

Aliquippa SD

Special Education Plan Report

07/01/2019 - 06/30/2022

District Profile

Demographics

800 21st Street
 Aliquippa, PA 15001
 (724)857-7500
 Superintendent: Peter Carbone
 Director of Special Education: Jason Guzie

Planning Committee

Name	Role
Stacey Alexander	Administrator : Professional Education Special Education
Pete Carbone	Administrator : Professional Education Special Education
Beth Smith	Building Principal : Special Education
Vanessa Casper	Business Representative : Professional Education Special Education
Tina Genes	Community Representative : Professional Education Special Education
Meena Hill	Community Representative : Professional Education Special Education
Beth Walkney	Ed Specialist - School Psychologist : Special Education
Joie Dusold	High School Teacher - Special Education : Special Education
Lakeisha Cobb	Parent : Professional Education Special Education
Amy Young	Parent : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 244

Identification Method

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

Universal screening procedures and local and state assessment results are utilized to identify students who are not meeting grade-level expectations and benchmarks. Students in need of additional support; as evidenced by lower than expected classroom performance, grades, behavior, or other concerns, are referred by their classroom teachers to our Student Assistance Program (SAP) team. The SAP team works with the classroom teacher to develop a plan to meet the students needs without special education. If the plan does not help the student appropriately learn in the general education environment, the team refers the student for a full special education evaluation.

When parents exercise their right to request an evaluation for special education the district complies with all requests in a timely manner. After a written request is received from a parent the stages of identification that were noted above are executed. Data is used by the MDE team to complete an Evaluation Report (ER).

The Aliquippa School District continues to utilize the discrepancy model to determine if a student has a learning disability and is in need of special education. Once parental permission is obtained, the school psychologist administers a measure of intellectual ability, and the school psychologist and/or other MDE team members administer curriculum-based assessments and/or academic achievement tests. Depending on the data collected, record review, and/or initial testing results, the student may also be administered other assessments such as, but not limited to: speech and language screenings/assessments, tests of visual-motor integration, behavior rating scales, transition rating forms, measures of cognitive ability/processing, or further assessment of academic skills, as needed. The school psychologist will review the student's educational records including medical records, progress in the general education curriculum, grades, results of universal screening data and/or classroom, local, or state assessment data. Input from parents and teachers will be gathered and reviewed. Any other data deemed necessary (such as independent evaluations or medical evaluations) will be requested and if received, reviewed as part of the assessment. The school psychologist will integrate the information into an evaluation report and the Multi-Disciplinary Team (MDT) will determine if the student has a specific learning disability and if the student is eligible for special education.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

According to 2017-2018 school year data, Aliquippa School District has an overall special education rate of 21.1%. This falls outside of the 10% of the state rate of 16.9%. Overall, there is a significant disproportionality. Percent of Special Education Enrollment by Disability:

Aliquippa has a rate of 14% students with Autism. This rate falls outside 10% the state rate of 11%.

The district will monitor the rate of students with autism. The district will continue to include students with autism in the LRE when appropriate using Supplementary Aides and Services. The district will also continue to offer autistic supports classrooms in both buildings. Two classrooms in the elementary school and one in the Jr/Sr High School. Each of the three classrooms provide services to a group of 8 students or less.

Aliquippa has a rate of 19.8% students with Intellectual Disability. This rate falls beyond 10% of the state rate of 6.4%. The district will monitor the rate of students with ID. The district will continue to include students with ID in the LRE when appropriate using Supplementary Aides and Services. The district will also continue to offer Life Skills Supports classrooms in both buildings. Two classrooms in the elementary school and one in the Jr/Sr High School. Each of the three classrooms provide services to a group of 12 students or less.

Aliquippa has a rate of 10.8% students with Other Health Impairment. This rate falls outside 10% of the state rate of 15.7%. The district will monitor the rate of students with OHI. The district will continue to include students with OHI in the LRE when appropriate using Supplementary Aides and Services.

Aliquippa has a rate of 31.1% students with Specific Learning Disability. This rate falls outside 10% of the state rate of 40.9%, The district will monitor the rate of students with SLD. The district will continue to include students with SLD in the LRE when appropriate using Supplementary Aides and Services. The district will also continue to offer Learning Supports classrooms in both buildings.

Aliquippa has a rate of 20.3% students with Speech or Language Impairment. This rate falls outside 10% of the state rate of 14.5%, The district will continue to offer speech services to students who show need.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

At this time, no facilities or institutions requiring these procedures are within our borders. If one was to move into our borders we would follow the following procedures. If a student was placed in the facility, we would communicate with home districts no later than within one business day. A PDE 4605 would be submitted to the school district of residence along with a request for educational records for enrollment. We would convene the IEP team to determine educational placement. The LRE would be considered first unless the needs of the students could not be met in the LRE. We would be responsible for FAPE, child find, reporting progress, appointing a surrogate, and communication with the school district of residence.

Barriers to meeting the needs of students who would be placed in a section 1306 placement include transportation and cost. Our school district would have to plan to meet the needs of students who would reside in a 1306 facility. Aliquippa School District funds would have to be used to meet the needs of this population even though reimbursement should be collected from the home districts.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

As a home district:

In conjunction with the Hopewell Area School District, and any other host school districts, ASD will seek the involvement of those identified students and their parents in the IEP process. The District will work closely with the host districts to make every attempt to graduate eligible incarcerated students. The District will also be available for services, such as testing, when needed. **As a host**

district:

At this time, the Aliquippa School District has no facilities that serve incarcerated students within its boarders. If one were to move into the district we would follow the following procedures to ensure FAPE. Aliquippa School District would provide FAPE to all eligible students residing in the district, including those students who may also be incarcerated. The district would maintain ongoing contact and work collaboratively with resident school districts. We would ensure the transferring of records. We would provide input and recommendations to develop an updated IEP. The IEP will be developed to ensure that the students educatio

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services

and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

Part One

The general education environment within the Aliquippa School District offers many accommodations and program modifications to meet the needs of their special education population in the LRE to the maximum extent possible. General educators work with special educators to ensure the proper implementation of IEPs and 504 service agreements. Positive Behavior Support Plans, a school wide tutoring program, and strong parent/teacher communication are a few tools used by the staff of Aliquippa School District to provide FAPE in the LRE. Co-teaching models and special education paraprofessionals help make implementation of IEPs in the LRE possible. The end of this section includes list of SDI that are commonly used in the LRE of Aliquippa School District.

PBSP

Positive Behavior Support Plans are implemented in both the general and special education settings. After a Functional Behavior Assessment is complete, general educators plan with the PBSP team and implement many supports within the LRE. PBSPs help students remain in the LRE by creating consistency across all environments and teaching replacement behaviors that enhance access to the general environment.

Tutoring Program

Aliquippa's Junior/Senior High School and Aliquippa Elementary School grades four, five, and six offer an after-school tutoring program that is available for all students. Students who choose to participate receive extra help in academic areas, free dinner, and a free bus ride home after the program. This program enhances students' abilities to make progress in the LRE during elementary, high school, and middle school years.

Communication

Teacher to parent communication is a strength of the Aliquippa School District. The teaching and administrative staff communicate often with families and caretakers. In elementary school, teachers

use the app Class DOJO to communicate with parents in real time about academic needs, behavior, and student accomplishments. In the Junior/Senior High School, teachers and administrators meet with parents often and make many contacts through email and phone calls. Strong communication between school staff and families enhance the abilities of students to stay in the LRE to the maximum extent possible.

Co-Teaching

Co-teaching environments are present throughout the LEA. Co-teaching environments enhance a programs ability to implement IEPs with fidelity within the LRE. Teacher pairing is mostly special education paired with general education teachers. This pairing allows each of the professionals involved in co-teaching to bring a different skill set and expertise to the planning and implementation process.

Paraprofessionals and Personal Care Assistance

Paraprofessionals work throughout the school district. They help teachers implement IEPs and 504 plans. They are used to provide appropriate SDI in the LRE. Personal Care Assistants (PCAs) work with a small number of students in the district. Students who require one on one assistance to physically access school are aided by PCAs. Also, students who require extra assistance to focus may qualify for PCA time.

Supplementary Aids and Services Examples

Supplementary Aids and Services · Transportation and community-based instruction · Modified schedule · Job training/coaching · Modified assignments relating to transition goals · Scheduled consultation · Peer and adult tutors · Use of tape recorder · Read or tape record instructions to the student · Preferential seating · Large print text · Scheduled consultation · Scheduled collaboration among staff · Scheduled collaboration and consultation · Frequent reminder of rules and expectations · Scheduled counseling sessions · Character education direct instruction · Small group instruction LRE · Scheduled collaboration and consultation · Intensive short-term specially designed instruction designed to help keep the student(s) with non-disabled peers · Small group/tiered instruction · Shortened assignments · Modified schedule · Preferential seating · Read aloud directions · Large print text · Extension of time · Modifications to the curriculum or classroom · Study aids · Frequent reminders · Open book exams · Provided notes

Part Two

The Aliquippa School District has participated in PDE sponsored initiatives to enhance and expand

our continuum of supports/services. By partnering with PaTTAN and the BVIU, we have enhanced our ability to meet the needs of our students in the LRE. Recently, our staff has participated in training for the SAP program, CPI intervention, and IEP writing.

SAP (Student Assistance Program)

The district has taken advantage of training opportunities that were held at Gateway Rehab and The Prevention Network. Each of the two district school buildings has SAP teams. The elementary SAP team meets twice a week. The Junior/Senior High School SAP team meets weekly to discuss student needs. Student needs are reviewed during the SAP process. SAP also works as a pre-referral process for special education and outpatient therapy.

CPI (Crisis Prevention Intervention)

A team of professionals was recently trained in CPI. The training took two days and was housed by the Beaver Valley Intermediate Unit (IU27). Special educators, general educators, administrators, and school guards attended the training event.

IEP Training

The BVIU recently spent a day training our 19 case managers on writing and implementing IEPs. Strategies related to LRE and SDI were shared and reviewed. The team worked to enhance the delivery of aides and services for students with disabilities in the Aliquippa School District.

Part Three

The Aliquippa School District provides Life Skills classrooms, autistic support classrooms, and learning support environments. All classes and caseloads are within legal limits. Many of our case managers are below fifty percent of the legal caseload limits.

The private, approved private, and public schools that we partner with to meet the needs of our students include The Bradley Center, Glade Run, New Horizon, The Watson Institute, and The Western Pennsylvania School for the Deaf. These placements are prescribed by a student's IEP team after supports and services are tried in the neighborhood school.

The Aliquippa School District offers three full-time Life Skills Support classrooms that meet the needs of most of our ID population. Students are given the opportunities to work within the district before an outside placement is considered. Most of the students who have needs for fulltime or supplemental Life Skills work within the school district.

The Aliquippa School District offers three full-time Autistic Support classrooms. As the Life Skills

model, students with autistic support needs can work within the district until their needs show that more intensive programs are necessary. Most of the students in Aliquippa School District who need full-time or supplemental autistic support learn within the school district.

Students who attend the Watson Institute and New Horizon School are placed in full-time Life Skills Programs. Most of our students who have needs for autistic or Life Skills support work within the school district. However, a few students have needs that can only be met in an outside placement. In regard to emotional support, the district does not have an in-house program that offers full-time or supplemental support. Most of our students who are placed out of district are working in full-time emotional support settings. Aliquippa is currently working toward enhancing its in-house emotional support options. However, our district does offer some supports for students who have Emotional Disturbance (ED). School-based mental health through Western PA Psych Care is based in each of our two school buildings. Functional Behavior Assessments and Positive Behavior Support programs are implemented for students who have behaviors that impede their learning.

Students who attend The Bradley Center or Glade Run are placed in full-time emotional support programs. In these settings, students can receive full-time emotional support that teaches replacement behaviors. Both programs implement a point system throughout the day to teach students appropriate behavior. Behavior and academic goals are programmed for and implemented appropriately in these settings.

****The SD must look at the SPP targets and review their own stats from the 2017-2018 information that was just released to the LEAs. The state rates are:

Students in regular education 80% plus ----state rate at 62%, Aliquippa at 54.4%

Students in regular education 40% or less----state rate at 9.3%, Aliquippa at 13.0%

Students in outside placements----state rate at 4.9%, Aliquippa at 6.0%

Aliquippa school district will move toward more inclusive environments by providing more support for students who have special needs in the Least Restrictive Environment (LRE). Aliquippa will explore programs that offer support in the LRE. Programs like MTSS and flexible grouping will be reviewed by the district.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

Part One

When a student who has an IEP shows behaviors that impede his or her learning or the learning of others, a Functional Behavior Assessment (FBA) will be conducted. Before the FBA process can take place, parent consent must be gained. Data collected through the FBA process is

used to create a Positive Behavior Support Plan (PBSP). PBSP's are reviewed by the student's IEP team. The plan will have specific goals and Specially Designed Instruction (SDI).

At this time, the Aliquippa School District has a contract with The Hope Learning Center for all psychological testing and FBAs. Hope Learning Center provides behavior specialists who conduct multiple observations and create a completed FBA. The assessments provided advise the IEP team on goals and strategies to use during the PBSP process.

Our school handbook describes our school wide positive behavior plan. The mission of the Aliquippa School District's School Wide Positive Behavior Plan is to establish clear guidelines for academic and social behavior and use discipline in a positive, supportive, logical, and consistent manner. The principles of focus, responsibility, respect, inspiration, education, and success are foundational beliefs that should motivate all interactions within our community. To that end, this systematic school wide positive behavior plan that creates a welcoming climate that is physically and psychologically safe will remind our children to always STRIVE.

Part Two

The staff has been trained to implement Crisis Prevention Interventions (CPI) and de-escalation techniques. Groups of teachers, administrators, security guards, and paraprofessionals have been recently trained in CPI. The goal of the team is to de-escalate threatening behavior before it becomes dangerous.

The Junior-Senior High School staff has been working together to understand how trauma affects student behavior and needs. The trauma-informed school team has been working as a Professional Learning Community (PLC) over the last two years. The information the team has developed is relevant and useful when working with our student population. Administration plans to expand the team to include all professional staff next year.

Part Three

Our school has developed a partnership with Western PA Psych Care to provide school-based mental health services to our students. The in house program is called Positive Steps. An outpatient mental health clinic is based in both of our school buildings. The staff of Positive Steps meets with families and develops treatment plans. Our school district provides Positive Steps with physical space and supplies. Mental health counselors from Positive Steps meet with students who qualify during the school day. The school-based clinics are available for students during the school year and summer.

The Caring Place is an organization that provides grief counseling for students who have suffered a loss. A partnership with the Caring Place is being arranged so that in-house grief counseling can start next school year. The Caring Place will train our school counselors on their grief counseling model the summer. They will provide instructors to guide the groups during next school year.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

Part One:

The Aliquippa School District offers in-house programs that provide full-time, supplemental, and itinerant level Life Skills Support. A full-time, supplemental, and itinerant autistic support model is also housed in the district. Students who have needs that extend beyond the support offered in-house are placed in outside placements. Watson Institute and New Horizon School typically provide FAPE for students who could not access it in Aliquippa School district due to needs associated with autism or Intellectual Disabilities.

The Aliquippa School District services its students who are in need of emotional support in general education and learning support settings. When the emotional and behavioral support needs of students cannot be met in the general or learning support environment the student is placed in an outside placement. Students receive FAPE by working with Glade Run, The Bradley Center, or New Horizon School.

Part Two:

The Aliquippa School District's In-house Life Skills program successfully meets the needs of many of the students who have Intellectual Disabilities. The program offers an alternative curriculum that teaches students at their appropriate levels. Students show academic growth by performing on the PASA. The students are provided with Community Based Instruction as well as career and job skill-based education. This program does not represent a gap in our continuum of services. Students who cannot be educated in this environment are truly in need of specialized settings.

The Aliquippa School District's In-house Autistic Support program successfully meets the needs of many of the students who have autism. Like the Life Skills program, the autistic support program offers an alternate curriculum that teaches students at their appropriate levels. Students show academic growth by performing on the PASA. The students are provided with Community Based Instruction as well as career and job skill-based education. Students who work in the autistic support classroom receive social skills instruction. They are also provided with a sensory diet when needed. This program does not represent a gap in our continuum of services. Students who cannot be educated in this environment are truly in need of specialized settings.

The Aliquippa School District does not have an In-house Emotional Support program. This lack of programming represents a gap in the continuum of services. However, the school does partner with Positive Steps to provide in-house counseling for students. FBAs and PBSP are implemented in the general and special education settings.

Part Three:

The district plans to explore an in-house emotional support program during the life of this plan. The emotional support model will be arranged to serve students at an itinerant, supplemental, and full-time level. Our program will serve as a bridge between our out-of-district placements and our buildings. Students will be able to work their way back to the LRE. Since that is true, students will have the opportunity to learn in the LRE to the maximum extent possible.

Assurances

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of 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.
- Implementation of 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 District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of 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.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following 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.
- Assurance of 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.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Horizon	Special Education Centers	Life Skills Support for 3 and Emotional Support for 1	5
DT Watson	Approved Private Schools	LSS	4
Bradley Center	Other	Instructional	9
St. Stephen's Academy, Glade Run	Special Education Centers	Emotional Support	4
Western Pennsylvania School for the Deaf	Approved Private Schools	Hearing Support and Life Skills Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	2	0.04
Locations:				
Aliquippa Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	8	0.4
Locations:				
Aliquippa Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	3	0.06
Locations:				
Aliquippa Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	7	0.35
Locations:				
Aliquippa Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	15	0.3
Locations:				
Aliquippa Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	3	0.06
Locations:				
Aliquippa Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	16	0.8
Locations:				
Aliquippa Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	17	0.34
Locations:				
Aliquippa Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 9	4	0.25
Locations:				
Aliquippa Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 6	3	0.38

Justification: This class is grades K-3				
Locations:				
Aliquippa Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 8	1	0.13
Justification: This class is grades K-3				
Locations:				
Aliquippa Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 9	1	0.09
Locations:				
Aliquippa Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 22, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 10	8	0.4
Locations:				
Aliquippa Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	20	0.3
Justification: She services a K-6 elementary school but does not see students beyond a 2 year age span at the same time.				

Locations:				
Aliquippa Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	12	0.19
Justification: She services a K-6 elementary school but does not see students with more than a 2 year age span at the same time.				
Locations:				
Aliquippa Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	2	0.03
Justification: She services a 7-12 building but does not see students with more than a 2 year age span at the same time.				
Locations:				
Aliquippa Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 18	9	0.45
Locations:				
Aliquippa Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	17 to 17	1	0.05

Locations:				
Aliquippa Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 15	3	0.38
Justification: This class is located in a 7-12 building				
Locations:				
Aliquippa Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 15	4	0.34
Justification: This class is located in a 7-12 building				
Locations:				
Aliquippa Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	10	0.2
Justification: This is a roster of grades 7-9 some students have repeated over the years resulting in a variance in ages				
Locations:				
Aliquippa Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	4	0.2

Justification: This is a roster of grades 7-9 some students have repeated over the years resulting in a variance in ages				
Locations:				
Aliquippa Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	9	0.18
Locations:				
Aliquippa Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	2	0.1
Locations:				
Aliquippa Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	14	0.28
Locations:				
Aliquippa Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	3	0.15
Locations:				
Aliquippa Jr/Sr High School	A Junior/Senior High	A building in which General		

	School Building	Education programs are operated		
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Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	5	0.1
Locations:				
Aliquippa Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	8	0.4
Locations:				
Aliquippa Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	10	0.2
Locations:				
Aliquippa Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.1
Locations:				
Aliquippa Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 23, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 18	1	0.13
Locations:				
Aliquippa Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	2	0.17
Locations:				
Aliquippa Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 18	5	0.63
Locations:				
Aliquippa Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Coordinator	District	1
Paraprofessionals	Elementary	1
Personal Care Aide	Elementary	2
Paraprofessional	Jr/Sr	1
Elementary classroom aides	Elementary	4
Jr/Sr High School Classroom Aides	Jr/Sr High School	3

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapist	Outside Contractor	3 Hours

Occupational Therapist	Outside Contractor	20 Hours
School Psychologist	Outside Contractor	10 Hours
Behavior Specialist who writes FBAs	Outside Contractor	5 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	Teachers and their support staff will implement strategies that are proven to be effective with students on the autism spectrum. This will be monitored by regular classroom visits and sessions with staff and administration.
Person Responsible	Superintendent, Director of Student Services and Building Principals
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	4
# of Participants Per Session	115
Provider	School District, IU and PaTTAN
Provider Type	Partnership between school, IU and PaTTAN
PDE Approved	No
Knowledge Gain	Our staff will share and develop knowledge related to the needs of students with ASD. Key areas of focus are sensory needs, social skill development, and components of ASD.
Research & Best Practices Base	Staff will learn strategies rooted in the principles of ABA (Applied Behavior Analysis) which promotes effective behavior management with reinforcements. There will also be transition sessions for students incoming from the elementary building. Staff in both buildings will work collaboratively on a plan for this transition. Training will be provided to the general staff as needed. Parent input will also be part of the transition plan for these students.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling

	<p>students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Lesson modeling with mentoring</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Participant survey</p>

	Review of written reports summarizing instructional activity
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Behavior Support

Description	Increase use of FBAs and PBSPs. Implement a SWPBSP
Person Responsible	Superintendent, Director of Student Services and Building Principals
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	6
# of Participants Per Session	115
Provider	School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<p>Consistent implementation of effective instructional and behavioral practices.</p> <p>High expectations and a rigorous learning environment needs a safe and supportive environment.</p> <p>The staff will be trained on the Quality Indicators of Emotional Support Services and Programs QIESSP</p>
Research & Best Practices Base	<p>Research shows that when a school implements a successful PBIS plan that school climate is better and student achievement increases. Staff motivation and attendance also improves. A team also needs to be trained in the writing of FBAs and Positive Behavior Support Plans.</p> <p>The QIESSP model leads educators toward best practice. Educators use the checklist model to insure that all needed parts of an ES program are present.</p>
For classroom teachers,	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

school counselors and education specialists	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops School Whole Group Presentation Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Other educational specialists Related Service Personnel</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data</p>

	Participant survey
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Paraprofessional

Description	Completion of child abuse, suicide prevention, CPR , etc... and behavioral training evidenced by staff receiving their certified cards.
Person Responsible	Superintendent, Director of Student Services, and Nurse
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	2
# of Participants Per Session	14
Provider	Medic Rescue and BVIU
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	CPR and First Aid, Observation and Restrain.
Research & Best Practices Base	All paraprofessionals, aides, and personal care aides need trained in CPR and First Aid and restraining techniques.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops

Participant Roles	Paraprofessional Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Certiifcation will be renewed at the end of 2 years
Evaluation Methods	Demonstration on knowledge gained

Reading

Description	Teachers will be trained on research based strategies that will help increase students' reading scores on benchmark, diagnostic, formative and summative assessments. Administration will be responsible for observing teachers implementing best practices.
Person Responsible	Superintendent and Building Principals
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	4.0
# of Sessions	9
# of Participants Per Session	100
Provider	IU, PaTTAN, and School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Improve literacy learning outcomes for all students.
Research & Best Practices Base	All training implemented are from an approved list if research and best practices in reading. Teachers at the elementary level have been trained to work with Dr. Biancianiello regarding best practices for reading instruction.

<p>For classroom teachers, school counselors and education specialists</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<p>Training Format</p>	<p>Series of Workshops School Whole Group Presentation Department Focused Presentation Offsite Conferences</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Other educational specialists Related Service Personnel Parents</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>

Transition

Description	<p>Transition Coordinator will attend monthly transition meetings at the IU 27.</p> <p>Transition Coordinator will work with the 339 team so paid job experiences can be developed for students.</p>
Person Responsible	Superintendent, Director of Student Services, Building Principals
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	9
# of Participants Per Session	1
Provider	IU
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	<p>Transition Coordinator will gain knowledge on how to develop community partnerships as well as how to successfully assist students with their transition from high school plans. He will work on best practices to complete the Summary of Academic Performance for the graduating</p>

	seniors. He will continue to support students through mentoring programs.
Research & Best Practices Base	Required by the state for SPED students 14 years and older.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Professional Learning Communities
Participant Roles	Classroom teachers
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. 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.
2. 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.
3. 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.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. 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.
6. 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.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer