

## Profile and Plan Essentials

### Special Education Students

Total Number of Students Receiving Special Education 171

School District Total Student Enrollment 877

Percent of Students Receiving Special Education 19.5

## Steering Committee

Name	Position/Role	Building	Email
Melissa Holler	Director of Special Education	Allegheny Valley SD	mholler@avsd.k12.pa.us
Dr. Patrick Graczyk	Superintendent	Allegheny Valley SD	pgraczyk@avsd.k12.pa.us
Dr. Jan Nuzzo	Director of Curriculum	Allegheny Valley SD	jnuzzo@avsd.k12.pa.us
Andrew Leviski	Building Principal	Springdale JSHS	aleviski@avsd.k12.pa.us
Jennifer Vecchio	Building Principal	Acmetonia El Sch	jvecchio@avsd.k12.pa.us
Rachel Tinker	Special Education Teacher	Springdale JSHS	rtinker@avsd.k12.pa.us
Jennifer Novich	Special Education Teacher	Acmetonia El Sch	jnovich@avsd.k12.pa.us
Paula Moretti	Board Member	Allegheny Valley SD	pmoretti@avsd.k12.pa.us
Jody Gamble	Parent	Springdale JSHS	jgamble@avsd.k12.pa.us
Jennifer Plunket	Other	Acmetonia El Sch	jplunket@avsd.k12.pa.us
Karlee Barber	Other	Acmetonia El Sch	kbarber@avsd.k12.pa.us

## School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

### Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

### Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

### Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

### Secondary Transition (Indicator 13)

Improvement and Planning Activity
LEA will ensure that all students of transition-age have transition goals and services in their IEP

LEA will ensure that all students of transition-age have IEP goals and objectives that match the transition needs of the student.

#### Graduation (Indicator 1)

Indicator not flagged at this time.

#### Drop Out (Indicator 2)

Indicator not flagged at this time.

#### Assessment (Indicator 3)

Indicator not flagged at this time.

#### Education Environments (Indicator 5)

Indicator not flagged at this time.

#### Parent Involvement (Indicator 8)

Indicator not flagged at this time.

### Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

### Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

### Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

### Mediation (Indicator 16)

Indicator not flagged at this time.



School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

## 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
---------------	-----	---------------	-----	------------------



**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 Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

**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?

No

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.)

While the district is not currently the host district for a 1306 facility, if it were, the district would act in the capacity of a typical Local Educational Agency. Through coordination with the student's home district, the district would review the educational records, Evaluation/Reevaluation Reports, Individualized Education Program (IEP), etc. to determine the strengths and needs of the student. At an IEP meeting with the home district, the 1306 district, and the 1306 facility, a new IEP would be developed to indicate the placement in the 1306 facility, determine an educational placement for the student (whether it is at the facility, a district operated program, or at another location), refer the student to that alternative location, schedule transportation to the educational location, and issue a Notice of Recommended Educational Placement to the family. To ensure financial responsibility the district would issue a form 4065 (District of Determination) to the home district and submit to the state. As long as the student remains in the 1306 facility the district would act as the de facto LEA and continue to revise and renew the IEP accordingly.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?  
The district would maintain an open line of communication with the 1306 facility and with the alternative schooling location to ensure that the IEP is being followed and to monitor progress toward the goals in that IEP. As the LEA, the district would attend annual IEP meetings and, once criteria for return to the home school have been met, as set by the referring agency, the district would schedule an IEP meeting to discuss the transition process and steps necessary to support the student's return to the home district.

## Incarcerated Students Oversight

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

No

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).  
Currently, the district does not have any facilities that house incarcerated youth within its borders. The district does however, work to ensure that students, who are enrolled in our district and are experiencing incarceration, needs are addressed. The district employs staff, a social worker, and guidance counselors, that work to provide services to students. Part of their responsibility is to address attendance as well as investigate situations in which students have been incarcerated and work with the probation officers, case managers, and others to ensure that the special education programs continue for those students and in turn provide FAPE. These individuals also work with the Special Education Supervisor to determine the need for an evaluation for students, not currently identified as special ed, to determine if a school-based disability exists and the need for special education services

## Least Restrictive Environment

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

The district's philosophy is that special education students need to be in the regular education classroom with their peers while being exposed to the general education curriculum. Since the 2018-2019 school year, the district has been placing students in a co-taught setting at the junior/senior high school, while a more inclusive setting is the focus of the elementary schools. Because of this, the percentage of students currently spending 80% or more of their day in the regular education setting is 59.6%, which is approximately 3% higher than in previous years. In addition to this, the number of our students spending time in the regular classroom less than 40% of their day is <1% which is below the state average of 9.6%. This is evidence of our district's commitment to include all students to the greatest extent possible and shows that our students, with the greatest needs, are spending time in the regular classroom with their same-aged peers. Over the years, the district has worked hard to keep students within the district and rely less on outside placements. The district utilizes specialized placements, but in these cases, the IEP team determined that, given the student's level of need, the district could not provide the services that the students require and that these placements were more appropriate. While we still use these outside placements it is always based on need and after the IEP team has determined that all available supports have been exhausted. In addition to that, the district works with our outside placement providers to transition our students back to their regular schools, when the IEP team determines that the student's needs can be met at their home school.

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?

To fully incorporate co-teaching/inclusive settings, the IEP teams consider a full range of supplementary supports and services when making placement decisions for students. These supplementary aides and services include program and curriculum modifications, FBA's and positive behavior supports, social skills as a related service, as well as the use of paraprofessionals to support students in these settings. These considerations occur in all programs at the Allegheny Valley School District and are part of the IEP process. The staff begins placement within the regular education classroom setting prior to considering a more restrictive environment. To help our staff and students, the district has provided training in this area. We have contracted with the Allegheny Intermediate Unit to provide consultation about students and strategies. We use PATTAN and other resources for additional training as well as giving the staff the ability to attend any training they wish to attend.

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 special education staff are full participants in all of the general education initiatives within the district. Our special education staff is fully embedded in all activities of this program which helps are special needs students have meaningful participation in the general education curriculum and classes. In addition, special education staff is trained in the technology tools that the district uses. Special education teachers utilize tools such as SeeSaw, Google Platform, and Universal Design for Learning to ensure that students have full access and support with their classes. Special Education staff is trained in CPI so that all forms of behavior support can be addressed in the least restrictive environment by a team. Currently, AVSD is working with Attain ABA to provide additional support at the elementary level and the district uses PATTAN, the Allegheny Intermediate Unit, guest speakers and other resources for additional training as well as giving the staff the ability to attend any trainings they wish to attend.

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

Our district is a supportive district. No student is excluded from any extracurricular activity that they wish to be involved in. We have not experienced students having barriers that exclude them from these activities in general. In the past, we have provided accommodations to students who needed them such as staff support, interpreters, specialized equipment for sports, and requesting allowable accommodations through the WPIAL and PIAA.

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?  
All district extracurricular activities are available to all students whether in the district or who have been placed in private institutions. The district works with each individual institution and the student's parents to provide access when it is appropriate for a student to participate. It is encouraged for students to participate.
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 the district provides learning support, the district could expand programming for emotional support and autistic support and offer more self-contained classrooms and supports to limit any need for students to be placed out of the district due to behaviors. Outside placements in this area would only occur if the student has a greater level of need beyond what these classrooms provide.

### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Story- Monroeville	Licensed Private Academic		New Story- Monroeville	Autistic Support	6
Sunrise School	Licensed Private Academic		AIU3	Autistic Support	3
Mon Valley School	Licensed Private Academic		AIU3	Emotional Support	1
The Children's Institute	Approved Private School (APS)		The Children's Institute	Autistic Support	1
Friendship Academy	Licensed Private Academic		Watson Institute	Emotional Support	1
Watson Institute	Licensed Private Academic		Watson Institute	Autistic Support	2
PLEA	Approved Private School (APS)		PLEA	Autistic Support	2
Wesley Family Services	Licensed Private Academic		Wesley Family Services	Autistic Support	1





## Positive Behavior Support

Date of Approval

2014-04-14

Uploaded Files

Behavior Support Services.pdf

1. How does the district support the emotional, social needs of students with disabilities?  
Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with a disability shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations. The district currently employs three school counselors and one school social worker. The district also contracts with outside agencies to provide in-school-based therapy for students who qualify for support as well as additional services for students without insurance. These staff provides one on one support as well as group activities. The district has developed a focus on behavior support in recent years. Over the years the district has contracted with a behavior specialist and will continue to do so when feasible. The elementary school is currently implementing a wellness center within the school building for students and staff.
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.  
Special education staff and aides are trained in Crisis training through UPMC Western Psychiatric Hospital (CCM). They are re-certified each school year. It teaches staff to recognize behaviors that are immediately dangerous and ones that are not. The model provides staff with strategies to deal with both. In each instance, de-escalation is a key component. CCM also uses a model in which staff is taught de-escalation.
3. Describe the district positive school wide support programs.  
The district has a positive school-wide support program at each level in the district. The junior/senior high school has implemented the PBIS Framework across grades 7-12. The focus is on building positive relationships with peers and adults, improving academic performance, and establishing a positive school culture. Our Student Assistance Program (SAP) s established within each of our buildings with a focus on interventions and remediation along with identifying "at-risk" students and getting them appropriate services. Options also exist for students to participate in School-Based Therapy in collaboration with Turtle Creek SAP services. At the elementary level staff members give students "Shout Outs" when they see the targeted behaviors being demonstrated. K-12 students are recognized for their attendance each month and different incentives are provided to the students who meet the expectations.
4. Describe the district school-based behavior health services.  
The district contracts with private providers (Turtle Creek and River Therapy) to institute SAP and ESAP into the buildings. Staff is trained and participate in the weekly/bi-weekly SAP and ESAP meetings. In collaboration with our SAP provider, the SAP liaison implements school-based

therapy sessions with eligible students. The district also has a school social worker who works with students and families. In addition, we have guidance counselors who serve each building from elementary through high school.

5. Describe the district restraint procedure.

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunities for learning and self-fulfillment. The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy. The Superintendent or designee shall maintain and report data on the use of restraints, as required. Such reports shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units, and vocational schools. Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised Positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.

## 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.

The district has not experienced difficulties with placing students, finding programs for students, or providing special education services. In the event that this would occur, the district would seek the assistance of the Allegheny Intermediate Unit and/or PATTAN to help us correct the situation. In addition, it is a rare occurrence for the district to provide instruction conducted in the home.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KKSP001	Multiple	Full-time (1.0)	05/13/2022 03:31 PM

<b>Building Name</b>		
Allegheny Valley SD		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		19
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	5 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
Students are not together when serviced. They span K-12 grades.		0.29

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JLSHS004	Secondary	Full-time (1.0)	05/13/2022 03:17 PM

<b>Building Name</b>		
Springdale JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Springdale JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CPSHS002	Secondary	Full-time (1.0)	05/13/2022 03:24 PM

<b>Building Name</b>		
Springdale JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15

<b>Age Range Justification</b>	<b>FTE %</b>
	0.34

<b>Building Name</b>		
Springdale JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CSSHS003	Secondary	Full-time (1.0)	05/13/2022 03:30 PM

<b>Building Name</b>		
Springdale JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Springdale JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RTSHS001	Secondary	Full-time (1.0)	05/13/2022 03:31 PM

<b>Building Name</b>		
Springdale JSHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>
----------------------

Springdale JSHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Springdale JSHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
JNAE004	Elementary	Full-time (1.0)	05/13/2022 03:26 PM

<b>Building Name</b>		
Acmetonia El Sch		
<b>Support Type</b>		



Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.36

<b>Building Name</b>		
Acmetonia El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CBAE003	Elementary	Full-time (1.0)	05/13/2022 03:27 PM

<b>Building Name</b>		
Acmetonia El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

<b>Building Name</b>		
Acmetonia El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
BHAE002	Elementary	Full-time (1.0)	05/13/2022 03:31 PM

<b>Building Name</b>		
Acmetonia El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Acmetonia El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PNAE001	Elementary	Full-time (1.0)	05/13/2022 03:29 PM

<b>Building Name</b>		
Acmetonia El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Acmetonia El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Acmetonia El Sch		E115
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 25 feet, 0 inches	700sqft	25
<b>Implementation Date</b>		
2022-05-31		
<b>Uploaded Files</b>		

### 1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Springdale JSHS		D107
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 30 feet, 0 inches	750sqft	26
<b>Implementation Date</b>		
2022-05-31		
<b>Uploaded Files</b>		

2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Springdale JSHS		A19
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
<b>Implementation Date</b>		
2022-05-31		
<b>Uploaded Files</b>		

3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Springdale JSHS		B5
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
45 feet, 0 inches x 22 feet, 0 inches	990sqft	35
<b>Implementation Date</b>		
2022-05-31		
<b>Uploaded Files</b>		

#### 4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Acmetonia El Sch		D59
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
18 feet, 0 inches x 20 feet, 0 inches	360sqft	12
<b>Implementation Date</b>		
2022-05-31		
<b>Uploaded Files</b>		

5 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Acmetonia El Sch		B42
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 31 feet, 0 inches	868sqft	31
<b>Implementation Date</b>		
2022-05-31		
<b>Uploaded Files</b>		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>	<b>Room #</b>
Springdale JSHS	D205



<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 36 feet, 0 inches	900sqft	32
<b>Implementation Date</b>		
2022-05-31		
<b>Uploaded Files</b>		

#### 7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Acmetonia El Sch		C50
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 31 feet, 0 inches	868sqft	31
<b>Implementation Date</b>		
2022-05-31		
<b>Uploaded Files</b>		

#### 8Assurance Check

Assurance Check	Yes	No
-----------------	-----	----

The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Acmetonia El Sch		E118
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 25 feet, 0 inches	700sqft	25
<b>Implementation Date</b>		
2022-05-31		
<b>Uploaded Files</b>		

#### 9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	



## Special Education Support Services

### 10Special 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	15	District Wide	District
School Psychologist	4	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Social Worker	1	District Wide	District
Guidance Counselor	3	District Wide	District

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
TRI-STATE WEBINAR: SOCIAL SKILLS: EXPANDING THE WORLD THROUGH SOCIAL DEVELOPMENT: YOUR “WH” QUESTIONS: EARLY SOCIAL COMMUNICATORS: PART 1 OF 3			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
TASN Autism and Tertiary Behavior Supports (ATBS)		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	Intermediate Unit	Building Administrators Special Education Teachers

<b>Description of Training</b>			
Tri-State Webinar: Social Skills: Expanding the World through Social Development: Your “Wh” Questions: Emerging Social Communicators: Part 2 of 3			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
TASN Autism and Tertiary Behavior Supports (ATBS)			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	Intermediate Unit	Building Administrators Special Education Teachers

<b>Description of Training</b>			
Tri-State Webinar: Social Skills: Expanding the World through Social Development: Your “Wh” Questions: Emerging Social Communicators: Part 3 of 3			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
TASN Autism and Tertiary Behavior Supports (ATBS)			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	Intermediate Unit	Building Administrators Special Education Teachers

### Positive Behavior Support

<b>Description of Training</b>			
CCM Training			
<b>Lead Person/Position</b>			<b>Year of Training</b>
M. Cooper/J. Lauer			2022
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
8	1	District	Paraprofessionals

<b>Description of Training</b>			
Leading With Social Emotional Learning in Mind			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Dorothy Morelli			2022
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	5	Other	Building Administrators

### Paraprofessional

<b>Description of Training</b>			
CCM Training			
<b>Lead Person/Position</b>			<b>Year of Training</b>
M. Cooper/J. Lauer			2022
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
8	1	District	Paraprofessionals

### Transition

<b>Description of Training</b>			
PaPOS Post-School Survey Overview and Procedural Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
PATTAN		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	PaTTAN	Special Education Teachers

### Science of Literacy

<b>Description of Training</b>			
The Power of Co-Teaching			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
K. Stucky/M.Holler		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	4-5	Intermediate Unit	General Education Teachers Special Education Teachers

### Parent Training

<b>Description of Training</b>			
Parent Night- Dr. Suess Informational Session			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
K. Regner		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

2	1	District	Parents
---	---	----------	---------

Description of Training			
DART Intervention and Transition			
Lead Person/Position		Year of Training	
AIU3		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Parents

### IEP Development

Description of Training			
SBAP - Related Service Documentation			
Lead Person/Position		Year of Training	
DHS		2022	
Hours Per Training	Number of Sessions	Provider	Audience
7	1	Other	Central Office Administrators Other



## Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

