participate in extracurricular and nonacademic activities alongside their nondisabled peers. The IEP team considers the use of supplementary aids and services to support student participation in all aspects of school programming, including extracurricular activities. During the development of each Individualized Education Program (IEP), the IEP team considers the student's needs and identifies appropriate supports to enable participation in general education environments and activities. Teams review potential supplementary aids and services, determine which supports will best enable the student to make progress toward IEP goals, and

consider both the benefits of participation with nondisabled peers and any potential effects on the student's educational program. The district utilizes the Supplementary Aids and Services (SaS) Consideration Toolkit, now referred to as the Framework for Access and Belonging (FAB), with support from the Allegheny Intermediate Unit TaC Consultants and have 8 teachers that are trained as FAB facilitators. This framework supports IEP teams in collaboratively gathering and analyzing information about a student in relation to the general education environments in which they participate, including extracurricular and nonacademic settings. Through this structured process, teams identify environmentally referenced supports that promote access, participation, and belonging. The framework is used not only during IEP development but also to support ongoing planning and problem solving. Teams may utilize the process when planning supports for participation in new curricular or extracurricular activities, addressing inclusion support needs, engaging students in identifying strategies that support their success, and planning transitions to new grade levels or settings. North Allegheny School District provides necessary supports to ensure students with disabilities have access to a wide range of extracurricular opportunities, including athletics, clubs, and other school-sponsored activities. For example, the district recently established its first Unified Bocce team, creating inclusive athletic opportunities for students with and without disabilities. Additionally, students participate in programs such as Best Buddies, which promote inclusive social and extracurricular engagement within the school community. Through these practices, the district works to ensure that students with disabilities have meaningful opportunities to participate in extracurricular activities alongside their peers while receiving the supports necessary for success.

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.**

North Allegheny School District ensures that students with disabilities are educated in the Least Restrictive Environment (LRE) to the maximum extent appropriate. A student is recommended for a more restrictive placement, including placement in a private institution, only when the Individualized Education Program (IEP) Team determines that the student cannot make meaningful progress in the general education environment even with the provision of appropriate supplementary aids and services. Prior to recommending a more restrictive placement, the IEP Team carefully considers and documents the supplementary aids and services that have been attempted or considered to support the student in the general education setting. Removal from the regular educational environment occurs only when the nature or severity of the student's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily, consistent with federal and state regulations. When a student is placed in a private institution, the district continues to ensure that the student has opportunities, to the maximum extent appropriate, to interact with nondisabled peers. Opportunities may include participation in shared activities, community-based instruction, or other structured opportunities for interaction as determined appropriate by the IEP Team. The

district also ensures that students placed in private institutions are provided opportunities to participate in district-led extracurricular and nonacademic activities when appropriate. North Allegheny School District will provide necessary supports and coordinate with families and placement facilities to facilitate participation in extracurricular activities, athletics, clubs, and other school-sponsored events when feasible and appropriate for the student. Through these procedures, the district ensures that students placed in private institutions continue to have opportunities to interact with nondisabled peers and participate in the broader school community to the maximum extent appropriate.

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).**

The North Allegheny School District continues to review its programming and services to ensure that a full continuum of placement options is available to meet the diverse needs of students with disabilities. As part of this process, the district reviews data related to out-of-district placements, disability categories, and student needs in order to identify areas where additional in-district programming or supports may be beneficial. Based on recent data review, the district has identified opportunities to expand and strengthen Emotional Support programming. The district will continue to review Emotional Support programming across grade levels and assess the need for additional in-district services that may allow students requiring behavioral and therapeutic supports to be served within the district whenever appropriate. The district will also continue to strengthen its Multi-Tiered System of Support (MTSS) processes, particularly at the secondary level, to ensure that early intervention strategies are implemented prior to referral for more intensive services. Teams will continue to review referral processes and intervention systems to ensure that students who are at risk receive appropriate supports in a timely manner. Over the past several years, the district has expanded school-based mental health supports through a partnership with Glade Run, a behavioral health agency that provides on-site therapeutic services within district schools. Through this partnership, licensed therapists provide individual, group, and family therapy services to students and collaborate with school staff and families to support student success while minimizing disruption to the instructional day. The district will also continue to expand programming and supports for students with Autism Spectrum Disorders. North Allegheny participates in PaTTAN's Autism Initiative, which provides guidance in implementing evidence-based instructional practices, data-based programming, and Applied Behavior Analysis (ABA) supports. The district will continue to collaborate with PaTTAN consultants, internal Board Certified Behavior Analysts (BCBAs), instructional coaches, and trained staff to strengthen instructional practices and support curriculum access for students with autism. Additionally, the district will continue to collaborate with the Allegheny Intermediate Unit (AIU) to expand inclusive practices and build staff capacity to support students with disabilities within general education settings. Professional learning opportunities and coaching will support teachers, administrators, and paraprofessionals in implementing effective inclusive instructional strategies. Recent program development efforts have included expanding Emotional

Support programming to two classrooms at each grade span, as well as the addition of Autistic Support programming at Peebles Elementary beginning in the 2025–2026 school year and at Carson Middle School beginning in the 2026–2027 school year. At the high school level, the district is also working to separate Autistic Support and Learning Support programming to provide more targeted and individualized supports for students requiring specialized autism programming. Through ongoing program evaluation and collaboration with external partners, North Allegheny School District will continue to build internal capacity and expand services in order to provide an effective continuum of supports and placements that meet the needs of students with disabilities while maximizing opportunities for inclusion. Through ongoing analysis of placement data and program needs, North Allegheny School District will continue to evaluate opportunities to expand in-district programming and strengthen inclusive practices. By building staff capacity, expanding specialized supports, and collaborating with regional partners, the district aims to ensure that students with disabilities are served within their home schools and communities whenever appropriate, while maintaining access to the full continuum of placement options necessary to ensure the provision of Free Appropriate Public Education (FAPE).

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Glade Run - St. Stephens Lutheran Academy	Other		Glade Run	Emotional Support	7
PA Connecting Communities	Other		PA Connecting Communities	Autistic Support	4
Mars Home for Youth-Longmore Academy	Other		Mars Home for Youth-Longmore Academy	Emotional Support	2
Pressley Ridge Day School for Autism - Brightwood	Other		Pressley Ridge	Autistic Support	2
Western Pennsylvania School for the Blind (WPSB	Approved Private School (APS)		Western Pennsylvania School for the Blind (WPSD)	Blind and Visually Impaired Support	5
Total Learning Center - Academy	Other		Total Learning Center	Emotional Support	9
The Education Center at Watson Institute	Approved Private School (APS)		Watson Institute	Life Skills Support	21
The School at McGuire Memorial	Approved Private		The School at McGuire Memorial	Autistic Support	4

	School (APS)				
The Day School Children's Institute	Approved Private School (APS)		The Day School Children's Institute	Autistic Support	4
Watson Institute Social Center for Academic Achievement (WICSA)	Other	Special Education Center	Watson Institute Social Center for Academic Achievement (WICSA)	Autistic Support	2
Project SEARCH	Other		Goodwill of Southwestern PA	Learning Support	2
The Day School at Pressley Ridge	Other		Pressley Ridge	Life Skills Support	1
Wesley Family Services Partial Hospitalization @ Deer Lakes	Other		Deer Lakes SD and Wesley Family Services	Emotional Support	1
Elwyn of Pennsylvania & Delaware- Davidson School	Other		Elwyn	Multiple Disabilities Support	1
Eva Carlston Academy	Other	RTF	Utah Department of Health and Human Services	Emotional Support	1
Western PA School for Deaf Children	Approved Private School (APS)		Western Pennsylvania School for the Deaf (WPSD)	Deaf and Hard of Hearing Support	2
Pressley Ridge Day School	Approved Private School (APS)		Pressley Ridge	Emotional Support	1
Wesley Spectrum K-8 School	Approved Private School (APS)		Wesley Spectrum Services	Emotional Support	1
Watson Institute - Friendship Academy	Approved Private School (APS)		Watson Institute	Emotional Support	1

Positive Behavior Support

Date of Approval

2025-06-11

Uploaded Files

Behavior.Support.Policy.113.2.pdf

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

   North Allegheny School District supports the emotional and social needs of students with disabilities through a combination of tiered supports, school-based services, and community partnerships. These supports align with the district's Strategic and Comprehensive Plan, which prioritizes the development of positive learning environments that support students' academic, social, and emotional well-being. The district utilizes a Multi-Tiered System of Support (MTSS) framework to address student needs. At the elementary level, MTSS teams review student data to identify students who may require additional academic or behavioral supports. Interventions may include targeted behavioral supports, counseling services, and other strategies designed to promote student success. For students with disabilities, social and emotional supports are incorporated into the Individualized Education Program (IEP) through goals, specially designed instruction, accommodations, and related services as appropriate. North Allegheny School District also partners with Glade Run Lutheran Services to provide on-site behavioral health services within district schools. Through this partnership, licensed therapists provide individual, group, and family therapy services for students. Providing these services within the school setting allows students to access counseling supports while minimizing disruption to the instructional day. In addition, the district collaborates with a mental health liaison from the Allegheny County Department of Behavioral Health, who assists in connecting students and families with county-based mental health resources and supports. The district employs school social workers who provide individual and group counseling services to students experiencing social, emotional, or behavioral challenges. These services focus on building skills such as self-regulation, coping strategies, and social interaction skills that support student participation in the educational environment. North Allegheny also employs Positive Behavior Support Specialists who support IEP teams through professional development, observation, and data analysis to assist in developing effective behavioral interventions for students with social, emotional, and behavioral needs. The district implements Positive Behavioral Interventions and Supports (PBIS) across all school buildings to promote consistent behavioral expectations and positive school climates. All elementary schools have implemented PBIS Tier 1 supports, with additional training provided for advanced tier interventions. The district also utilizes the Student Risk Screening Scale (SRSS) as a universal screening tool to help identify students who may benefit from additional behavioral or social supports. Additionally, the district continues to strengthen inclusive practices through its

Inclusive Practices Initiative, which focuses on building staff capacity to support students with disabilities within general education environments. This initiative promotes supportive school environments where students with and without disabilities learn together and develop positive peer relationships. Through these coordinated systems of support, North Allegheny School District works to ensure that students with disabilities receive the social and emotional supports necessary to participate successfully in school and access the educational 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.**

    North Allegheny School District provides ongoing professional development to ensure that staff are prepared to support students with behavioral needs through positive behavior supports, de-escalation techniques, and safe crisis response procedures. The district utilizes Crisis Prevention Institute (CPI) Nonviolent Crisis Intervention® training as its primary framework for behavior management and de-escalation. This training provides staff with strategies to assess risk behavior, implement preventative supports, and respond effectively to escalating situations. The focus of CPI training is on verbal de-escalation, prevention, and early intervention, with physical intervention strategies taught only as a last resort when a student presents a clear and present danger to themselves or others. Designated student services staff and administrators complete the CPI Blue Card Certification Course, which consists of two full days of professional development. Staff maintain certification through annual recertification training, ensuring that staff remain current in safe and appropriate crisis response techniques. The district utilizes a tiered approach to behavioral supports. At the universal level, staff implement classroom management practices and school-wide Positive Behavioral Interventions and Supports (PBIS) strategies to promote positive behavior and prevent behavioral challenges. When additional support is required, individualized behavioral interventions may be implemented through the development of a Functional Behavior Assessment (FBA) and Positive Behavior Support Plan (PBSP) as part of the student's Individualized Education Program (IEP). Restrictive procedures, including physical restraint or seclusion, are used only in emergency situations when a student is acting in a manner that presents a clear and present danger to themselves or others and when less restrictive interventions have proven ineffective. When restraint is used, the district follows all applicable Chapter 14 regulations, including required documentation and review by the IEP team to determine whether revisions to the student's behavioral supports, evaluation, or placement are necessary. In addition to CPI training, the district continues to expand staff capacity through professional development related to trauma-informed practices and mental health supports. School counselors have received training in Youth Mental Health First Aid, and the district continues to provide additional training opportunities to support staff in recognizing and responding to student mental health concerns. Through these training efforts, North Allegheny School District ensures that staff are equipped to respond to behavioral challenges using preventative strategies, de-escalation techniques, and safe intervention practices that prioritize student dignity and safety.

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

North Allegheny School District implements School-Wide Positive Behavioral Interventions and Supports (PBIS) as part of its commitment to creating safe, positive, and supportive learning environments for all students. The district began implementation of PBIS in partnership with the Allegheny Intermediate Unit (AIU) and continues to strengthen the framework across district schools. Each school maintains a PBIS team composed of professional and paraprofessional staff members who are responsible for developing and implementing building-level behavioral expectations and supports. These teams participate in multi-day training and ongoing professional development to support effective implementation of PBIS practices within their respective schools. PBIS programming focuses on establishing clear behavioral expectations, teaching and reinforcing positive behaviors, and providing consistent responses to behavioral concerns. School teams use data to monitor behavioral trends and guide decision-making related to interventions and supports. Currently, all twelve buildings implement PBIS programming, with additional district schools continuing to expand implementation. Through PBIS, the district provides Tier 1 universal behavioral supports for all students while also utilizing targeted and individualized interventions when additional support is needed. Through the implementation of PBIS and related behavioral support initiatives, North Allegheny School District promotes a positive school climate and provides proactive systems of support that benefit all students, including students with disabilities.

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

North Allegheny School District partners with Glade Run Lutheran Services to provide school-based behavioral health services for students who may benefit from additional mental health supports. This partnership allows students to access therapeutic services within the school setting while minimizing disruption to the instructional day. Through this collaboration, licensed master's-level therapists provide behavioral health services to students based on individual needs. Services may include individual counseling, group therapy, and family support services. Therapy sessions are typically scheduled during the school day and are coordinated with school staff to minimize impact on academic instruction. Glade Run therapists collaborate with teachers, school counselors, administrators, and families to support student success and address behavioral or emotional barriers to learning. This collaborative approach ensures that services are aligned with the student's educational goals and that families remain actively involved in the support process. Through this school-based behavioral health partnership, North Allegheny School District provides students with access to professional mental health supports that promote student well-being and support their ability to participate successfully in the educational environment.

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

North Allegheny School District follows the requirements of Chapter 14 regulations regarding the

use of restraint for students with disabilities. The district emphasizes the use of positive behavior supports, de-escalation techniques, and preventative strategies to address student behavior prior to considering any restrictive intervention. Restraint may be used only in emergency situations when a student is acting in a manner that presents a clear and present danger to the student, other students, or staff, and when less restrictive interventions have been ineffective or are clearly inappropriate under the circumstances. When restraint is used, the district ensures that staff involved have received appropriate training in safe crisis intervention techniques. The use of restraint is never permitted as a form of punishment, for staff convenience, or as a substitute for appropriate educational programming. Following the use of restraint, the district follows all required procedures under Chapter 14. The use of restraint will result in an IEP team meeting within ten school days, unless the parent or guardian agrees in writing to waive the meeting. During this meeting, the team reviews the incident and determines whether additional actions are needed, which may include conducting or revising a Functional Behavior Assessment (FBA), developing or revising a Positive Behavior Support Plan (PBSP), updating a safety or crisis plan, or considering whether changes to the student's placement or supports are necessary. The district prohibits the use of prone restraints, defined as holding a student face down on the floor. The district also prohibits the use of seclusion or any structure or space from which a student cannot readily exit. Through these procedures, North Allegheny School District ensures that any use of restraint is rare, carefully monitored, and consistent with state regulations and the district's commitment to student safety and dignity.

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.

At this time, North Allegheny School District does not have systemic concerns related to students waiting more than 30 days for an appropriate educational placement. As of December 1, 2025, the district has one student receiving Instruction Conducted in the Home. The district closely monitors such placements to ensure that they are temporary and that the student continues to receive educational services consistent with the student's Individualized Education Program (IEP). When Instruction Conducted in the Home is determined by the IEP Team to be the most appropriate placement, the district ensures that the student continues to receive specially designed instruction, related services, and progress monitoring aligned with the student's IEP goals. The district provides up to five hours of instruction per week, delivered by a certified special education teacher, to maintain continuity of instruction while the student is unable to attend school. The district continues to actively explore options for returning students to the school environment whenever appropriate. When necessary, North Allegheny collaborates with external partners, including the Allegheny Intermediate Unit (AIU) and the Pennsylvania Training and Technical Assistance Network (PaTTAN), to identify appropriate services and placements for students whose needs require specialized programming. In situations where additional supports may assist in maintaining or returning a student to a school-based placement, the district may collaborate with child-serving agencies, including behavioral health providers, the Office of Intellectual Disabilities, Children, Youth, and Families Services, and juvenile justice partners when applicable. District school social workers also assist in coordinating services and supporting communication between families, agencies, and school personnel. Through these collaborative processes and ongoing monitoring of placements, North Allegheny School District works to ensure that students receive timely and appropriate educational services while maintaining access to the Least Restrictive Environment whenever possible.

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
School Psychologist	5	District Wide	District
Social Worker	7	District Wide	District
Guidance Counselor	32	District Wide	District
Paraprofessionals	127	District Wide	District
Other	.4	Elementary	District
Other	.4	Secondary	District
Other	.4	Secondary	District
Director of Pupil Services	1	District Wide	District
Other	Multiple staff 5 days a week	District Wide	Contractor
Occupational Therapist	Multiple staff 28 hours a week	District Wide	Contractor
Physical Therapist	Multiple staff 101 hours a week	District Wide	Contractor
Other	3 hours a week	District Wide	Contractor
Other	4.25 hours a week	District Wide	Contractor
Other	.4	District Wide	District
Other	2	District Wide	District
Other	.4	District Wide	District
Behavior Specialist	3	District Wide	District
Other	5 days a week	District Wide	Contractor
Other	368 hours a week	Secondary	Contractor
Other	1 hour a week	District Wide	Contractor
Other	1 hour a week	District Wide	Contractor
Director of Special Education	1	Elementary	District
Director of Special Education	1	Secondary	District
Director of Special Education	1	Secondary	District
Director of Special Education	1	District Wide	District
Paraprofessionals	2	Elementary	Contractor

1 Special Education Support Services

Special Education Personnel Development

Autism

Description of Training
North Allegheny School District will continue to collaborate with the Pennsylvania Training and Technical Assistance Network (PaTTAN) and the Autism Initiative to strengthen programming and services for students with Autism Spectrum Disorder. As part of this collaboration, the district will conduct a comprehensive review of its Autistic Support and Learning Support programming in order to identify areas of strength and opportunities for program development. District staff will participate in professional development and technical assistance activities supported by PaTTAN consultants, including intensive training sessions, ongoing coaching, and site-based consultation. These supports will include structured training opportunities as well as periodic site visits to assist teams in implementing evidence-based instructional practices for students with autism. Training will focus on instructional and behavioral practices that support student engagement, independence, and access to the general education curriculum. Topics will include: Development of language and communication skills, early social interaction skills, and foundational learning behaviors Behavior support and classroom management strategies, including responding to challenging behaviors and promoting appropriate replacement behaviors Instructional strategies to support independence and daily living skills, including routines, self-management, and vocational or pre-vocational skills Development of advanced social communication skills, such as conversation, problem solving, and self-advocacy Strategies for supporting academic engagement and skill development Progress will be monitored through fidelity checklists, implementation reviews, and on-site consultation provided through the PaTTAN Autism Initiative. Information gathered through these activities will inform the district's Autistic Support program review and subsequent action planning, ensuring that staff have the training and resources necessary to effectively support students with autism across educational settings.

Lead Person/Position	Year of Training
Supervisor and Coordinators of Special Education	2026 2027 2028 2029

Hours Per Training	Number of Sessions	Provider	Audience
3-6	6	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training
North Allegheny School District will engage in a multi-year professional development initiative focused on strengthening programming and services for students with Autism Spectrum Disorder. In collaboration with the Pennsylvania Training and Technical Assistance Network (PaTTAN) and the Allegheny Intermediate Unit (AIU), the district will conduct a comprehensive review of current Autistic Support programming across grade levels. This review will examine instructional practices, program structures, behavioral supports, staff training needs, and access to the general education curriculum

for students receiving Autistic Support services. Through this process, the district will work with PaTTAN and AIU consultants to identify areas of strength and opportunities for program development. Based on the findings of the program review, the district will develop and implement an action plan designed to strengthen instructional practices, increase staff capacity, and expand effective supports for students with autism. Professional development activities may include training in evidence-based instructional strategies, Applied Behavior Analysis (ABA) practices, data-based decision making, and strategies to support meaningful inclusion in general education settings. This multi-year initiative will support the district's efforts to expand program capacity, strengthen inclusive practices, and ensure that students with autism receive high-quality services within the district whenever appropriate.

Lead Person/Position		Year of Training	
Supervisor of Special Education		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3-6	3 per year	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training
North Allegheny School District will continue to strengthen the implementation of Schoolwide Positive Behavioral Interventions and Supports (PBIS) across all twelve district buildings. The district will focus on expanding PBIS practices to include advanced tiers of behavioral support (Tier 2 and Tier 3) in order to better support students requiring targeted and individualized behavioral interventions. Professional development will be provided to building leadership teams and staff to support effective implementation of PBIS practices, including data-based decision making, development of targeted behavioral interventions, and strategies for supporting students with more intensive behavioral needs. As part of the district's PBIS framework, North Allegheny will utilize the Student Risk Screening Scale (SRSS) as a universal behavioral screening tool. The SRSS will assist school teams in identifying students who may benefit from additional behavioral supports and will guide intervention planning within the Multi-Tiered System of Support (MTSS) framework. Through ongoing professional development and coaching, school teams will continue to build capacity to implement PBIS with fidelity across all schools. These efforts will support the creation of consistent behavioral expectations, proactive intervention systems, and positive learning environments for all students.

Lead Person/Position		Year of Training	
Behavior Support Specialists, Other identified PBIS trainers, Director of Student Services, Supervisor and Coordinators of Special Education		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	12	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers

			Parents Paraprofessionals Special Education Teachers Other

Description of Training			
North Allegheny School District will continue to provide professional development in Crisis Prevention Institute (CPI) Nonviolent Crisis Intervention® to support staff in responding safely and effectively to student behavioral needs. CPI training focuses on prevention, de-escalation strategies, and safe responses to behaviors that may require immediate intervention. Designated staff members, including administrators, student services staff, and specialized support personnel, will participate in Blue Card Certification training, which includes intensive instruction in identifying early warning signs of escalating behavior, implementing verbal de-escalation strategies, and utilizing safe intervention techniques when necessary. Staff participating in CPI training will maintain certification through annual recertification sessions to ensure continued understanding of appropriate crisis response procedures. Training emphasizes the use of preventative strategies and positive behavior supports, with physical intervention techniques taught only as a last resort when a student presents a clear and present danger to themselves or others. Through this ongoing training, the district aims to ensure that staff are equipped with the skills necessary to maintain safe learning environments while preserving student dignity and promoting positive behavioral outcomes.			
Lead Person/Position		**Year of Training**	
Behavior Support Specialists, CPI Trainers		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	18	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
CPR and First Aid certification for all paraprofessionals to ensure that staff are prepared to respond appropriately in the event of medical emergencies.			
Lead Person/Position		**Year of Training**	
Nurses		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	3	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Crisis Prevention Institute (CPI) Nonviolent Crisis Intervention® training, which provides strategies for recognizing early signs of behavioral escalation, implementing de-escalation techniques, and responding safely to crisis situations. Paraprofessionals will also have opportunities to participate in behavior support training to strengthen their understanding of Positive Behavior Support Plans (PBSPs), classroom behavior strategies, and effective student support practices.			
Lead Person/Position		**Year of Training**	
Behavior Support Specialists, Social Workers		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	6	District	Paraprofessionals

Description of Training			
North Allegheny School District will provide differentiated professional development opportunities for paraprofessional staff to strengthen their ability to support students with disabilities in a variety of educational settings. Training opportunities will focus on equipping paraprofessionals with the knowledge and skills necessary to effectively support student learning, behavior, and safety.			
Lead Person/Position		**Year of Training**	
Supervisor and Coordinators of Special Education		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3.5 hours	4 per year	District Intermediate Unit	Paraprofessionals

Transition

Description of Training
North Allegheny School District will provide professional development to strengthen staff capacity in the area of secondary transition planning and age-appropriate transition assessment. In collaboration with the Pennsylvania Training and Technical Assistance Network (PaTTAN), district staff will participate in training related to the Transition Discoveries initiative, which supports educators in implementing effective transition assessment practices for students with disabilities. Through this initiative, staff will receive training on identifying and utilizing age-appropriate transition assessments that help determine students' strengths, preferences, interests, and needs as they relate to postsecondary education, employment, and independent living. These assessments will support the development of meaningful postsecondary goals and coordinated transition services within the Individualized Education Program (IEP). Professional development will focus on building staff understanding of how to gather and analyze transition assessment data, engage students in the transition planning process, and align transition goals with students' long-term outcomes. Staff will also learn strategies for incorporating community-based experiences, career exploration, and skill development opportunities into transition planning. Through participation in the Transition Discoveries initiative, the district will strengthen transition

planning practices to better support students with disabilities in preparing for postsecondary education, employment, and independent living.

Lead Person/Position		Year of Training	
Supervisor and Secondary Coordinators of Gifted and Special Education		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	6	District Intermediate Unit PaTTAN	Building Administrators Parents Paraprofessionals Special Education Teachers

Description of Training
North Allegheny School District will engage in professional development focused on strengthening instruction in daily living and independent living skills for students receiving Life Skills and Autistic Support services. The district maintains an apartment-style instructional setting designed to provide students with opportunities to practice real-world independent living skills in a structured environment. As part of this initiative, the district will review and identify evidence-based curricula and instructional resources to support the teaching of daily living skills. In collaboration with partners such as the Pennsylvania Training and Technical Assistance Network (PaTTAN) and the Allegheny Intermediate Unit (AIU), the district will explore curriculum options that support instruction in areas such as personal care, household management, cooking and nutrition, money management, community access, and other independent living skills. Once a curriculum framework is identified, staff working in Life Skills and related programs will participate in professional development focused on implementing the selected curriculum, developing functional instructional activities, and incorporating opportunities for students to practice skills within the apartment setting and community environments. Through this professional development initiative, the district aims to strengthen transition programming and independent living instruction, supporting students with disabilities in developing the skills necessary for greater independence and successful adult outcomes.

Lead Person/Position		Year of Training	
Supervisor and Secondary Coordinators of Gifted and Special Education		2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1-2	3	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training
North Allegheny School District will provide follow-up professional development to reinforce staff understanding of Indicator 13 requirements related to secondary transition planning. During the

current school year, staff participated in mandated training related to Indicator 13 compliance and effective transition planning practices. As a follow-up to this training, the district will provide additional professional development opportunities to support staff in implementing compliant and meaningful transition planning within Individualized Education Programs (IEPs). Training will focus on ensuring that IEP teams develop measurable postsecondary goals, age-appropriate transition assessments, coordinated transition services, and appropriate courses of study that align with students' postsecondary outcomes. The district will also review transition documentation and practices to ensure that IEP teams are consistently implementing Indicator 13 requirements with fidelity. Staff will receive guidance and feedback as needed to strengthen transition planning and ensure continued compliance with state and federal regulations.

Lead Person/Position		**Year of Training**	
Supervisor and Secondary Coordinators of Gifted and Special Education		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	3	District Intermediate Unit	Building Administrators Special Education Teachers

Science of Literacy

Description of Training
North Allegheny School District will continue to provide professional development aligned with Chapter 49 Structured Literacy requirements to strengthen instructional practices related to the Science of Reading. Building on the required Chapter 49 training modules, staff will participate in professional learning focused on implementing structured literacy practices that support all learners, including students with disabilities. Professional development will include a combination of online training modules through the Pennsylvania Department of Education's Standards Aligned System (SAS) portal and in-person professional learning opportunities designed to support the application of structured literacy practices within the classroom. Training will focus on evidence-based reading instruction, including phonemic awareness, phonics, fluency, vocabulary development, and comprehension, as well as strategies for providing explicit, systematic, and multisensory instruction. Additional emphasis will be placed on supporting students who require targeted reading intervention through structured literacy approaches. Through this professional development initiative, the district aims to strengthen staff understanding of structured literacy practices and ensure that instructional strategies are aligned with current research related to the Science of Reading, supporting improved literacy outcomes for all students.

Lead Person/Position		**Year of Training**	
Curriculum Supervisor and Coordinator		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1.5	4	District	Building Administrators General Education Teachers Parents Special Education Teachers Other

Parent Training

Description of Training
North Allegheny School District will offer parent training opportunities focused on helping families better understand the special education process and behavioral support practices used within the district. These sessions will provide information related to the development and implementation of Individualized Education Programs (IEPs), including evaluation procedures, specially designed instruction, and the role of parents as members of the IEP team. In addition, families will receive information about the district's Positive Behavioral Interventions and Supports (PBIS) framework and strategies used to support student behavior across school environments. The training will help families understand how positive behavior supports are implemented within schools and how similar strategies may be used at home to support student success. These sessions are designed to strengthen school-family partnerships and provide families with the knowledge and tools necessary to actively participate in their child's educational planning and behavioral support.

Lead Person/Position		Year of Training	
Supervisor and Coordinators of Special Education		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1-2	4	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Parents Special Education Teachers

Description of Training
North Allegheny School District will provide parent training focused on secondary transition planning for students with disabilities. These sessions will help families understand the transition planning process beginning at age 14 and the development of postsecondary goals related to education, employment, and independent living. The training will provide information on transition assessments, coordinated transition services, community resources, and strategies for supporting students as they prepare for life after high school. Families will also learn about opportunities for career exploration, independent living skill development, and community-based experiences available to students within the district. Through these training opportunities, the district aims to support families in actively participating in transition planning and preparing students for successful postsecondary outcomes.

Lead Person/Position		Year of Training	
Supervisor and Coordinators of Special Education		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1-2	4	District Intermediate Unit PaTTAN	Parents

IEP Development

Description of Training

North Allegheny School District will provide professional development focused on strengthening staff capacity to develop meaningful and compliant Individualized Education Programs (IEPs). Training will focus on improving the quality and alignment of key IEP components to ensure that educational programming is clearly linked to student needs and supports meaningful progress. Professional development will address best practices in developing Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements, writing measurable annual goals, and identifying appropriate specially designed instruction and supplementary aids and services. Staff will also receive guidance on aligning evaluation data, progress monitoring, and instructional supports with IEP goals. In addition, training will emphasize strategies for ensuring that IEP teams develop goals and supports that promote access to the general education curriculum and progress in the Least Restrictive Environment. Ongoing coaching and review of IEP practices will be used to reinforce compliance with state and federal special education requirements. Through this professional development initiative, the district aims to strengthen staff understanding of effective IEP development and ensure that students with disabilities receive educational programming that is both compliant and responsive to individual student needs.

Lead Person/Position		**Year of Training**	
Supervisor and Coordinators of Special Education		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	4	District Intermediate Unit PaTTAN	Building Administrators General Education Teachers Special Education Teachers

Description of Training

North Allegheny School District will provide professional development focused on strengthening the use of data-based decision making in the development and implementation of Individualized Education Programs (IEPs). This training will support staff in using multiple sources of student data to inform instructional planning, goal development, and progress monitoring for students with disabilities. Professional development will focus on helping staff effectively analyze and utilize evaluation data, curriculum-based assessments, classroom performance data, and progress monitoring information when developing Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements and measurable annual goals. Staff will also receive guidance on aligning specially designed instruction and supports with identified student needs based on data. In addition, training will emphasize the importance of ongoing data collection and progress monitoring to guide instructional adjustments and ensure that students are making meaningful progress toward their IEP goals. Staff will be provided strategies for using data to inform IEP team discussions, instructional decision making, and program adjustments. Through this professional development initiative, the district aims to strengthen staff capacity to implement data-informed instructional practices and ensure that IEPs are developed and implemented based on clearly documented student needs and measurable outcomes.

Lead Person/Position	**Year of Training**
Supervisor and Coordinators of Special Education	2026 2027

		2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	4	District Intermediate Unit PaTTAN	Building Administrators General Education Teachers Special Education Teachers

Building Prinicpals

Description of Training			
North Allegheny School District will continue to provide professional learning opportunities for district administrators and leadership teams focused on Local Education Agency (LEA) responsibilities in special education. As part of this effort, LEA responsibilities will remain an ongoing agenda item for district leadership meetings and administrative training sessions. Professional development will utilize the PULSE (Principals Understanding Special Education Leadership) framework, which supports administrators in understanding their role in ensuring compliance with state and federal special education regulations while promoting high-quality instructional practices for students with disabilities. Training will focus on strengthening leadership understanding of key LEA responsibilities, including IEP development and implementation, Least Restrictive Environment considerations, procedural safeguards, program oversight, and data-informed decision making. District leadership will also review strategies for supporting inclusive practices and ensuring that students with disabilities have access to the general education curriculum and appropriate supports. Through ongoing leadership training and collaboration, North Allegheny School District aims to ensure that administrators are well equipped to support special education programming, maintain compliance with regulatory requirements, and promote positive outcomes for students with disabilities.			
Lead Person/Position		**Year of Training**	
Supervisor of Special Education		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	4 per year	District Intermediate Unit PaTTAN	Building Administrators

Signatures & Affirmations

Approval Date

2026-04-15

Uploaded Files

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

Superintendent/Chief Executive Officer

Brendan Hyland

Date

2026-06-25