

Profile and Plan Essentials

LEA Name		AUN
Pittsburgh SD		102027451
Address 1		
341 S Bellefield Ave		
Address 2		
City	State	Zip
Pittsburgh	PA	15213
Director of Special Education Name		
Patti Camper		
Director of Special Education Email		
pcamper1@pghschools.org		
Director of Special Education Phone Number		Director of Special Education Ext
4125295745		
Chief Administrator Name		
Dr Wayne Walters		
Chief Administrator Email		
wwalters1@pghschools.org		

Special Education Students

Total Number of Students Receiving Special Education 4044

School District Total Student Enrollment 18654

Percent of Students Receiving Special Education 21.7

Steering Committee

Name	Position/Role	Building	Email
Patti Camper	Director of Special Education	Pittsburgh SD	pcamper1@pghschools.org
Tracy Brezicki	Other	Pittsburgh SD	tbrezicki1@pghschools.org
Alecia Granata	Special Education Teacher	Pittsburgh SD	agranata1@pghschools.org
Mindy Sturgess	Special Education Teacher	Pittsburgh SD	msturgess1@pghschools.org
Reena Maharaja	Other	Pittsburgh SD	rmaharaja@pghschools.org
Dawn Gordon	Building Principal	Pittsburgh King K-8	dgordon4@pghschools.org
Pam Parks	Building Principal	Pittsburgh Lincoln K-5	pparks1@pghschools.org
Stephanie Paolucci	Other	Pittsburgh SD	spaolucci1@pghschools.org
Melissa Fellman	Parent	Pittsburgh SD	mefellman@gmail.com

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)

Improvement and Planning Activity
RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING: Allocation of a Program Officer for Psychological Services to monitor timelines, adjust schedules, caseloads and authorize IEE's.
Implement quarterly reports on compliance data to identify areas of needed intervention, training and support.
Provide annual training to counselors/social workers on PTE timelines, procedures and requirements.

Secondary Transition (Indicator 13)

Improvement and Planning Activity
Provide annual training to transition counselors and all IEP case managers for grades 6-12 on transition requirements.
Monitor Indicator 13 training for annual compliance, training, file review and revision completion.
Provide annual training and quarterly random audits around SOP/NOREP's and transition services.

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
Provide and monitor 95% participation rate for students with IEP's annually.
Provide parent training on Act 158 and requirements for graduation including assessment.
Review school level data through program officers to identify school trends and percentage of participation.

Adopt standards aligned curriculum for self-contained, supplemental and full-time emotional support in math and reading to target growth in grade level standards and content.
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Provide professional development in inclusive practices to maximize the number of students with disabilities participating in general education and inclusion settings.

Education Environments (Indicator 5)

Improvement and Planning Activity
--

Provide training on inclusive practices to all teachers, administrators and paraprofessionals annually.

Offer and provide support staff, TAC's and contracted services to provide support plans, FBA's and recommendations for interventions/SDI's for students of concern prior to PTR.
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Create a transition program/satellite site for students enrolled in Oliver Citywide Academy to have a structured transition program for return to a regular school.

Parent Involvement (Indicator 8)

Improvement and Planning Activity
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Survey parents for topics of interest, need or support to provide in-person, virtual and on-demand training opportunities annually.

Utilize the Local Task Force to identify monthly topics of interest to seek relevant partnerships and presentations.
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Utilize school-based PSCC meetings to survey, provide PD or materials to parents around childfind and other relevant topics.
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Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Improvement and Planning Activity
Provide training to IEP case managers in grades 6-12 on transition requirements, goals, services and supports.
Complete random quarterly audits on transition requirements in all schools servicing grades 6-12 to identify required training.
Utilize program officers to report on quarterly audit results for assigned buildings to identify needed professional development.

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

Corrective Action	Improvement and Planning Activities
POSITIVE BEHAVIOR SUPPORT	POSITIVE BEHAVIOR SUPPORT: Provide training to IEP case managers on appropriate PBSP, including FBA, behavior goals, data collection and SDI's.
CHILD FIND	CHILD FIND: All school handbooks will include the Childfind Notice. The district will post the notice annually on the district website and pin to the home page. School Administrators will be provided training annually on Childfind requirements.
CONFIDENTIALITY	CONFIDENTIALITY: All administrators, IEP case managers and related service providers will be provided updated training annually on the district confidentiality policy and best practices.
PROCEDURAL REQUIREMENTS FOR SUSPENSION	PROCEDURAL REQUIREMENTS FOR SUSPENSION: The suspension packet for suspensions beyond 3 days will be updated to address procedural requirements. The length of programming available at the Student Achievement Center will be extended to a full day for students with IEP's.
LEAST RESTRICTIVE ENVIRONMENT	LEAST RESTRICTIVE ENVIRONMENT: Provide training on inclusive practices to all teachers, administrators and paraprofessionals. Offer and provide support staff, TAC's and contracted services to provide support plans, FBA's and recommendations for interventions/SDI's for students of concern prior to PTR.
EXTENDED SCHOOL YEAR SERVICES	EXTENDED SCHOOL YEAR SERVICES: Train IEP case managers on EST eligibility factors. Survey parents on ESY schedule, preferred sites, and identify approved ESY providers.
RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING	RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING: Allocation of a Program Officer for Psychological Services to monitor timelines, adjust schedules, caseloads and authorize IEE's. Implement quarterly reports on compliance data to identify areas of needed intervention, training and support.
PARENT TRAINING	PARENT TRAINING: Survey parents for topics of interest, need or support to provide in-person, virtual and on-demand training opportunities annually. Utilize the Local Task Force to identify monthly topics of interest to seek relevant partnerships and presentations.
PERSONNEL TRAINING	PERSONNEL TRAINING: Provide monthly administrative training on topics in special education that are identified as a need through state complaints, quarterly audits of IEP's, patterns of occurrence or relevant settlements approved by the board of directors. Provide bi-weekly support to Program Officers to develop monthly training materials for school-based teams. Align program officer schedules with school-based PLC/meeting times to provide professional development to all staff members around inclusive practices, IEP essentials, and mandatory training topics.
SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION	SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION: Provide professional development to Transition Counselors, high school case managers, guidance counselors, administrators on SOP/NOREP requirements for graduating students with disabilities.
TRANSITION REQUIREMENTS	TRANSITION REQUIREMENTS: Provide training to IEP case managers in grades 6-12 on transition requirements, goals, services and supports. Complete random quarterly audits on transition requirements in all schools servicing grades 6-12 to identify required training.

FACILITIES USED FOR SPECIAL EDUCATION	FACILITIES USED FOR SPECIAL EDUCATION: Complete annual inspections of special education classrooms. Provide training on SEPRN to all district administrators annually and create a process of notification for the movement of classrooms within a district building.
CASELOAD AND AGE RANGE REQUIREMENTS	CASELOAD AND AGE RANGE REQUIREMENTS: Monitor caseloads monthly and audit quarterly for unassigned students, and caseloads over allotments.
PUBLIC SCHOOL ENROLLMENT	PUBLIC SCHOOL ENROLLMENT: Create procedures and monitoring tools to insure appropriate interventions, supports and services are implemented for students being referred to more restrictive settings.
EDUCATIONAL BENEFIT REVIEW	EDUCATIONAL BENEFIT REVIEW: Provide professional development on writing IEP goals, progress monitoring, and identified compliance issues through quarterly random audits of all school buildings.
DROPOUT RATES	DROPOUT RATES: Utilize in person credit recovery, weekly tutorial/guidance support for progress monitoring and provide additional supports for students in danger of failing.
SUSPENSION RATES	SUSPENSION RATES: Monitor suspension data monthly through disaggregated suspension reports to identify patterns and buildings in need of training and support. Provide training to administrators on alternatives to suspension, de-escalation and crisis intervention.
LOCAL ASSESSMENT	LOCAL ASSESSMENT: Review 95% participation rate for students with IEP's and review school level data through program officers. Provide parent training on Act 158 and requirements for graduation including assessment.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality- Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality- Discipline

Significant Disproportionality

District Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
The risk ratio of total removals remains between 2.8 and 2.98 for black students.	The district is implementing monthly discipline data reviews for the 2023-24 school year to identify trends monthly. Special education will be a subcategory so students of concern can be identified.
The risk ratio of total removals remains between 2.8 and 2.98 for black students.	The district is implementing monthly discipline data reviews for the 2023-24 school year to identify trends monthly. Special education will be a subcategory so students of concern can be identified.

Significant Disproportionality- Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
New Outlook Academy	Other	Rehabilitative Residential Setting	Licensed Private Academic	23

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

New Outlook Academy is a private licensed school that offers on-ground schooling, including inclusive programming with regular education students as well as push in and pull out special ed supports. Students are court ordered to New Outlook Academy and are not permitted to attend programming outside of the facility. All teachers are certified, including their special education staff. Child Find notification is provided in their welcome packet. PPS provides psychological evaluations when needed. Below is a cut and paste of the Memorandum of Understanding between PPS and NOA. MEMORANDUM OF UNDERSTANDING This Memorandum of Understanding summarizes the collaboration between New Outlook Academy (NOA) and Pittsburgh Public Schools (PPS) for the special education of court -mandated students who reside at New Outlook Academy for the duration of their placement. WHEN STUDENTS ARE ACCEPTED INTO THE PROGRAM, NOA WILL:

- Immediately request records from previous school district, document all attempts, and make follow up requests if records are not received within 5 days of initial request.
- Notify PPS of new student placement within 24 hours of entry and enroll them in their on-grounds school program within 5 days.
- Upload all special education paperwork into IEP Writer (PPS system).
- Upload the court order placing the student at NOA in IEP Writer under: Other Documents.
- Provide necessary demographic information to PPS including, but not limited to, first and last name; date of birth; race; grade level; and date of entry into NOA.
- Provide the name; address; and phone number of guardian and name; address; and phone number of the individual with educational signing rights (if different from guardian). Provide the name of the school district where the legal guardian resides (District of Residence).
- Obtain and upload documentation when the individual with educational signing rights is someone other than biological parent or legal guardian.
- Complete all new paperwork in IEP Writer (PPS system) using the InterLEA User functionality.
- Develop an IEP within 30 days of receiving educational records and schedule a meeting with the PPS representative.
- Invite the student's District of Residence to every IEP meeting.
- If RR is not current (within IDEA guidelines), issue a PTR and conduct a reevaluation within 60 days.
- Conduct initial evaluations upon request to determine eligibility for special education and provide a copy of the RR to PPS for Child Find purposes.
- Educate students on-grounds in New Outlook's licensed private school.
- Ensure that all special education information is up to date in the PPS system by December 1st for the December 1st child count.
- Ensure that all paperwork has PPS listed as the Local Education Agency.
- Provide at least one special education teacher to act as IEP case manager and provide direct special ed supports to students, according to their IEPs. (The number of special ed teachers needed will be dictated by state defined caseloads.)
- Arrange any related services to be provided through the intermediate unit.
- Provide quarterly progress reporting to families and PPS, including ESY when applicable.
- Notify PPS if parent expresses concern about the IEP that NOA is unable to rectify.
- Send 4605 form to the student's District of Residence for acknowledgement and to PPS once acknowledged.
- Bill District of Residence for

enrolled students. • Send payments received from District of Residence to PPS for deposit. • Notify PPS when a student is dismissed from the NOA program within 5 days of release. PITTSBURGH PUBLIC SCHOOLS WILL: • Enroll new students in the PPS student data system and assign NOA as case manager using the InterLEA function. • Assist as needed in obtaining records from previous school and/or determining who has special education signing rights. • Provide technical support as needed for IEP Writer. • Communicate any paperwork compliance concerns to NOA. • Attend all IEPs as Local Education Agency representative (LEA). • Ensure students are included in the December 1 child count on behalf of the District of Residence. • Provide technical assistance as needed to ensure IEP implementation. • Address parent concerns when NOA is unable to resolve issues internally. • Review and issue all NOREPs on behalf of PPS. • Deposit payments sent to PPS from NOA and refund payments to NOA. • Report students at NOA with an acknowledged 4605 to PIMS, based on the District of Residence. • Make students inactive in the PPS student data system, once notified of a student withdrawal.

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

There is a single point of contact at both the 1306 facility and the District along with a written agreement outlining timelines for notification of enrollments and discharge and acquisition of special ed records (see MOU above). New Outlook invites the home school district and PPS to all meetings, including a discharge planning meeting to plan for a successful return. At the discharge planning meeting, NOA provides written information regarding progress made in the program and recommendations upon return. If the home district does not attend the meetings, NOA updates the home LEA via email, particularly regarding discharge planning.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

Yes

§1306.2 Facilities			
Facility Name	Facility Type	Services Provided By	Student Count
Allegheny County Jail	Direct Supervision Jail	Other	18

1. 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).

Juveniles at the Allegheny County Jail attend the Academic Institute School on a daily basis. The school is managed by the Allegheny Intermediate Unit (AIU) and partners with Pittsburgh Public Schools to enable students the opportunity to achieve credits toward a high school diploma. Courses offered are in line with the curriculum at the Pittsburgh Public Schools. The staff are Pennsylvania-certified teachers employed by the AIU. A licensed professional counselor and a special education teacher are also on staff. The AIU is responsible for the oversight and provision of special education services. The Academic Institute has historically engaged in partnerships with other educational entities with the goal of enhancing the educational opportunities for the students. In the future, if the Allegheny County Jail would become the responsibility of Pittsburgh Public Schools, IU2 would be contracted to provide services. The district's annual public notice would be published in the school handbook and on the district's website, thereby making the community members aware of the available screenings and services offered by the school district. When a responsible party (parent, guardian, legal representative) requests an evaluation for a student residing in Pittsburgh Public Schools, the district conducts such an evaluation within 60 days to determine eligibility and whether or not the team should proceed with the identification of special education services. Pittsburgh Public Schools would also work collaboratively with the Treatment Supervisor at the jail for when new students enter the jail and need schooling. Pittsburgh Public Schools would supply educational resources and teachers for students identified who are placed in the jail, regardless of students' home school district. When a student with a disability enters the jail, Pittsburgh Public Schools would be notified by the jail's Treatment Supervisor of school age students' enrollment. The student(s) would be offered the option of getting a GED through the Allegheny County Jail Program or completing their diploma through Pittsburgh Public Schools. If the student chooses to complete their diploma, the timelines necessary for their RR / IEP paperwork would be followed under IDEA and FAPE along with programming designed to meet their needs. Pittsburgh Public School's Program for Students with Exceptionalities would work with sending districts to correspond data and educational documentation to facilitate the graduation process. If Pittsburgh Public Schools was made aware that a student with a disability has been incarcerated outside of the city, the Program for Students with Exceptionalities would contact the correctional facility to ensure the appropriate educational program is implemented for the student's academic success. When the district receives Determination of District Residence for Students in Facilities and Institutions (Forms 4605) the district would verify the family's residency then sign and return the form. This form helps to expedite the contact with the institution regarding academic programming.

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

Percent Special Education Enrollment: The LEA's total percentage of special education students is 20.9%, which is slightly above the state average of 18.6%. Since the 2017--2018 school year, the percentage of special education students has increased by 1.5% but has fallen slightly from 2020--2021 (21.1%).

Special Education Inside Regular Class 80% or More The LEA's total percentage of special education students inside the regular class more than 80% of the day is 54.4%, compared to the state target of 61.8%. This is an increase from 2017--2018 (53.1%), but is less than 2019--2020 (55.2%). This is an area of improvement that the LEA will focus on. A significant area of review will be the allocation process for special education staffing. The current process of strictly allocating based on the number of itinerant and supplemental students may unintentionally promote staff utilizing more supplemental services instead of itinerant in a regular classroom. Additionally, professional development around inclusive practices will be provided to schools with 80-100% supplemental services to improve inclusive practices and decrease the number of students in secluded, resource or self-contained programs.

Special Education Inside Regular Class Less than 40% The LEA's total percentage of special education students inside the regular class less than 40% of the day is 12.6%, compared to the state target of 9.9%. Since the 2017--2018 school year, this number had steadily decreased (13.2%) until 2020--2021 when the number started to rise slightly (12.2 % in 2019--2020 to 12.4% in 2020--2021 to 12.6% in 2021-2022.) This is a focus area of improvement. A systemic change in referrals and intervention will be implemented for IEP teams to receive support in identifying interventions, providing functional behavior assessments, action plans and monitoring data prior to changing LRE. Previously, a single person had this sole responsibility. It will now be overseen by a panel of no less than six PSE staff including the behavior support team, BCBA's, school psychologist and program officer. Additionally, any student inside a regular education classroom less than 40% will have a transition plan to identify needed steps to increase the percentage of time in regular education that will be reviewed quarterly. Finally, center -based schools will be a focus area to increase participation with nondisabled peers in regular settings to decrease the number of students who are full-time, 100% of their day with disabled peers.

Special Education in Other Settings: Over the past 5 years (school years 2017--2018 through 2021--2022), the number of special education students in other settings has declined by almost 1% (10.8% in 2017--2018 to 9.9% in 2021-2022.) Additionally, the number of students in Approved Private Schools and private licensed facilities has consistently declined for the past 6 years. In 2017, the LEA had 164 students in placements outside of the district, in 2020 the LEA had 124 students in placements outside of the district, and currently in 2023 the LEA has 110 students in placements outside of the district. However, this area should continue to be targeted for improvement, as the state average of special education students in other settings in 2021--2022 was 4.4%. The LEA's number of special education students in other settings in 2021--2022 is over double the state average at 9.9%. One focus area is restructuring programming to meet the needs and provide an appropriate learning environment for students within the district to both decrease the number of referrals and return students to the district who are currently placed in approved private schools.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

Following are just some of the ways that academic and behavioral supports are provided to address the various needs of students: Social skills instruction through ReThink Ed for all students (including a Teacher on Special Assignment to assist with implementation), counseling and instructional support, SAP teams, MTSS teams, Schoolwide Positive Behavior Support, providing short breaks during instruction, individualized behavior contracts developed between student and staff, clear and specific classroom expectations, positive reinforcement systems, communication through home and school via Talking Points, notifying students in advance of changes in daily routine/schedules, professional development for faculty and staff on positive behavioral supports, trainings

in the area of behavior/socialization. The district also provides access to Read & Write for all students via their computers in order to assist with accessing content in various ways.

3. **Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.**

The district utilizes a variety of academic programming in order to ensure meaningful participation of students with disabilities in the general education curriculum. Recently, the district has entered into a partnership with Include Me through ARC which will assist school-based teams with inclusionary practices in a variety of ways such as the addition of sensory rooms to buildings, consultation with all staff regarding accommodations and modifications to the general education curriculum and environments, and individual IEP team consultations regarding how to increase students' time in the general education curriculum. Schools also engage in Professional Learning Communities (PLCs) IEP Essentials Course In service beginning of year student field trips, signage, etc. programs

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

Pittsburgh Public Schools encourages all students to participate in extracurricular activities, including those students with disabilities. The LEA encourages IEP teams to consider any supplementary aids and services needed to ensure meaningful participation of students with disabilities in extracurricular activities, including (but not limited to): specialized transportation, Personal Care Assistance, Nursing Services, etc. Through an IEP team discussion, the IEP team will identify potential barriers for students with disabilities to access extracurricular activities, identify strategies and services to eliminate those barriers, and discuss appropriate supplementary aids and services to promote meaningful participation of students with disabilities in extracurricular activities.

5. **Describe the District procedures, which ensure that, 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 lead extracurricular activities?**

The private school placements collect ongoing data regarding readiness for reintegration and include the data in the student's IEP. Consideration for reintegration occurs annually at the IEP meetings or sooner when warranted. Parents are also informed that their children remain PPS students and are welcome to participate in district-lead extracurricular activities. The LEA encourages IEP teams to consider any supplementary aids and services needed to ensure meaningful participation of students with disabilities in extracurricular activities, including (but not limited to): specialized transportation, Personal Care Assistance, Nursing Services, etc.

6. **Discuss the 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)**

Although Pittsburgh Public Schools is in need of an Improvement Plan for Least Restrictive Environment (LRE) based upon the CMCI formal review, Pittsburgh Public Schools is committed to improving the educational needs of all learners to enable our graduates to achieve academic excellence and strength of character, so that they have the opportunity to succeed in all aspects of life. The school district mission statement, "All students will graduate high school college, career and life-ready prepared to complete a two-or four-year college degree or workforce certification" exemplifies the efforts of the district to meet the needs of all learners. Special Education is a service, not a place. The least restrictive environment component of the Individuals with Disabilities Education Act (IDEA) establishes a preference for educating students with disabilities in general education setting with supplementary aids and services. The District makes every effort to ensure that students are educated in the least restrictive environment with supplementary aides and services. "Supplementary aids and services mean aids, services, and other supports that are provided in general education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate

in accordance with §300.114 through §300.116.” (34 CFR 300.42) The purpose of providing supplementary aids and services is to support students with disabilities as active participants with nondisabled peers, as well as to enable their access to the general curriculum. To that end, supplementary aids and services include modification to the general curriculum and [a child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modification in the general curriculum]. (34 CFR 300.116 (e)) In addition, IDEA mandates that students with disabilities receive their education, to the maximum extent appropriate, with nondisabled peers. Consideration of the general education setting must be the starting place for any decision-making about the placement of any student receiving special education services.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Friendship Academy	Approved Private School (APS)		The Watson Institute	Emotional Support	18
ACLD Tillotson	Approved Private School (APS)		Association for Children and Adults with Learning Disabilities	Learning Support	7
Bradley Center School	Licensed Private Academic		The Bradley Center	Emotional Support	4
Holy Family Institute Specialized Learning Center	Licensed Private Academic		Holy Family	Emotional Support	3
PACE Approved Private School	Approved Private School (APS)		PACE Schools	Emotional Support	14
Pressley Ridge Career Develop Center	Approved Private School (APS)		Pressley Ridge	Emotional Support	5
Pressley Ridge Day School	Approved Private School (APS)		Pressley Ridge	Emotional Support	7
Pressley Ridge School for Autism	Licensed Private Academic		Pressley Ridge	Autistic Support	6
Pressley Ridge School for the Deaf	Approved Private School (APS)		Pressley Ridge	Deaf and Hard of Hearing Support	1
The Day School	Approved Private School (APS)		The Children's Institute	Multiple Disabilities Support	8

Watson - Educational Center South	Approved Private School (APS)		The Watson Institute	Multiple Disabilities Support	4
Wesley High School	Approved Private School (APS)		Wesley Family Services	Emotional Support	2
Wesley K-8	Approved Private School (APS)		Wesley Family Services	Emotional Support	2
Western PA School for Blind Children	Approved Private School (APS)		Western PA School for Blind Children	Blind and Visually Impaired Support	16
Watson Institute Social Center for Academic Achievement (WISCA)	Licensed Private Academic		The Watson Institute	Autistic Support	1
Parent's League for Emotional Adjustment (PLEA)	Licensed Private Academic	school-based partial program	PLEA	Emotional Support	0
DePaul School for Hearing and Speech	Approved Private School (APS)		DePaul Hearing and Speech Programs	Deaf and Hard of Hearing Support	4
Western PA School for the Deaf	Approved Private School (APS)		Western PA School for the Deaf	Deaf and Hard of Hearing Support	8

Positive Behavior Support

Date of Approval

2023-04-11

Uploaded Files

MTSS.pdf

Positive Behavior Interventions and Supports.docx

physical management procedres.docx

1. How does the district support the emotional, social needs of students with disabilities?

The Pittsburgh Public School District supports the emotional and social needs of students with disabilities in a multifaceted approach. Supports are layered by Tiers. Tier 1 is preventative and encompass clear expectations and procedures, social praise, direct instruction, curriculum adaptations, frequent monitoring and feedback, effective teaching practices and social praise. All Pittsburgh Public Schools utilize Positive Behavior Interventions and Supports (PBIS) at Tier 1 to build a positive school culture and climate as well as prevent further behavioral challenges. SEL Lessons are delivered and accessible at Tier 1 for all students. Tier 2 involves interventions that are specifically designed to address student needs and involves a positive behavior support plan. Special Education Teachers and BCBA's have been trained to conduct Functional Behavioral Assessments. These plans are implemented with fidelity as well as progress monitored for changes to better support the student. Tier 3 supports utilize Crisis Management planning as an added layer of support for the student. Crisis Management ensures that all preventative measures have been taken to address the behavioral challenges of the student. Crisis management utilizes noninvasive de-escalation techniques as well as creating supportive enriching environments for more acute behavioral concerns. The IEP team as well as supporting adults are trained in Crisis Prevention strategies to best support the individual student.

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.

Pittsburgh Public utilizes the training of staff in Safety Care for de-escalation, crisis prevention and physical management as well as Therapeutic Crisis intervention. Both trainings are focused on de-escalation and prevention of future Crisis. Staff also receive mandated reporter training as well as Culturally Responsive Practices. The district also utilizes Restorative Practices and Restorative circles to prevent future behavioral crisis in repairing and building community after a crisis has taken place.

3. Describe the district positive school wide support programs.

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

provide early intervention where a learning disability is suspected. The District also provides a Social and Emotional Learning Curriculum that can be utilized district wide.

4. **Describe the district school-based behavior health services.**

Pittsburgh Public Schools contracts with numerous agencies to support the students to address behavioral and mental health concerns. Each school building has a School Based Mental Health Provider for Outpatient Mental Health Services. Agencies may co-locate to further support the needs of students. At the Tier 3 level there are agencies that contract for only those students and provide outpatient individual counseling as a related service. The district also employs three school psychologists that provide Social and Emotional Counseling for Tier 3 students. Pittsburgh Public Schools partners with Human Services Administration Organization to support the needs of students and families. They provide Service coordination for justice related services, mental health and Behavioral Health.

5. **Describe the district restraint procedure.**

Safety Care and Therapeutic Crisis intervention are the District Approved Programs for Restraints. Safety-Care® Behavioral Safety Training program provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. Safety-Care provides the tools you need to be safe when working with behaviorally challenging individuals. Using up-to-date and effective technologies from Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports (PBIS), the Safety-Care program will provide your staff with strategies for preventing and managing behavioral challenges teaching replacement behaviors. These strategies are appropriate for individuals experiencing developmental, neurologic, psychiatric, and other impairments. Safety-Care promotes a positive reinforcement-based approach and develops new skills, resulting in fewer Physical Managements. Following a restraint, the parent and administrator must be notified that day. The IEP must be opened and a meeting must be held within 10 days. The IEP team and Crisis teams will meet with the parent to revise the positive behavior support plan and parts of the IEP as well as the crisis plan to prevent further behavioral challenges. The team must meet to determine the antecedent and what factors can be manipulated to prevent escalation in the future. The team will also determine if a FBA or reevaluation are needed depending on the situation, severity and possibility of police involvement. The RISC form is filled out by the case manager and sent to the state to document the Restraint. Supporting documents for the Restraint procedure are attached.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

There are currently 3 students receiving instruction in the home, all of whom have significant documented medical issues and are not able to leave their homes. Pittsburgh Public Schools does not have any students who are at substantial risk of waiting more than 30 days for an appropriate educational placement. Our three center schools (OCA, Conroy, Pioneer) are instrumental in supporting our students who require full time support, including when there are no approved private school options. We also have an interagency coordinator who remains involved with reporting students on instruction in the home and/or those who require intensive coordination for programming.

Special Education Support Services

1Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	District
Paraprofessionals	294	District Wide	District
Social Worker	3	District Wide	District
Behavior Specialist	4	District Wide	District
Guidance Counselor	6	District Wide	District
School Psychologist	21	District Wide	District
Physical Therapist	8	District Wide	District
Occupational Therapist	11	District Wide	District
Other	92	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Meeting the Unique needs of Students with Autism Spectrum Disorder			
Lead Person/Position			Year of Training
Erica Simmons, M.ED., BCBA, Program Officer, Program for Students with Exceptionalities (PSE)			2023 2024 2025 2026
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Applied Behavior Analysis (ABA)			
Lead Person/Position			Year of Training
Erica Simmons, M.ED., BCBA, Program Officer, Program for Students with Exceptionalities (PSE)			2023 2024 2025 2026
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Treatment and Education of Autistic and related Communications Handicapped Children (TEACCH)			
Lead Person/Position		Year of Training	
Erica Simmons, M.ED., BCBA, Program Officer, Program for Students with Exceptionalities (PSE)		2023 2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Building Administrators Paraprofessionals Special Education Teachers

Description of Training			
Inclusive Practices for Students with Autism			
Lead Person/Position		Year of Training	
Erica Simmons, M.ED., BCBA, Program Officer, Program for Students with Exceptionalities (PSE)		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training	
Low Incidence Curriculum Updates (Verbal Behavior, Attainment, Readtopia, Unique Learning, ect.)	
Lead Person/Position	Year of Training

Erica Simmons, M.ED., BCBA, Program Officer, Program for Students with Exceptionalities (PSE)		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District	Paraprofessionals Special Education Teachers

Description of Training				
Direct Observation Tool to Assess Autism (ADOS) – For Psychologists				
Lead Person/Position			Year of Training	
Bryson Bresnahan, PH.D. Certified School and Licensed Psychologist, Program for Students with Exceptionalities (PSE)			2023 2024	
Hours Per Training	Number of Sessions		Provider	Audience
6	1		District	Other

Positive Behavior Support

Description of Training				
Safety Care -2-day Training				
Lead Person/Position			Year of Training	
Reena Maharaja, Program Officer, Program for Students with Exceptionalities (PSE)			2023 2024 2025 2026	
Hours Per Training	Number of Sessions		Provider	Audience
12	10		District	Building Administrators Central Office Administrators

			General Education Teachers Paraprofessionals Special Education Teachers Other
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Description of Training			
Safety Care Recertification – 1-day Training			
Lead Person/Position			Year of Training
Reena Maharaja, Program Officer, Program for Students with Exceptionalities (PSE)			2023 2024 2025 2026
Hours Per Training	Number of Sessions	Provider	Audience
6	10	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Crisis Intervention			
Lead Person/Position			Year of Training
Bryson Bresnahan, PH.D. Certified School and Licensed Psychologist, Program for Students with Exceptionalities (PSE)			2023 2024 2025 2026
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Other

Description of Training			
Trauma-Informed Practices			
Lead Person/Position			Year of Training
Dr. Shawn McNeil, Assistant Superintendent, Professional Development & Special Programming			2023 2024
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
TCI – De-escalation Training			
Lead Person/Position			Year of Training
Anna Stanziano, M.ED Program Officer, Program for Students with Exceptionalities (PSE)			2023 2024
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Special Education Teachers

Description of Training			
TCI – Co-Regulation Training			
Lead Person/Position			Year of Training
Anna Stanziano, M.ED Program Officer, Program for Students with Exceptionalities (PSE)			2023 2024
Hours Per Training	Number of Sessions	Provider	Audience

3	1	District	Special Education Teachers
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Description of Training			
Book Study - "Lost at School" by Ross Green, for Emotional Support teachers and EA-IVs supporting in the classroom			
Lead Person/Position		Year of Training	
Reena Maharaja, Program Officer, Program for Students with Exceptionalities (PSE)		2023 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Introduction to Assistive Technology at Pittsburgh Public Schools			
Lead Person/Position		Year of Training	
Stephanie Hue and Alicia Connolly, Assistive Technology Consultants		2023 2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Paraprofessionals

Description of Training	
Assistive Technology: Specialized Equipment	
Lead Person/Position	Year of Training

Stephanie Hue and Alicia Connolly, Assistive Technology Consultants		2023 2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Paraprofessionals

Description of Training			
Evidence-based social, emotional, and behavior intervention/supports for students with disabilities			
Lead Person/Position		Year of Training	
Alecia Granata, Program for Students with Exceptionalities (PSE) Curriculum Support		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Paraprofessionals

Description of Training			
Ongoing Professional Learning opportunities that will provide paraprofessionals with continued knowledge and skills in relationship to students' academic and behavioral needs as well as self-identified areas of interest/need.			
Lead Person/Position		Year of Training	
Alecia Granata, Program for Students with Exceptionalities (PSE) Curriculum Support		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	5	District	Paraprofessionals

Description of Training			
Evidence-Based Instruction & Intervention based on Applied Behavior Analysis for Registered Behavior Technicians and Candidates			
Lead Person/Position		Year of Training	
Mary Beth Olczak Board Certified Behavior Analyst and Supervisor, Program for Students with Exceptionalities (PSE)		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District	Paraprofessionals Other

Transition

Description of Training			
Transition Services and Regulations for Transition Staff			
Lead Person/Position		Year of Training	
Crystal Evans, Transition Facilitator, Program for Students with Exceptionalities (PSE)		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Other

Description of Training	
Indicator 13 for Transition Staff	
Lead Person/Position	Year of Training
Crystal Evans, Transition Facilitator, Program for Students with Exceptionalities (PSE)	2023 2024 2025

		2026	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District	Other

Description of Training			
Indicator 13 for Cohort Schools			
Lead Person/Position		Year of Training	
Crystal Evans, Transition Facilitator, Program for Students with Exceptionalities (PSE)		2023 2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	8	District	Special Education Teachers Other

Description of Training			
Understanding Act 158 for Transition Counselors			
Lead Person/Position		Year of Training	
Crystal Evans, Transition Facilitator, Program for Students with Exceptionalities (PSE)		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Other

Description of Training	
Understanding WIOA for Start on Success (SOS) Teachers	
Lead Person/Position	Year of Training

Crystal Evans, Transition Facilitator, Program for Students with Exceptionalities (PSE)		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Special Education Teachers

Science of Literacy

Description of Training			
Science of Reading & the Connection to Dyslexia for Psychologists			
Lead Person/Position			Year of Training
Bryson Bresnahan, PH.D. Certified School and Licensed Psychologist, Program for Students with Exceptionalities (PSE)			2023 2024
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Other

Description of Training			
Science of Reading / Structured Literacy			
Lead Person/Position			Year of Training
Dr. Ann Fillmore, Executive Director, K-12 Literacy, Humanities, and Library Services			2023 2024
Hours Per Training	Number of Sessions	Provider	Audience
2.5	4	District	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
What Parents Need to Know About the Special Education Reevaluation Process			
Lead Person/Position			Year of Training
Mindy Sturgess, Program for Students with Exceptionalities (PSE) Curriculum Support			2023 2024 2025 2026
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents

Description of Training			
Understanding Your Child's Individualized Education Program			
Lead Person/Position			Year of Training
Mindy Sturgess, Program for Students with Exceptionalities (PSE) Curriculum Support			2023 2024 2025 2026
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents

Description of Training	
Creation of a video and resource section for on-demand special education resources for families (housed on the PPS website)	
Lead Person/Position	Year of Training

Mindy Sturgess (PSE Curriculum Support)		2023 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	on demand	District Intermediate Unit	Parents

IEP Development

Description of Training			
Essentials of IEP Writing (self-paced asynchronous session)			
Lead Person/Position		Year of Training	
Alecia Granata, Program for Students with Exceptionalities (PSE) Curriculum Support		2023 2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
10	1	District PaTTAN	Special Education Teachers

Description of Training			
Ensuring Meaningful Student Growth with Progress Monitoring			
Lead Person/Position		Year of Training	
Tracy Brezicki, Senior Program Officer, Program for Students with Exceptionalities (PSE)		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Special Education Teachers

Description of Training			
Documenting and Using Assessments Data to Develop IEP goals and Appropriate Supports in IEPs.			
Lead Person/Position			Year of Training
Tracy Brezicki, Senior Program Officer, Program for Students with Exceptionalities (PSE)			2023 2024 2025 2026
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Special Education Teachers

Description of Training			
Gifted Assessment & Masking Variables			
Lead Person/Position			Year of Training
Bryson Bresnahan, PH.D. Certified School and Licensed Psychologist, Program for Students with Exceptionalities (PSE)			2023 2024
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Other

Description of Training			
Asynchronous Training: The What, Why & How of Completing Evaluation & Reevaluation Reports for Student Services			
Lead Person/Position			Year of Training
Bryson Bresnahan, PH.D. Certified School and Licensed Psychologist, Program for Students with Exceptionalities (PSE)			2023 2024
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Other

Description of Training			
Differentiation to Meet the Needs of ALL Students – New Curriculum Application			
Lead Person/Position		Year of Training	
Alecia Granata, Program for Students with Exceptionalities (PSE) Curriculum Support		2023 2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District	General Education Teachers Special Education Teachers

Description of Training			
Reflecting, Analyzing, & Enhancing Inclusionary Practices for General Education Teachers			
Lead Person/Position		Year of Training	
Alecia Granata, Program for Students with Exceptionalities (PSE) Curriculum Support		2023 2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers

Description of Training	
Specially Designed Instruction (SDI): Meeting the Needs of All Students	
Lead Person/Position	Year of Training
Tracy Brezicki, Senior Program Officer, Program for Students with Exceptionalities (PSE)	2023 2024 2025 2026

Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Special Education Teachers

Signatures & Affirmations

Approval Date
2023-06-28

Uploaded Files

affirmation_statement_specialeducation.pdf

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

Superintendent/Chief Executive Officer

Wayne N. Walters

Date

2023-07-24

