

Upper Saint Clair SD
Special Education Plan Report
07/01/2018 - 06/30/2021

District Profile

Demographics

1820 McLughln Rn Rd Upr St Clr
 Pittsburgh, PA 15241
 (412)833-1600
 Superintendent: Patrick O'Toole
 Director of Special Education: Amy Pfender

Planning Committee

Name	Role
Melissa Garvin	Administrator : Special Education
Erin Peterson	Administrator : Special Education
Lori Krakoff	Ed Specialist - Other : Special Education
Emily Robbibaro	High School Teacher - Regular Education : Special Education
Morgen Olsen	Middle School Teacher - Regular Education : Special Education
Jodi Mosler	Middle School Teacher - Special Education : Special Education
Shelley Desmond	Parent : Special Education
Anne Ditto	Parent : Special Education
Katherine Teresi	Parent : Special Education
Amy Pfender	Special Education Director/Specialist : Special Education
Colleen Czekaj	Student Curriculum Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 520

Identification Method

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

The Upper St. Clair School District continues to use the discrepancy model (discrepancy between ability and achievement) to identify students with specific learning disabilities as defined in Chapter 14. The school psychologist will take into consideration not only the results of his/her standardized testing but also the information provided by the other team members when making a determination. In this way, input from all team members of the multi-disciplinary team is considered in the determination of eligibility for special education services. At this time, the district believes that the discrepancy model provides the best method for identifying students with specific learning disabilities.

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>

The Upper St. Clair School District continually reviews student needs and disabilities through IEP meetings, reevaluations, and a continuum of services. It is important to note that it is not a student's disability that drives placement decisions, but the needs of the student. In USCSD, autism, speech and language, and other health impairment may be considered disproportional. Many times, a student(s) move(s) into the district with an IEP in the mentioned disability categories causing an increase in district percentage, however, it continues to be the program that is reviewed for the student. We offer a continuum of services to best meet the needs of students, and students with autism and OHI may be placed within learning support or emotional support at the 5-12 grades. As students continue to progress and achieve in the district, students may be monitored through their IEP to determine potential exiting from services through a reevaluation. At each level, special education teachers participate in professional learning communities with general education teachers and within their departments to review students; this is a direct source of addressing data

that shows disproportionality. The district has had a focus on professional development that addresses meeting the needs of students. This type of professional development has many goals, but one of which would be for Tier 1 interventions to be implemented more effectively to support students and reduce potential identification for special education supports and services. Speech and language has been a focus by reviewing if students can receive classroom interventions recommended by the SPL to determine if further evaluation is needed; if the classroom interventions work, no further evaluation would be needed, and the SPL would continue to collaborate with classroom teachers to monitor students. The Director and Assistant Director of Student Support Services monitor trends in data to evaluate departmental practices, using the 10% parameter, and to ensure that potential disproportional areas are monitored.

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?

The Upper St. Clair School District does host a location that falls under Section 1306 of the Public School Code. Due to the nature of the identified location, the majority of students have an acute stay of 5-7 days. For students under acute care, the Upper St. Clair School District is not notified by the hospital of the student's admittance. However, the home school/district is notified upon admittance if the parent/guardian and/or student sign the appropriate release(s) of information. When a student begins to approach an extended period of stay at about 25-30 days, the USCSD is notified of the student's admittance.

Once the USCSD is notified:

1. A 4605 is sent to the student's district of residency. A letter is sent with the 4605 asking for information to be sent on student to the Director of Student Support Services. If a student has an IEP or 504, the parents or CYF are contacted, the district of residency is contacted, and a meeting is held. At times, multiple attempts to identify the district of residency occurs.
2. The IEP/504 team meets to review placement. Due to the medical recommendations and significant needs of the students, it is determined through answering the questions of supplementary aids and services that the location is the least restrictive environment to provide FAPE. In addition, goals are revised to be appropriate for the setting (see educational benefit section below). It is important to note that each case is very unique and individualized to that student. Therefore, one set process is not followed step by step, because it is necessary to be responsive in different ways for each student.
3. If, based off of a student being cleared medically, that a placement needs to be considered, the IEP team would reconvene. Options would be discussed to determine the least restrictive environment. Options may include placement in a private setting or within an USCSD school. It is important that medical recommendations be a part of this deciding factor in order for students to continue to still

meet their treatment plan goals while at the location.

4. In addition to communication that occurs continually, the Director of Student Support Services participates in update meetings with personnel to identify potential discharge dates and/or status updates on students. The communication occurs, but student status can change very quickly. In order to provide educational benefit, a contracted education agency is on-site at the hospital. Some individual school districts have agreements with the agencies and work collaboratively with the agency for students to complete work while residing at the location. Once again, the USCSD is working collaboratively with the district of residency and the contracted education agency to ensure that materials are available and students have the opportunity to receive education. In the case of districts not having contracts, USCSD is billed for services rendered and the district of residency, based on the signed 4605, is billed by the USCSD. Students in the middle school to high school grades receive 2 hours a day of instruction and elementary students 1 hour. The amount of time is discussed at the IEP/504 meetings. Due to the nature of the setting, this amount is typically appropriate for students or even above what students can tolerate during the day. If a student is placed at the location for an extended period of time and does not have an IEP, the USCSD does work with parents/guardians and resident school districts to begin the evaluation process under Child Find. It is necessary to determine what may be appropriate supplementary aids and services upon transition from the location.

The barriers include, but are not limited to:

- Identifying district of residency for some students.
- Receiving appropriate paperwork on students who have not been in a school placement or not involved with the district of residency over a period of time and/or expired IEPs.
- Students who are court ordered from out of state.
- Working to complete an evaluation in the setting. Since the location is not an educational facility, it is guided by other rules and regulations.
- Students who have families that live several hours away. Arranging meetings or making contact can be challenging.
- Timely communication due to confidentiality, student needs, and appropriate releases.
- All parties understanding the role of the host school district and some of the limitations the host school district faces.
- The overall goal of the location is not necessarily education due to the primary goal of the location.
- Transitioning of students to a new location. The transition is not based off of educational decision makers; though for extended periods of admittance it is agreed upon through the IEP process, a student is not transitioned based off of the IEP.

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).

Currently, the district does not serve as the host district for incarcerated students. However, if the district became the "host" school district, then all obligations under 24 P.S. Section 13-1306 would be met. The district would assume responsibility for child find and providing appropriate educational programs, as well as transportation and any support services necessary to ensure the provision of a free, appropriate public education. The district would review the Individualized Education Program, conduct an evaluation or re-evaluation, review all existing data, and/or use existing placement options within the district, Intermediate Unit #3, or approved private schools. A careful review of placement options would be undertaken to ensure that the student receives a free, appropriate public education within his/her least restrictive environment. The district would also invite the "resident" district to participate and provide feedback throughout the process as the student's program is developed and implemented. Additionally, the district would bill the resident district for the cost of the student's educational program.

Potential barriers could include those stated in non-resident student oversight.

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.

1. The USCSO offers services within the District to ensure that students with disabilities are educated with non-disabled peers to the greatest extent possible by offering supports within the general education program and through supplementary aides and services in regular education for identified special education students. The MDT and IEP teams develop systems of support that include accommodations and specially designed instructions that support students to remain in the

regular education setting to the extent that will provide benefit. When a program for special education services is being developed, the beginning point is in the least restrictive environment with provision of necessary supports and services. These supplementary aids and services include but are not limited to: collaborative approaches between the regular and special education teachers; instructional development and delivery of the general education curriculum through modifications and adaptations such as flexible grouping, advanced organizers, study guides etc; physical adaptations and modifications to the student's environment; and any social/emotional supports or services to enable the student to receive educational benefit in the regular education class. Teachers, counselors, support staff and/or parents can refer a student to student support services (S3) if they feel a student is in need of additional support. A student's performance is then reviewed by the team, goals are set, and interventions developed. The team reconvenes at a later date to see what progress has been made based on the data reporting. Students who continue to struggle are ultimately then referred for an evaluation to consider if a disability is present and if that warrants specially designed instruction. The USCSD Special Education Data Report for the 2016-17 school year represented 72.4% of students receiving special education services were educated in regular education classes 80% or more of their school day. The state average was 62.4%. However, the District recognizes that a small number of students may require a more restrictive education setting to receive FAPE. The least restrictive environment is ultimately determined by an IEP team. Regardless of the placement on the continuum of services, any level may be the LRE based on the student's needs.

2. The USCSD's Student Support Services' team works very closely with each building leader to ensure that the USCSD offers students with disabilities the full continuum of supports/services and education placement options available within the District to support students with disabilities access to the general education curriculum in the least restrictive environment (LRE). This is accomplished through the use of research-based/evidence-based programs in the core areas of reading, English, and math that are aligned with the Common Core Standards, as well in the areas of history, science, technology, related arts and elective programs offered at the High School. The District has worked closely with PaTTAN, our local IU3, and additional outside agencies in delivering site-based training, consultation and technical assistance to teachers, support staff, and administrators. Within the general education environment, the USCSD uses a variety of evidenced based instructional methods. In grades K8, all students are closely monitored through curriculum based assessments. Both regular education and special education students are supported in the general education environment with a variety of supplemental programs and services as student needs warrant. Programs may include the following: flexible, ability level grouping through guided reading using a balanced literacy approach, SRA Corrective Reading, Foundations Reading Program and PCI Reading Program. Students who require supplemental aids and supports within the general education setting may utilize the following: nurses, personal care aide, hearing support, occupational therapy, physical therapy, speech and language support, assistive technology, picture schedule, positive behavior support plan (PBSP), psychological services, etc. IEP teams of students with complex needs have utilized the Supplementary Aids and Services Toolkit (SaS) to determine appropriate specially designed instruction to ensure seamless integration. Additionally, a group of professionals from the high school participated in Project Max and continues to receive updates from the IU. Finally, the USCSD regularly contracts with outside agencies to provide on-going (in the

classroom) training and support to teachers/support staff in order for students to remain and make progress in the general education setting.

3. Prior to a student being placed in an out-of-district placement, such as an Approved Private School (APS) an Individualized Education Program (IEP) team meeting is held. All required members of the IEP team are invited to participate in determining the appropriate placement of a student who has not been successful within his/her own school. All relevant data is discussed and analyzed, *i.e.*, progress monitoring data, behavior charts, work samples, current grades, parent information, etc. If the IEP team determines that additional data is needed to make a decision about educational placement, a Permission to Reevaluate (PTR) is issued. If the IEP team has all data needed to make the decision regarding educational placement, a new IEP is developed and a Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN) is issued to the parents. Upon parental approval and acceptance by the APS, the student's new placement will begin. The USCSD's Director/Assistant Director of Student Support Services maintains close contact with the APS on the progress the student is making. The District's Director/Assistant Director of Student Support Services, Curriculum Leader or Department Chair participates in all meetings and parents are regularly notified of the extra-curricular activities available within the school district. When a student is no longer in need of the APS placement, a transition plan is developed and implemented to ensure a successful transition back to the student's home school. Data from the 2014-15 indicates that the USCSD had 6.6% of its special education students placed outside of the school district. The state average was 4.8%. After reviewing the data, it was determined that the USCSD has a number of students who attended a Community-based work/training center (Goodwill etc) thus reflecting the out of district child count. Since that time, the district has worked diligently with all stakeholders and been able to transition students back into district programming. Data from the 2016-17 school year revealed that the USCSD had 5.1% of its special education population in out of district placements, which is within the SPP target. That is a 20% decrease for the district while the state average remains relatively constant at 4.9%. It is the district's intention to continually strive at transitioning our students to the least restrictive environment and meeting the students' educational and post-secondary needs.

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.

The USCSD's Positive Behavior Support for Exceptional Students consists of four levels, based upon best practices and current professional research. The four levels of intervention are:

Level I – Discipline Policy

The district has a Board-approved Student Conduct, Responsibilities, Rights and Disciplinary Procedures Policy. This policy should be reviewed whenever interventions are considered. (Note: Special Education Standards and Regulations must be considered along with the current case law.)

Level II – Classroom Proactive Behavior Strategies

Effective classroom management must involve proactive classroom strategies, positive behavioral interventions to be used when problems arise, and continued emphasis on student learning to manage their own behaviors. Without proactive classroom management methods, as well as an emphasis on student self-management, behavior change interventions will have limited long term effectiveness. Strategies emphasized may include:

Proactive Classroom Management

- Effective Teaching Practices
- Frequent Monitoring/Feedback
- Clear Expectations and Procedures
- Effective Classroom Schedules
- Use of Appropriate Activities/Materials
- Social Praise
- Environmental Cues
- Curriculum Adaptations
- Direct Instruction
- Differential Teaching Strategies
- Task Analysis
- Instruction in Self-Monitoring

Pro-Social Behavior

- Systematic Reinforcement
- Modeling Pro-social Behavior
- Verbal Instruction
- Role Playing
- Cueing
- Behavioral Goal Setting

Social Problem Solving

- Discussions of Real Life Dilemmas

- Role Playing
- Student participation in Decision-making
- Activities
- Alternative Thinking
- Social Skills Instruction

Affective Strategies and Communications

- Active Listening
- Communication Skills Training

Use Of Assistive Devices

- Allow students to express themselves through augmentative devices
- Functional Communication Training
- Open Communication Policy (High School only)

Level III - Intensive Positive Behavior Support

The primary goal of effective positive behavior support is to produce long- lasting behavior change by teaching alternative skills and building supportive environments. Some student(s) whose behavior interfere(s) with learning may respond well to typical classroom positive support strategies. However, other students may require more intensive positive behavior support.

Positive behavior support is based upon four (4) main assumptions:

1. Challenging behaviors serve as a function for the students.
2. Challenging behaviors are context related.
3. Effective interventions are based on a thorough understanding of the problem behavior.
4. Behavior support plans should be guided by two (2) values: 1) all students with disabilities should be treated with the same dignity and respect as their peers without disabilities, and 2) all students with disabilities have the right to be included in integrated activities.

This positive behavior support policy will not attempt to list the individual procedures that may be appropriate for specific problems. Given the diverse characteristics of students and of the learning environment, the same behavior intervention may be effective for one student and not the other student that exhibits the same behavioral difficulty. Additionally, the goal of positive behavior support is not to develop a listing of positive behavioral techniques which should be uniformly applied to all students, but rather to develop a comprehensive set of positive interventions that meets the unique needs of specific individuals and results in long lasting behavioral change. The following steps should be followed when creating and implementing positive behavioral supports:

Step 1: Conduct A Functional Assessment Of The Behavior

Step 2: Develop Hypothesis Statements

Step 3: Design A Positive Behavioral Support Plan

Step 4: Evaluate Effectiveness/data collection

Step 5: Modify The Positive Behavior Support Plan As Needed

Level IV:

Significantly Intensive Behavior Support Techniques

Administrators, instructors, and support staff utilizing restraint procedures will be certified in Comprehensive Crisis Management (CCM) and trained by certified CCM trainers. The following aversive techniques (as per PDE) will not be utilized by any USCSO personnel (this is not an exhaustive list): corporal punishment, prone restraints, punishment for a manifestation of a student's disability, locked rooms, noxious substances, deprivation of basic human rights, suspensions constituting a pattern, treatment of demeaning nature, or electric shock. The USCSO provides training regarding the development of behavior improvement plans to relevant personnel and support staff. These individuals will be trained in the use, procedures, and techniques regarding de-escalation and physical restraint.

The goals of Crisis Management:

1. To promote safety of the individuals receiving and providing care.
2. To reduce the use of seclusion and restraint in all healthcare settings.
3. To promote the use of best treatment practices.
4. To promote an environment of partnering and collaboration.
5. To eliminate the use of aversive/coercive interventions.

Training: Annually, staff members who are certified CCM trainers receive a two day recertification training on-site. Quarterly trainings are provided to selected staff to be certified in CCM. Selected staff are identified by special education teachers and administrators in order to provide effective behavioral supports to students and professional development to staff. The USCSO is also enhancing the Student Assistance Programs (SAP) from a K-12 lens to provide another layer of social, emotional, and behavioral supports to students and families. This is done through the student support services meetings in the district. SAP certified teachers are aware of the purpose and processes used to support students behaviorally within the school system. All school district faculty have also received training in suicide prevention and awareness as a means of behavioral supports to students. Finally, mental health first aide training has been provided to identified teachers in grades 7-12.

SCHOOL BASED BEHAVIORAL HEALTH: Currently, the district operates effective emotional support programs at Boyce Middle School (grades 5, 6), Ft. Couch Middle School (grades 7, 8) and the High School (grades 9 through 12). At the High School, a district special education teacher works with a school psychologist. Also, within the classroom an assigned paraprofessional and a .5 special education teacher work to provide additional academic supports to students. At Boyce and Ft. Couch, a district special education teacher teams with the school counselor for that grade level. The emotional support teams provide academic, social and behavioral programming to students within the least restrictive environment. In order to provide program consistency and support transitions of students, the special education curriculum leader for the district oversees the 5-12 emotional support program. The school district also contracts with a professor through the School of

Psychology at the University of Pittsburgh to have guidance with additional resources and supports for students/families.

In addition to formal emotional support programs, school counselors provide some social skills and behavioral/self-regulation instruction for targeted students in the elementary and middle schools.

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. I
3. Include an overview of services provided through interagency collaboration within the LEA.
4. Discuss any expansion of the continuum of services planned during the life of this plan.

The USCSD utilizes an interagency process of collaborative consultation with community agencies and parents to problem solve ways of educating difficult to service children in the least restrictive environment. The district relies on the Local Interagency Coordinator through IU 3 as well as Allegheny County's Department of Human Services to assist in interagency planning. This process helps to eliminate barriers to appropriate educational placements. It manages time efficiently and effectively, and is responsible for the implementation of service from an established continuum of programs that are solution oriented. Meeting participants include the child, parents, parent advocates, psychiatrist, licensed and school psychologists, social workers, teacher(s), and when appropriate, probation, Child and Youth representatives, MH/MR, school administration and guidance. USCSD has been very fortunate to work so closely with area educational and mental health agencies. At this time, there is not a need to expand the continuation of services.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Included in his section directions on how the district provides trainings for staff, faculty and parents.

District Faculty and Staff: The USCSD has a complement of Faculty and Support Staff.

The USCSD continues its commitment to Customized Learning, Nurturing Potential, and Delivering Excellence to our students, families, and community. The USCSD strives to meet the needs of all students with disabilities educated within the District and outside of the District. USCSD continues to listen to all of its stakeholders, which include parents, students, teachers, support staff, administrators, and community members.

Current strengths and highlights of USCSD's current special education services and programs include the following items:

1. The special education department is led by a Director of Student Support Services and Assistant Director of Student Support Services. The District provides a Full-time Curriculum Leader and a part-time Department Chairperson to directly support the special education teachers and administrators in the areas of curriculum, instruction, progress monitoring and IEP development.
2. Inclusionary practices are implemented in all district buildings with a high percentage of students spending most of their school day with peers in the regular education setting (72.4%). A full range of services from full-time special education to itinerant special education are available. USCSD does an admirable job of providing services to students within the least restrictive environment. In addition, a continuum of services are also offered for extended school year programming.
3. Special education paraprofessionals support students with IEPs in both regular education and special education classrooms. These paraprofessionals receive thirty hours (state mandates twenty) per school year of training to support the needs of the students. These paraprofessionals also support students, as needed, during extra curricular activities.
4. Use of technology at all levels, K-12, including but not limited to ipads, ipods, promethean boards and laptop carts.
5. Parent/Teacher Support and Training opportunities include PIE (Partners in Education), PTA/PTO, and Youth Steering Committee of USC.
6. High-School Life Skills Program-Emphasizes inclusion in regular education settings. It provides opportunities for regular education students (FRIENDS Group) into the life skills classroom. It emphasizes instruction in the areas of independent living skills by providing community based experiences in job shadowing, work experience, and taking part in a variety of school and community activities. These experiences begin before the age of fourteen.
7. Emotional support programming in grades 5-12. High-school emotional support program to meet the academic and social/behavioral needs of 20-25 students. A special education teacher and district school psychologist provide unique programming to students with autism, emotional disturbance, or other health impairments. At the middle schools, emotional support programming is implemented with a special education teacher and school counselor.
8. The USCSD has continued to develop and enhance specialized programs that support a continuum of services. SHOP@USC (Showing How Opportunity Pays) provides an opportunity for special education students to develop pre-vocational skills through a student run business that is done in collaboration with regular education students highlighting the highest form of inclusionary practices.
9. Continued development and implementation of specialized programs to meet the unique and intense needs of students at the elementary and middle school levels.
10. New Crisis Management Training (CCM) with Behavior Support resources available for students

and staff along with clearly written and thoughtful plans

11. USCSD places students based on need not diagnosis and students are included to their upmost capability.

12. Strong communication and collaboration between staff from building to building in order to provide students with successful transitions.

13. A high level of expectations and standards for special education students that are met through the continuum of supports and services, collaboration with administration, the district curriculum recommendation process, and continual review of student data.

14. Staff places an emphasis on professional development in the area of special education. A variety of effective professional development opportunities have been provided to staff utilizing district employees, the intermediate unit, PaTTan, and outside agencies.

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

Facility Name	Facility Type	Services Provided By	Student Count
Southwood Hospital	Nonresident	Education Agency via contract with individual school districts or Upper St. Clair School District	7

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
The Children's Institute	Approved Private Schools	Life Skills Support	*
Wesley Spectrum K-8	Other	Emotional Support and Autistic Support	*
The Watson Institute	Approved Private Schools	Life Skills Support and Autistic Support	*
Mon Valley School	Special Education Centers	Emotional Support	*
Watson Institute Social Center for Academic Achievement	Other	Autistic and Emotional Support	*
Instruction in the home	Instruction in the Home	Instruction in the Home	*

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 30, 2018

Reason for the proposed change: enrollment and scheduling

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	10	0.5
Justification: The age range is justified and supported through the IEP				
Locations:				
Baker Elementary	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	6 to 9	7	0.45
Locations:				
Baker Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 30, 2018

Reason for the proposed change: enrollment and scheduling

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	5	0.6
Locations:				
Baker Elementary	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	7 to 9	4	0.4
Locations:				
Baker Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 30, 2018

Reason for the proposed change: enrollment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	13	0.6
Locations:				
Eisenhower Elementary	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	4	0.4
Locations:				
Eisenhower Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 30, 2018

Reason for the proposed change: scheduling

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	17	0.6
Locations:				
Eisenhower	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	6 to 9	1	0.4
Locations:				
Eisenhower Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2018*Reason for the proposed change:* scheduling**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 9	9	0.7
Justification: Enrollment				
Locations:				
Eisenhower Elementary	An Elementary 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	Learning Support	5 to 9	1	0.2
Justification: Students within in age range are not in class continually together; the IEP team justifies the age range				
Locations:				
Eisenhower Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	1	0.1
Locations:				
Eisenhower Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2018*Reason for the proposed change:* Scheduling**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	3	0.4
Locations:				

Boyce Middle	A Middle School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	11	0.6
Locations:				
Boyce Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2018*Reason for the proposed change:* Student scheduling; updated services**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	4	0.35
Justification: scheduling				
Locations:				
Boyce Middle	A Middle 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	10 to 12	13	0.65
Justification: scheduling				
Locations:				
Boyce Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2018*Reason for the proposed change:* Scheduling**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	2	0.15
Locations:				
Boyce Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of	Age Range	Caseload	FTE
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	Support			
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	6	0.2
Locations:				
Boyce Middle	A Middle 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%)	Emotional Support	10 to 12	6	0.5
Locations:				
Boyce Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 12	2	0.15
Locations:				
Boyce Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2018*Reason for the proposed change:* Scheduling**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	1	0.47
Locations:				
Boyce Middle	A Middle 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	10 to 12	9	0.45
Locations:				
Boyce Middle	A Middle 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	Learning Support	10 to 12	1	0.08
Locations:				
Boyce Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #10*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: March 30, 2018**Reason for the proposed change: Large Class size/enrollment***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	1	0.1
Locations:				
Fort Couch Middle	A Middle 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 14	1	0.1
Locations:				
Fort Couch Middle	A Middle 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%)	Emotional Support	12 to 14	12	0.6
Locations:				
Fort Couch Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	2	0.2
Locations:				
Fort Couch Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #11*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: March 30, 2018**Reason for the proposed change: enrollment***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	13	0.6
Locations:				
Fort Couch Middle	A Middle 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 14	6	0.4
Locations:				
Fort Couch Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2018*Reason for the proposed change:* scheduling of teams**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	10	0.6
Locations:				
Fort Couch Middle	A Middle 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 14	5	0.4
Locations:				
Fort Couch	A Middle School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2018*Reason for the proposed change:* Scheduling; increase enrollment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	6	0.6
Locations:				
Fort Couch Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	5	0.4
Locations:				

Fort Couch Middle	A Middle School Building	A building in which General Education programs are operated		
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Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2018*Reason for the proposed change:* scheduling**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	4	0.35
Locations:				
Fort Couch Middle	A Middle 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 14	8	0.65
Locations:				
Fort Couch Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2018*Reason for the proposed change:* Scheduling**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	15	0.8
Locations:				
Upper St. Clair High School	A 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	8	0.2
Justification: They are in co-taught classes				
Locations:				
Upper St. Clair High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: March 30, 2018**Reason for the proposed change: Scheduling and meeting customized needs of students***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	19	1
Justification: The students are not in the same class at the same time. They all have different schedules and are involved with job training outside of the building.				
Locations:				
Upper St. Clair High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: March 30, 2018**Reason for the proposed change: Scheduling***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	10	0.3
Locations:				
Upper St. Clair High School	A 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	13	0.7
Justification: scheduling				
Locations:				
Upper St. Clair High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: March 30, 2018**Reason for the proposed change: Scheduling***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	26	0.7
Locations:				
Upper St. Clair High School	A 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 16	3	0.3
Locations:				
Upper St. Clair High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2018*Reason for the proposed change:* Scheduling adjustments**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	18	0.6
Locations:				
Upper St. Clair High School	A 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 17	7	0.4
Locations:				
Upper St. Clair High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2018*Reason for the proposed change:* Scheduling**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	20	0.7
Locations:				
Upper St. Clair High School	A 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%)	Emotional Support	14 to 18	4	0.3
Locations:				
Upper St. Clair High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2018*Reason for the proposed change:* Scheduling**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	20	0.5
Locations:				
Upper St. Clair High School	A 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	11	0.5
Locations:				
Upper St. Clair High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2018*Reason for the proposed change:* Minor adjustments due to enrollment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	9	0.7
Locations:				
Streams Elementary	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	5 to 8	4	0.3
Locations:				
Streams Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2018*Reason for the proposed change:* Enrollment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	8	0.5
Locations:				
Streams Elementary	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	0.5
Locations:				
Streams Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* Outside Contractor for the School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 30, 2018*Reason for the proposed change:* enrollment and identification**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	40	0.62
Justification: This Speech and Language teacher serve the whole K-4 building. The students that are beyond the age range are not serviced in the same instructional group.				
Locations:				
Eisenhower Elementary	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	14 to 21	2	0.15
Justification: Services high school life skills program for students up to 21				
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* Outside Contractor for the School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2018

Reason for the proposed change: Enrollment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	60	1
Justification: This Speech and Language Therapist serves the whole K-4 Building. The students that are beyond the age range are not serviced in the same instructional group.				
Locations:				
Streams Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26

Operator: Outside Contractor for the School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	48	0.74
Justification: This Speech and Language Therapist serves the whole K-4 Building. The students that are beyond the age range are not serviced in the same instructional group.				
Locations:				
Baker Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: March 30, 2018

Reason for the proposed change: enrollment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 12	31	0.55
Locations:				
Boyce Middle School	A Middle 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 14	10	0.45
Locations:				
Fort Couch Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #28

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: March 30, 2018

Reason for the proposed change: enrollment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	7 to 8	1	0.02
Locations:				
Streams Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	10 to 11	1	0.02
Locations:				
Boyce	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 8	2	0.02
Justification: Provides services in an elementary building grades K-4				
Locations:				
Eisenhower	An Elementary School Building	A building in which General Education programs are operated		

Program Position #29

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: March 30, 2018

Reason for the proposed change: enrollment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	16 to 18	1	0.02
Locations:				
Upper St. Clair High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 8	2	0.02
Locations:				
Eisenhower Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 8	2	0.04
Locations:				
Streams Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Assistant Director of Student Support Services	Across all Buildings	1
Director of Student Support Services	Across all Buildings	1
Special Education Curriculum Leader	Across all buildings	1
Special Education Department Chair	K-6	0.5
School Psychologist	Grade 6 (1 building), Grades 7-8 (1 building), Grades 9-12 (1 building)	1
School Psychologist	Grades K-4 (3 buildings), Grade 5 (1 building)	1
Special Education Teacher Aides/Paraprofessionals	Across all Buildings	45
School Psychologist	High School Emotional Support	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist	Outside Contractor	2 Days
Occupational and Physical Therapy	Outside Contractor	5 Days
Nursing	Outside Contractor	5 Days
Consultant with University of Pittsburgh	Outside Contractor	0.25 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	<p>Students with disabilities will be provided services and support by regular/special education teachers and relevant staff. Since the overall percentage of students with autism is 15.3% in the USCSD and the state average is 10.7%, there is a greater need for specific training in the area of educating students with autism in the regular education class and the general education curriculum.</p> <p>Professional Development topics and activities will include:</p> <ul style="list-style-type: none"> -Identification, differentiation and incorporation of skills and strategies for working with and accommodating students with autism -Supporting students without disabilities in inclusive classrooms -PSSA, PASA and Keystone accommodations and modifications -Interventions for students with anxiety and/or other needs such as executive functioning -Collaboration of Special Education and General Education Staff and support staff -AACHIEVE Grant -Supporting the dually identified student
Person Responsible	District Administration and Student Support Services
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per	20

Session	
Provider	LEA, IU, PaTTAN
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Through ongoing training and professional development, we will broaden the knowledge base, intervention and assessment techniques, and instructional methodology to improve student outcomes.
Research & Best Practices Base	As our population of students with autism continues to grow, it is prudent for our district's staff and faculty to become more versed in how to support students with special needs. Students with autism need specially designed instruction and interventions for them to be successful in their classrooms.
For classroom teachers, school counselors and education specialists	<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>
For school or LEA administrators, and other educators seeking leadership roles	<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>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>

	Offsite Conferences
Participant Roles	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents</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>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 Peer-to-peer lesson discussion Joint planning period activities Participation with the AACHIEVE Grant</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 Participant survey</p>

Behavior Support

Description	<p>The district's policy on behavior support services includes all the required components and focuses on the use of positive measures to improve behaviors, as well as, the teaching of appropriate alternate behaviors. During the past three years, the district has provided some on-going training regarding</p>
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	<p>positive behavioral supports. Special education and Student Support Services' staff who are working with students with positive behavior support plans, have received more extensive training regarding the development of functional behavioral assessments and individualized behavior support plans. In addition, special education teacher aides participate in PaTTAN webinars for behavior and data collection techniques.</p> <p>Professional Development topics and activities will include:</p> <ul style="list-style-type: none"> -Comprehensive Crisis Management (CCM) training for all staff through quarterly offerings -Collecting data for and writing Functional Behavior Assessments (FBAs) -Writing, implementing and collecting data for Positive Behavior Support Plans (PBSPs) -Understanding diagnosis characteristics; behavior vs. diagnosis and qualification protocol for the need for Special Education supports and services -Ongoing professional development for all staff on mental health and behavioral strategies and how to integrate training information into district PLCs
Person Responsible	District Administration and Student Support Services Staff
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	30
Provider	Certified CCM Trainers; PaTTAN; IU3
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	USCSD staff will be trained in Comprehensive Crisis Management (CCM) in

	<p>order to de-escalate a crisis and/or deal with extreme behaviors effectively. Additionally, teachers and relevant staff will gain an understanding of how to write and implement Functional Behavior Assessments (FBAs) and Positive Behavior Support Plans (PBSPs).</p>
Research & Best Practices Base	<ul style="list-style-type: none"> • Research indicates that student social-emotional and behavioral needs must be met in order for students to fully access their educational program • IDEA Components
For classroom teachers, school counselors and education specialists	<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>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<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>
Training Format	<p>Series of Workshops Department Focused Presentation Professional Learning Communities Offsite Conferences</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel</p>

	<p>New Staff Other educational specialists Related Service Personnel Parents</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>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion 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. Participant survey Pre and Post tests in sessions</p>

Paraprofessional

Description	<p>The USCSD will continue to provide paraprofessional development opportunities to enhance their skills in supporting students with special needs in the inclusive environment, positively managing and supporting students academically, behaviorally and socially and increasing their understanding of research-based academic and behavioral practices.</p> <p>Professional Development topics and activities will include:</p> <ul style="list-style-type: none"> -Data collection for student achievement -Time-management in and out of the classroom -Preparing for individual student needs -Paraprofessionals as part of an "inclusive team"
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	-UDL to include Inclusionary practices and methods to aide independence in the classroom
Person Responsible	Student Support Services and Special Education Staff
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	12
# of Participants Per Session	25
Provider	Upper St. Clair School District; PaTTAN; IU3; and outside agencies (ie. Watson)
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Paraprofessionals will continue to gain knowledge and skills in relationship to students' academic and behavioral needs as well as self-identified areas of interest/need.
Research & Best Practices Base	The USCSD utilizes PDE's Special Education Paraprofessional Online Training Series provided by PaTTAN as part of the required twenty hours of professional development. The online training series utilizes performance-based standards which include the knowledge and skills needed by paraeducators to work successfully in educational environments.
For classroom teachers, school counselors and education specialists	<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>
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	LEA Whole Group Presentation

	<p>Series of Workshops Department Focused Presentation Online-Asynchronous</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Paraprofessional Classified 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>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Joint planning period activities</p>
Evaluation Methods	<p>Classroom student assessment data Participant survey Paraprofessionals will receive at least 30 hours of professional development each year of this plan.</p>

Reading NCLB #1

Description	<p>The District has great emphasis on Reading in grades K-4. Grades K-4 utilize the balanced literacy approach and had been supplementing with SRA Reading Mastery Program. Curriculum based measurements such as Easy CBM and Edcon are utilized to provide progress monitoring and instructional level guidance at the middle school levels. Across all levels, emphasis is placed on utilizing formative and summative assessments with appropriate supplementary aids and services to support inclusionary practices.</p> <p>Since the implementation of the Common Core Standards, much work needs to occur in the area of curriculum interventions while aligning IEP goals. As a result, work in this area has included reviewing specific reading programs to meet the needs of all learners to create a continuum of offerings. A curriculum</p>
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	<p>recommendation was adopted in June of 2016 for PCI reading, and another curriculum recommendation was adopted in June of 2017 to pilot the Foundations Reading Program (Wilson Reading) to implement a multi-sensory based reading program in grades K-4. The goal is to adopt the program in June of 2018. Additional review of program needs will continue for all levels as it is important to make decisions based off of student progress and not curricular programs. Supplemental supports and interventions will be reviewed at the high school level over the duration of the plan in order to have more targeted and individualized instruction. Continued Project Max support, from the IU, will be provided to the Life Skills' team at the High school.</p> <p>Professional development has had a continued focus on aligning our curriculum with the Common Core Standards and instructional practices thereby allowing our goals to be aligned as well. Also at the K-4 area, teachers have participated in several trainings that align to language essentials in reading and spelling. At the secondary level, a focus will be on-going assessment and progress monitoring.</p> <p>Professional Development topics and activities will include:</p> <ul style="list-style-type: none"> -Inclusion of special education teachers in professional development focused on core curriculum and review of instructional practices through participation in general education curriculum meetings and PLCs. -Training of special education teachers to utilize the SAS (Standards Aligned System) resources -Enhancing progress monitoring training for teachers at all levels -ELA collaboration during building transition times (4th to 5th; 6th to 7th and 8th to 9th grades) -Working with the intermediate unit for professional development and receiving current information in regards to trends within this area
Person Responsible	District Administrators and Curriculum Leaders

Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	9
# of Participants Per Session	20
Provider	USCSD
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Both general and special education staff will gain knowledge in research-based best practices for reading instruction and knowledge of differentiated reading interventions for struggling students all all level.
Research & Best Practices Base	Professional development content is based on research-based practices for effective reading instruction utilizing current literature in the field of Reading and Language Arts for students with special needs. In addition, ongoing progress monitoring and classroom observations will determine what professional development is needed.
For classroom teachers, school counselors and education specialists	<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>
For school or LEA administrators, and other educators seeking leadership roles	<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>

	Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Department Focused Presentation Professional Learning Communities Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals New Staff Other educational specialists Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities
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 Review of participant lesson plans USCSD curriculum recommendation process

Transition

Description	Successful transition to the workplace and/or post-secondary education for all students is an on-going goal for the USCSD. All students participate in career
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	<p>awareness and exploration beginning in their elementary years and in the Middle School years, all students are involved with transition planning. It is essential that students with disabilities will demonstrate increased college and/or career readiness. USCSD is continuing doing Transition Training with the AIU. A pre/post review of IEP data relative to transition is being conducted this current school year. USCSD actively uses a multi-faceted approach to transitioning for our special needs young adults, including having students participate in in-district prevocational training (SHOP@USC) as well as partnering with Goodwill and OVR for Early Reach and Pre-employment transition services (PETS) USCSD will provide on-going training related to secondary transition for special education and related staff.</p> <p>Professional Development topics and activities will include:</p> <ul style="list-style-type: none"> -Continued training on Indicator 13 and the use of transition assessments to help students develop transition goals and career portfolios -Identification of local community resources for student job shadowing and volunteer opportunities -Creation of online transition resources for students, families and staff -Collaboration between building staff when students transition (ie. 4th to 5th, 6th to 7th and 8th to 9th grades) -Integration of the of Ch. 339 plan into the Transition Grid utilizing the career readiness indicators
Person Responsible	District Administration; Special Education Department Staff and Student Support Services
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	20
Provider	Upper St. Clair School District; PaTTAN; IU3
Provider Type	School Entity

PDE Approved	Yes
Knowledge Gain	The IEP teams responsible for transition planning will gain knowledge about developing Present Levels of Functional Performance, collecting data from students, their teachers and their families, developing goals, providing services and activities and involving agencies in the transition process.
Research & Best Practices Base	The USCSD will adhere to federal and state guidelines and standards on secondary transition practices.
For classroom teachers, school counselors and education specialists	<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>
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</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Online-Asynchronous</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p>

	Related Service Personnel Parents
Grade Levels	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Joint planning period activities Indicator 13 review
Evaluation Methods	Participant survey Portfolio

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