

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 115

School District Total Student Enrollment 418

Percent of Students Receiving Special Education 27.5

## Steering Committee

Name	Position/Role	Building	Email
Mr Cyril Walther	Superintendent	Avella Area SD	waltherc@avellasd.org
Mrs Sheryl Wright-Brown	Building Principal	Avella Area JSHS	browns@avellasd.org
Mrs Carrie Graff	Building Principal	Avella El Center	graffc@avellasd.org
Dr Anne Rose	Director of Special Education	Avella Area SD	rosea@avellasd.org
Mrs Meghan Cottle	Other	Avella El Center	cottlem@avellasd.org
Mrs Laura Shola	Other	Avella Area SD	sholal@avellasd.org
Mrs Micalla Mikus	Other	Avella Area SD	mikusmicalla@gmail.com
Mrs Samantha Jacobs	Special Education Teacher	Avella Area JSHS	jacobss@avellasd.org

## 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
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Special education teachers will complete each student's Transition Grid with fidelity. Special education teachers will participate in Indicator 13 training provided by either Pattan or Intermediate Unit 1/3 Training and Consultation. Special Education will also collaborate with School Counselor(s) and Building Administrators on a consultative basis to identify Act 339 artifacts.

The District will work with OVR to connect students with services.

Special Education will collaborate with School Counselor(s) to align College and Career Readiness Activities/Artifacts with Indicator 13 Transition Grids.

### 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)

Improvement and Planning Activity

The Jr/Sr High School will implement the "Academic Center" which is a small group instruction setting for students in special education to visit each day as part of their schedule. Within the "Academic Center" students will have the opportunity to check grades, receive pre-teaching and re-teaching of skills, build rapport/relationships with special education teachers and staff; develop self-advocacy skills; take tests/assessments in alternate or small group setting. K-6 has similar opportunities at the elementary level, in which special education teachers work with special education students in the learning support setting within small groups.

Small group instruction for English Language Arts (ELA) and math will be provided, as recommended, for students who demonstrate a need in grades K-6.

Co-teaching opportunities will be scheduled on an as-needed basis (based upon student need and for math, ELA, science, and social studies.

### 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
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**Significant Disproportionality - Placement**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

**Significant Disproportionality - Discipline**

Significant Disproportionality

District 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.)

Oversight would include ensuring that all students are educated according the regulations of IDEA and PA Chapter 14. All students enrolled in the Avella Area School District are Avella Students and are part of our school community. They are welcomed, given a schedule, and provided the opportunity to attend school. If records from their previous home district indicate a need for special education the paperwork is gathered and a program is developed to address the individual needs of the student. Placement decisions, for students with disabilities, are based on the needs of the student. Special education including supplemental aids and services, the intent is always to keep students within the public school setting in the least restrictive environment. The Avella Area School District is a small district in terms of student enrollment. When special education services are needed for low incidence students, it is a challenge to educate those students within the programs currently provided within the neighborhood schools. All attempts are made to keep the students in his/her neighborhood school, however, there are instances when and student's needs require placements within an approved private school or neighboring school program.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school? Open communication between the host facility and the District would occur within a timely manner to review student's progress, programming, and evolving needs. Once the District receives the 1306 notice, communication between the Director of Student Services/Special Education and the host facility commences.

## 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).  
The Avella Area School District does not house any institutions of incarceration. However, if the District becomes aware that a student with a disability has been incarcerated, the LEA contacts a representative of the correctional facility to expedite the process and necessary paper work to ensure an appropriate educational program is in place for that student. When the district receives Determination of District of Residence for Students in Facilities and Institutions (Form 4605) the district verifies the family's residency and signs and returns the form. This form is the impetus for contact with the institution and communication about student needs and educational programming.

## Least Restrictive Environment

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

The SEDR for SY 2019-2020 displays LRE percentages for Itinerant Level supports and services at 81.9% compared to the State 61.5%. This is an area that Avella Area School District has focused on during the 2021-2022 SY. Both the Jr/Sr High School and the Elementary Center have developed programming options for students to meet with their special education teacher daily as part of the school day schedule. This time is used for interventions, check-in/check-outs, and pre-teaching and reteaching times. Students have the opportunity to meet with and work with their special education teachers and paras, allowing time to build and foster relationships.

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?

The Avella Area School District uses Multi-Tiered Systems of Support (MTSS) at the elementary level and sees great success in not identifying students until all options have been exhausted. The Elementary Principal works in collaboration with the Special Education Director, School Psychologist, parent(s), and classroom teachers to monitor, discuss, and intervene for all students demonstrating an academic or behavioral need. Additional pre-referral strategies that promote collaboration among faculty members working with a student that is experiencing academic and/or behavioral difficulties are implemented to exhaust interventions prior to referring a child to the multidisciplinary team. To meet the needs of a small group of students, a block of time is built into the general education master schedule to allow for interventions to be implemented and data collected.

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

Students are able to participate in co-taught education settings which affords the support of both a general education and special education teacher. Students can also participate in general education, co-taught general education, small group instruction within the special education classroom for math and ELA courses, and out-placement options to meet the specific needs of students with complex needs. Special education teachers are resources for all general education teachers and participate as members of both the primary and secondary level SAP teams. The District also provides special education training opportunities during in-service days throughout the school year provided by the Director of Special Education.

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

Whenever a student with an IEP or 504 Service Agreement requires supplementary aids and services within the extracurricular activities setting, the District/LEA meets with the student's IEP/504 team to determine what supports and accommodations are necessary for the student to have meaningful participation in the extracurricular activity. This might be, for example, adapted equipment, paraprofessional support, training for the coach/sponsor, special transportation, and/or collaboration with the special education staff and administrators.

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?

Whenever a student with an IEP requires supplementary aids and services within the extracurricular activities setting and is placed within a private institution, the District/LEA meets with the student's IEP team to determine what supports and accommodations are necessary for the

student to have meaningful participation in the extracurricular activity. This might be, for example, adapted equipment, paraprofessional support, training for the coach/sponsor, special transportation, and/or collaboration with the special education staff and administrators.

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)

At this time all students who are in need of an outside placement are provided those opportunities. As student needs develop, the District takes very serious care to ensure that an effort is made to provide for the continuum of services for those students.

### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Transitional Employment Consultants (TEC)	Licensed Private Academic		Transitional Employment Consultants	Life Skills Support	1
The Watson Institute	Approved Private School (APS)		The Watson Institute	Life Skills Support	2
ARC Human Services	Licensed Private Academic		ARC Human Services	Life Skills Support	1
Transformation Learning	Licensed Private Academic		Transformation Learning	Emotional Support	3
Fort Cherry Jr/Sr High School	Other	LEA/District	Fort Cherry School District	Life Skills Support	4
IU1 Laboratory School	Other	Intermediate Unit Classroom	Intermediate Unit 1	Emotional Support	2





## Positive Behavior Support

Date of Approval  
2019-06-19

Uploaded Files  
Behavior Supports Policy.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 (LRE) in accordance with their Individualized Education Program (IEP), 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 and cannot meet the needs of the student. 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
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.  
The Superintendent or designee shall provide regular training and retraining of staff in the use of specific procedures, methods and techniques, including de-escalation techniques, emergency responses, restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs, Positive Behavior Support Plans and Board policy.
3. Describe the district positive school wide support programs.  
The Avella Area School District policy on behavioral supports focuses on creating learning environments that prepare students to be successful citizens. The policy is aligned to School Wide Positive Behavior Supports and stresses positive, rather than negative measures to form the basis of behavior support programs in the buildings. Behavior supports are research-based and maintain skills that will enhance an individual student's opportunity and self-fulfillment. Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities and /or actions injurious to themselves or other are disciplined in accordance with their Individual Education Program, Positive Behavior Support Plan and Board Policy. The District recently purchased a new Social-Emotional Learning (SEL) Curriculum to begin with the 2022-23 school year. The District is planning to provide training for this new SEL curriculum to take place during the in-service days at the start of the 2022-23 school year. The new SEL curriculum is called "7 Mindsets". (<https://7mindsets.com/>)
4. Describe the district school-based behavior health services.  
The District partners with Washington Communities for school-based behavioral health services. Washington Communities works with the District as the Student Assistance Program (SAP) liaison. The District also contracts with a local provider for social work services.
5. Describe the district restraint procedure.  
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.[1] 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.[1] The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP with parental consent only if:[1] The restraint is used with specific component elements of a Positive Behavior Support Plan. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. Staff are authorized to use the restraint and have received appropriate training. Positive Behavior Support Plan includes efforts to eliminate the use of restraints.

### 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.

Not applicable.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech Language Pathologist 1	Multiple	Full-time (1.0)	06/16/2022 10:50 AM

<b>Building Name</b>		
Avella Area JSHS		
<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)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Avella El Center		
<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)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Avella El Center		

<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)	22	
<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>	
	0.34	

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Special Education Teacher 6	Secondary	Part-time (0.5)	06/16/2022 10:21 AM

<b>Building Name</b>		
Avella Area 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)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Because of the size of the District, the building housing grades 7-12, and the population of students in need of Learning Support, the Age Range prohibits the effective and efficient use of resources. The administrators attempt to build the master schedule in a way that allows students to be in the LS classroom with peer near each student's age.		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Special Education Teacher 5	Secondary	Full-time (1.0)	06/16/2022 10:08 AM

<b>Building Name</b>		
Avella Area 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)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
Because of the size of the District, the building housing grades 7-12, and the population of students in need of Learning Support, the Age Range prohibits the effective and efficient use of resources. The administrators attempt to build the master schedule in a way that allows students to be in the LS classroom with peer near each student's age.		0.2

<b>Building Name</b>		
Avella Area 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 16
<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>
Special Education Teacher 4	Secondary	Full-time (1.0)	06/16/2022 10:08 AM

<b>Building Name</b>		
Avella Area 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)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Because of the size of the District, the building housing grades 7-12, and the population of students in need of Learning Support, the Age Range prohibits the effective and efficient use of resources. The administrators attempt to build the master schedule in a way that allows students to be in the LS classroom with peer near each student's age.		0.2

<b>Building Name</b>
Avella Area 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	17 to 18
<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>
Special Education Teacher 3	Elementary	Full-time (1.0)	06/16/2022 10:09 AM

<b>Building Name</b>		
Avella El Center		
<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	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
Because of the size of the District, the building housing grades K-6, and the population of students in need of Learning Support, the Age Range prohibits the effective and efficient use of resources. The administrators attempt to build the master schedule in a way that allows students to be in the LS classroom with peer near each student's age.		0.28

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Special Education Teacher 2	Elementary	Full-time (1.0)	06/16/2022 10:09 AM



<b>Building Name</b>		
Avella El Center		
<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)		19
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Because of the size of the District, the building housing grades K-6, and the population of students in need of Learning Support, the Age Range prohibits the effective and efficient use of resources. The administrators attempt to build the master schedule in a way that allows students to be in the LS classroom with peer near each student's age.		0.38

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Special Education Teacher 1	Elementary	Full-time (1.0)	06/16/2022 09:49 AM

<b>Building Name</b>		
Avella El Center		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Because of the size of the District, the building housing grades K-6, and the population of students in need of Life Skills Support, the Age Range prohibits the effective and efficient use of resources. The administrators attempt to build the master schedule in a way that allows students to be in the LSS classroom with peer near each student's age.		0.45

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Avella El Center		104
<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>
29 feet, 6 inches x 24 feet, 0 inches	708sqft	25
<b>Implementation Date</b>		
2022-06-16		
<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>
Avella El Center		103
<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>
29 feet, 6 inches x 24 feet, 0 inches	708sqft	25
<b>Implementation Date</b>		
2022-06-16		
<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	

Building Name		Room #
Avella El Center		205
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 6 inches x 24 feet, 0 inches	708sqft	25
Implementation Date		
2022-06-16		
Uploaded Files		

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>
Avella El Center		217
<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>
29 feet, 6 inches x 18 feet, 0 inches	531sqft	18
<b>Implementation Date</b>		
2022-06-16		
<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>
Avella Area JSHS		211
<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>
32 feet, 0 inches x 24 feet, 0 inches	768sqft	27
<b>Implementation Date</b>		
2022-06-16		
<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>
Avella Area JSHS		111
<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>
24 feet, 0 inches x 13 feet, 6 inches	324sqft	11
<b>Implementation Date</b>		
2022-06-16		
<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>
Avella Area JSHS	104

<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>
20 feet, 0 inches x 12 feet, 0 inches	240sqft	8
<b>Implementation Date</b>		
2022-06-16		
<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	

## Special Education Support Services

### 8Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	Contractor
School Psychologist	1	District Wide	Contractor
Paraprofessionals	3	Elementary	District
Paraprofessionals	1	Secondary	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Social Worker	1	District Wide	Contractor
Guidance Counselor	1	Elementary	District
Guidance Counselor	1	Elementary	District



## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
Autism Training - identification, differentiation, and manifestation of disability within the school setting; supporting students within the inclusive classroom; PSSA/PASA and Keystone accommodations and modifications; interventions for students with autism; collaboration of special education and general education teaching staff and support staff			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administration & Student Services		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District Intermediate Unit PaTTAN Other	General Education Teachers Special Education Teachers

### Positive Behavior Support

<b>Description of Training</b>			
Social Emotional Learning Curriculum Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administration & Student Services		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

<b>Description of Training</b>			
Paraprofessional Training			
<b>Lead Person/Position</b>			<b>Year of Training</b>
District Administration & Student Services; Paraprofessional			2022-2023
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	20	District Intermediate Unit PaTTAN Other	Paraprofessionals

<b>Description of Training</b>			
Paraprofessional Training			
<b>Lead Person/Position</b>			<b>Year of Training</b>
District Administration & Student Services; Paraprofessional			2023-2024
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	20	District Intermediate Unit PaTTAN Other	Paraprofessionals

<b>Description of Training</b>			
Paraprofessional Training			
<b>Lead Person/Position</b>			<b>Year of Training</b>
District Administration & Student Services; Paraprofessional			2024-2025
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	20	District Intermediate Unit PaTTAN Other	Paraprofessionals

### Transition

<b>Description of Training</b>			
Indicator 13 Training - Transition			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administration & Student Services		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District Intermediate Unit PaTTAN Other	Special Education Teachers

### Science of Literacy

<b>Description of Training</b>			
English Language Arts Curriculum Building			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administration		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	4	Other	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Wilson Intensive			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administration & Student Services		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

6	1	District Other	General Education Teachers Special Education Teachers
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### Parent Training

Description of Training			
Parent Training - Overview of the Special Education Process			
Lead Person/Position		Year of Training	
District Administration & Student Services		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Parent Training - the Individualized Education Program (IEP) Section by Section			
Lead Person/Position		Year of Training	
District Administration & Student Services		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Parent Training - Collaboration with the School			
Lead Person/Position		Year of Training	
District Administration & Student Services		2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

<b>Description of Training</b>			
Parent Training - Classroom Supports for Special Education			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administration & Student Services		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

<b>Description of Training</b>			
Parent Training - Transition to Kindergarten			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administration & Student Services		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

<b>Description of Training</b>			
Parent Training - Transition to Kindergarten			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administration & Student Services		2024-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

<b>Description of Training</b>			
Parent Training - Transition to Kindergarten			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administration & Student Services		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

## IEP Development

<b>Description of Training</b>			
IEP Development - Collecting data for PLEP, developing goals, and identifying SDIs			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Administration & Student Services		2023-2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	2	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

## Signatures & Affirmations

Approval Date

Uploaded Files

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- 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.
- 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

