

Avella Area SD

**Special Education Plan Report**

07/01/2019 - 06/30/2022

# District Profile

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## Demographics

1000 Avella Rd  
 Avella, PA 15312  
 (724)356-2218  
 Superintendent: Cyril Walther  
 Director of Special Education: Matthew Erickson

## Planning Committee

Name	Role
Mrs. Sheryl Wright-Brown	Administrator : Professional Education Special Education
Mr. Zach Zebrasky	Administrator : Professional Education Special Education
Mrs. Cheryl Rush	Community Representative : Professional Education Special Education
Mrs. Leigh Stets	Ed Specialist - Other : Professional Education Special Education
Mrs. Erika Minch	Elementary School Teacher - Regular Education : Professional Education Special Education
Dr. Matthew Erickson	Special Education Director/Specialist : Professional Education Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 89

### *Identification Method*

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

The Avella Area School District continues to use the discrepancy method in identifying students with SLD.

### *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 percentage of students with disabilities is significantly higher for Avella Area School District than the state (20.1% vs. 16.9%). Students with speech and language impairment (32.1% vs. 14.5%) are also higher than the state average. Students with specific learning disabilities (40.4% vs. 40.9%) are slightly below the state average. All other categories of disabilities are underrepresented to the point of not being recognized. The Avella Area School District plans is to monitor this on an annual basis and continue to meet the needs of any students who require special education services. Since our district is one of the smallest in Pennsylvania, one student can make the difference of us being on target or significantly higher than the state average. It is not a true representation or comparison of a state average.

### *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?

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 documentation 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. With 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. When special education services are needed for low incidence students, it does become difficult to educate those students within the programs currently provided. All attempts are made to keep the students in public education.

### *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).

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. 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.

The Avella Area School District uses Response to Instruction & Intervention (RtII) at the elementary level and sees great success in not identifying students until all options have been exhausted.

Additional pre-referral strategies that promote collaboration among faculty members working with a student that is experiencing academic and/or functional 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 supplemental learning support program was started focusing on real life and functional skills, as well as increasing academic skills. The Olweus Bully Prevention Program is also being utilized throughout the district and is supporting our students with disabilities, along with our general education population. General education teachers as well as special education teachers have the opportunity to utilize various co-teaching models during instruction. Classroom Diagnostic Tests (CDT), which are aligned to the Standards Aligned System (SAS), assist educators collecting data and identifying needs in grades 3-6 in order to make data-based decisions. Inclusive practices are used throughout all grades for all students with disabilities, where students' needs are greater there is an option, along the continuum of services, to provide for resource room instruction. Avella School District has a partnership with Intermediate Unit 1, PaTTAN, local agencies, Teach Simply Educational Consulting, and other districts provide for training, consultation, and technical assistance in all initiatives.

Students requiring more intensive supports attend The Watson Institute or The Educational Campus at Laboratory through the Washington Intermediate Unit #1. Emotional Support-Itinerant, Supplemental support provided in both buildings with maximum opportunities for inclusion in general education as determined by the student's IEP Team. Students requiring more intensive supports attend Transformation Learning or The Educational Campus at Clark through the Washington Intermediate Unit #1. Autistic Support-Itinerant, Supplemental and Full time supports provided in both buildings with maximum opportunities for inclusion in general education as determined by the student's IEP Team. Students requiring more intensive supports attend The Watson Institute, The Educational Campus at Laboratory, or Washington Park Elementary through the Washington intermediate Unit #1. Currently no students requiring Physical Support; however, the Avella Area School District would provide supports in both buildings with maximum opportunities for inclusion in general education as determined by the student's IEP Team. Students requiring more intensive supports would attend an APS as determined by the IEP Team. Multiple disability support-currently would be provided by The Watson Institute or The Educational Campus at Laboratory as these students needs require more extensive supports as determined by their IEP teams. Hearing Support-Itinerant supports currently in both buildings with maximum opportunities for inclusion in general education as determined by the student's IEP Team. Services would be contracted for Hearing through the Washington Intermediate Unit #1 include a Therapist, Audiologist, and AT Consultation. Vision Support-Itinerant, Supplemental supports in both buildings with maximum opportunities for inclusion in general education as determined by the student's IEP. Services for TVI, O/M, and AT consultant are contracted through the Washington Intermediate Unit #1.

## *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 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.

A School Wide Positive Behavior Supports approach to discipline including systemic and individualized strategies for achieving social and learning outcomes and preventing problem behaviors for all students is a school-wide focus in the professional development activities. Cyclical training for de-escalation techniques using Crisis Prevention Institute (CPI) strategies are provided for faculty members who are due to be recertified with a rotation being provided throughout the next five years to provide renewals and introductory training opportunities.

Board Policy:

Book Policy Manual

Section 100 Programs

Title Discipline of Students With Disabilities

Number 113.1

Status Active

Adopted May 20, 2015

### **Purpose**

The district shall develop and implement positive Behavior Support Plans and programs for students with disabilities who require specific interventions to address behaviors that interfere with learning.<sup>[1][2][3]</sup>

Students with disabilities who violate the Code of Student Conduct, or engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities, shall be disciplined in accordance with state and federal laws and regulations and Board policy and, if applicable, their Individualized Education Program (IEP) and Behavior Support Plan.[\[1\]\[4\]\[5\]\[6\]\[7\]](#)

## **Definitions**

**Students with disabilities** - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services. [\[2\]](#)

**Suspensions from school** - disciplinary exclusions from school for a period of one (1) to ten (10) consecutive school days.[\[8\]\[7\]](#)

**Expulsions from school** - disciplinary exclusions from school by the Board for a period exceeding ten (10) consecutive school days and may include permanent exclusion from school.[\[8\]\[7\]](#)

**Interim alternative educational settings** - removal of a student with a disability from his/her current placement. Interim alternative educational settings may be used by school personnel for up to forty-five (45) school days for certain infractions committed by students with disabilities. The IEP team shall determine the interim alternative educational setting; however, this does not constitute a change in placement for a student with a disability.[\[5\]\[40\]](#)

## **Authority**

The Board directs that the district shall comply with provisions and procedural safeguards of the Individuals With Disabilities Education Act (IDEA) and federal and state regulations when disciplining students with disabilities for violations of Board policy or district rules or regulations. No student with a disability shall be subjected to a disciplinary change in placement if the student's particular misconduct is a manifestation of his/her disability. However, under certain circumstances a student with a disability may be placed in an interim alternative educational setting by school personnel or the IEP team could, if appropriate, change the student's educational placement to one which is more restrictive than the placement where the misconduct occurred.[\[4\]\[5\]\[40\]](#)

## **Provision of Education During Disciplinary Exclusions**

During any period of expulsion, or suspension from school for more than ten (10) cumulative days in a year, or placement in an interim alternative educational setting for disciplinary reasons, a student with a disability shall continue to receive a free and appropriate education, in accordance with law.[\[5\]\[41\]\[8\]](#)

## **Guidelines**

### **Suspension From School**

A student with a disability may be suspended for ten (10) consecutive and fifteen (15) cumulative days of school per school year, for the same reasons and duration as a student without a disability. Such suspension shall not constitute a change in the student's educational placement. [\[8\]\[4\]\[5\]\[40\]\[47\]](#)

### **Changes in Educational Placement/Manifestation Determinations**

For disciplinary exclusions which constitute a change in educational placement, the district shall first determine whether the student's behavior is a manifestation of his/her disability. Expulsion, or exclusion from school for more than fifteen (15) cumulative days in a year, or patterns of suspensions for substantially identical behaviors constitute changes in educational placements requiring a manifestation determination. For students with intellectual disability, any disciplinary suspension or expulsion is a change in educational placement. [\[4\]\[5\]](#)

A student with a disability whose behavior is not a manifestation of his/her disability may be disciplined in accordance with Board policy, district rules and regulations in the same manner and to the same extent as students without disabilities. [\[4\]\[5\]\[6\]\[7\]](#)

### **Parent/Guardian Appeals From Disciplinary Actions/Request for Hearing by District for Students Who Are a Danger to Themselves or Others**

A due process hearing may be requested by a parent/guardian of a student with a disability who disagrees with a disciplinary placement or manifestation determination, or by the district if the district believes that the current placement is substantially likely to result in injury to the student or others. On parent/guardian appeal, or when the district requests a due process hearing, the hearing officer may return the student to the placement from which s/he was removed or order his/her removal to an appropriate interim alternative educational setting for up to forty-five (45) school days if the hearing officer determines that maintaining the child's current placement is substantially likely to result in an injury to the student or others. [\[40\]\[17\]](#)

Placement during appeals of disciplinary actions shall be in the interim alternative educational setting pending the decision of the hearing officer or expiration of the time period set for the disciplinary exclusion from the student's regular placement unless the district and the parent/guardian agree otherwise. [\[40\]\[18\]](#)

### **Students Not Identified as Disabled/Pending Evaluation**

Students who have not been identified as disabled may be subject to the same disciplinary measures applied to students without disabilities if the district did not have knowledge of the disability. If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation shall be expedited. [\[40\]\[19\]](#)

### Administrative Removal to Interim Alternative Educational Setting for Certain Infractions

School personnel may remove a student with a disability, including intellectual disability, to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student:[\[5\]\[40\]](#)

1. Carries a weapon to or possesses a weapon at school, on school property, or at school functions under the jurisdiction of the district. For purposes of this provision, **weapon** is defined as a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and one-half (2 ½) inches in length.[\[5\]\[40\]\[21\]\[42\]](#)
2. Knowingly possesses or uses illegal drugs, as defined by law, or sells or solicits the sale of a controlled substance, as defined by law, while at school, on school property, or at school functions under the jurisdiction of the district.[\[5\]\[40\]\[22\]\[43\]](#)
3. Has inflicted serious bodily injury upon another person while at school, on school property, or at school functions under the jurisdiction of the district. For purposes of this provision, **serious bodily injury** means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty.[\[5\]\[40\]\[44\]](#)

### Referral to Law Enforcement and Reporting Requirements

For reporting purposes, the term incident shall mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.[\[23\]\[24\]\[25\]](#)

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Behavior Support Plan.[\[26\]\[24\]\[27\]\[28\]\[29\]\[30\]\[31\]\[1\]\[40\]\[32\]\[33\]\[2\]\[3\]\[34\]\[6\]\[21\]\[45\]\[46\]\[22\]\[39\]](#)

For a student with a disability who does not have a Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policies.[\[29\]\[1\]\[3\]\[34\]](#)

When reporting an incident committed by a student with a disability to the appropriate authorities, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall transmit copies of the student's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.[\[24\]](#)[\[27\]](#)[\[28\]](#)[\[29\]](#)[\[40\]](#)[\[32\]](#)[\[37\]](#)[\[38\]](#)[\[39\]](#)

In accordance with state law, the Superintendent shall annually, by July 31, report to the Office for Safe Schools on the required form all new incidents committed by students with disabilities, including students for whom an evaluation is pending, which occurred on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity.[\[23\]](#)[\[39\]](#)

Legal [1. 22 PA Code 14.133](#) 2. Pol. 113 3. Pol. 113.2 [4. 22 PA Code 14.143](#) [5. 34 CFR 300.530](#) 6. Pol. 218 7. Pol. 233 [8. 22 PA Code 12.6](#) [17. 34 CFR 300.532](#) [18. 34 CFR 300.533](#) [19. 34 CFR 300.534](#) 21. Pol. 218.1 22. Pol. 227 [23. 24 P.S. 1303-A](#) [24. 22 PA Code 10.2](#) [25. 35 P.S. 780-102](#) [26. 24 P.S. 1302.1-A](#) [27. 22 PA Code 10.21](#) [28. 22 PA Code 10.22](#) [29. 22 PA Code 10.23](#) [30. 22 PA Code 10.25](#) [31. 22 PA Code 14.104](#) [32. 34 CFR 300.535](#) 33. Pol. 103.1 34. Pol. 113.3 37. Pol. 113.4 38. Pol. 216 39. Pol. 805.1 [40. 20 U.S.C. 1415](#) [41. 20 U.S.C. 1412](#) [42. 18 U.S.C. 930](#) [43. 21 U.S.C. 812](#) [44. 18 U.S.C. 1365](#) 45. Pol. 218.2 46. Pol. 222 [47. 34 CFR 300.536](#) [20 U.S.C. 1400 et seq](#) [24 P.S. 510](#) [34 CFR Part 300](#)

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

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

All exceptional students enrolled at Avella Area School District are currently placed in programs that are appropriate to meet their individualized needs. As concerns arise, an IEP meeting is held to discuss further supports and services that might assist the student. As options are exhausted, re-evaluations are completed to collect all pertinent data and possibly look at a change of placement that will better meet the needs of the student. As all students are currently placed, there is currently no difficulty.

Successful programs have included the Western Area Career and Technology Center, Transitional Employment Consultants, The Watson Institute-South Campus, The VoAg program at McGuffey School District, IU 1 Campus at Clark School as well as the IU 1 Campus at Laboratory School and Washington Park Elementary Center. The Pittsburgh School for the Deaf and School for the Blind have been utilized in the past, as well as The Children's Institute and Wesley Spectrum.

Transformational Learning is a residential facility in the area where services have been provided. Currently, due to health concerns, two students are participating in homebound instruction and will be returning to Avella Area School District soon. At this time, no students are receiving instruction conducted in the home. For credit recovery and to meet the changing needs of high school students, the Avella cyber school option is also utilized to allow the flexibility of education while meeting the diverse needs of our students. The groups of students in specific low incidence areas of disability are not great enough to warrant special programming. Students' needs are being met in the Learning Support and Life Skills Support environment. Should the need go beyond what Learning Support or Life Skills Support can provide, matter will be addressed at that time.

The Life Skills program is designed to be more functional in nature and includes different disability categories. The increase in time in special education addresses the academic and functional needs of the students, so rather than choosing electives from the current school menu, the students are taught functional skills to help with the transition to adult life. This program will expand to meet the needs of the current students, as well as any new students who may be identified in future years.

# Assurances

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## Special Education Assurances

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

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

## 24 P.S. §1306 and §1306.2 Facilities

*There are no facilities.*

### Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
The Watson Institute Education Center South	Approved Private Schools	Multiple Disabilities	*
Washington Intermediate Unit - Laboratory	Special Education Centers	Emotional Support	*

*\*indicates that the number is less than 10 students*

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* July 18, 2014

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 12	16	0.25
Justification: .				
Locations:				
Avella Elementary Center	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	5 to 7	16	0.25
Locations:				
Avella Elementary Center	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	7 to 9	16	0.25
Locations:				
Avella Elementary	A Junior/Senior High	A building in which General Education		

Center	School Building	programs are operated		
Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 16	16	0.25
Locations:				
Avella Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

#### Program Position #2 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 23, 2018

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	13	0.25
Locations:				
Avella Elementary Center JC	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	9 to 11	13	0.25
Locations:				
Avella Elementary Center JC	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 8	*	0.25
Locations:				
Avella Elementary Center JC	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	*	0.25
Locations:				
Avella Elementary Center JC	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #4 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 23, 2018

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	*	0.13
Locations:				
Avella Elementary Center	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	*	0.25
Locations:				
Avella Elementary Center	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	11 to 12	20	0.4
Locations:				
Avella Elementary Center	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	11 to 12	*	0.22
Locations:				
Avella Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* August 23, 2018

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 17	*	0.25
Justification: Due to the needs of the students in this program and the small number of students in the program, parents have given their consent to going beyond the 4 year age range.				
Locations:				
Avella Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	12 to 17	*	0.25
Justification: Due to the needs of the students and the small number of students in the program parents have agreed to waive the age range requirements.				
Locations:				
Avella Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 17	*	0.25
Locations:				
Avella Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	*	0.13
Locations:				
Avella Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	*	0.12
Locations:				
Avella Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

#### Program Position #6 - Proposed Program

Operator: School District

#### PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 18, 2014

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	*	0.25
Locations:				
Avella Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	12 to 13	*	0.17
Locations:				
Avella Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	12	0.25
Locations:				
Avella Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	12 to 13	*	0.17
Locations:				
Avella Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	14 to 15	*	0.16
Locations:				
Avella Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

#### Program Position #7 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 23, 2018

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	13	0.25
Locations:				
Avella Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 19	12	0.25
Locations:				
Avella Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	*	0.25
Locations:				
Avella Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 19	*	0.25
Locations:				
Avella Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

### Program Position #9 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* October 29, 2015

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	*	0.5
Locations:				
Avella Elementary Center	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%)	Life Skills Support	9 to 11	*	0.5
Locations:				
Avella Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

## Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessionals	Elementary and Jr. Sr. High School	5.66

## Special Education Contracted Services

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amt of Time per Week</b>
Special Education Consultant	Outside Contractor	2 Days
Occupational Therapy and Physical Therapy	Outside Contractor	2 Days
<b>Psychological</b> Services	Outside Contractor	2 Days
Social Work Services	Intermediate Unit	1 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	The Avella Area School District will be implementing professional development for faculty and staff to discuss best practice strategies for working with students with Autism and develop strategies for successful implementation in academic and nonacademic settings. The initial training will focus on examining the characteristics of individuals with ASD and discuss effective strategies to support their academic and social development. The second training will focus on implementation and collaboration within the classroom setting.
<b>Person Responsible</b>	Administrative Team
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	1.5
<b># of Sessions</b>	2
<b># of Participants Per Session</b>	70
<b>Provider</b>	Washington Intermediate Unit 1, Outside Trainer
<b>Provider Type</b>	IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	These personnel development sessions will focus on examining the characteristics of individuals with ASD and discuss effective strategies to support their academic and social development.
<b>Research &amp; Best Practices Base</b>	One training will be provided by the IU-1 TAC team and behavioral specialist. Research-based methodologies and PDE sponsored trainings provide the foundation for the presenters and subsequent training. Additional training opportunities provided by outside contractors will focus on best practices for general and special education teachers.
<b>For classroom teachers, school counselors and</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

<b>education specialists</b>	<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>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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>
<b>Training Format</b>	<p>LEA Whole Group Presentation Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Related Service Personnel Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom</p>

	<p>environment, instructional delivery and professionalism.</p> <p>For each year of the special education plan, Avella Area School District will show an increase in inclusion classes for students with Autism. Progress will be monitored via data collection</p>
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## Behavior Support

<b>Description</b>	One training will be provided by the IU-1 TAC team and behavioral specialist. Research-based methodologies and PDE sponsored trainings provide the foundation for the presenters and subsequent training. Additional training opportunities provided by outside contractors will focus on best practices for general and special education teachers.
<b>Person Responsible</b>	Administrative team
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education

## Professional Development Details

<b>Hours Per Session</b>	1.5
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	70
<b>Provider</b>	Washington Intermediate Unit 1, Outside Providers
<b>Provider Type</b>	IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	<ul style="list-style-type: none"> <li>• EDIT HERE Implement positive behavior strategies in academic and nonacademic settings</li> <li>• Collaborate with parents, teachers, paraprofessionals and administrators</li> <li>• Promote a safe and comfortable learning environment for students</li> <li>• Discover and implement school-wide positive behavior support strategies to build a community of learner</li> <li>• Create team-based leadership; data-based decision-making; continuous monitoring of student behavior; regular universal screening; and effective on-going professional development</li> <li>• Educate faculty, staff and parents on de-escalation techniques to</li> </ul>

	<p>ensure safety</p> <ul style="list-style-type: none"> <li>Identify and utilize resources available relating to school-based behavioral health</li> </ul>
<b>Research &amp; Best Practices Base</b>	<p>School Wide Positive Behavior Supports Crisis Prevention Institute (CPI) Training/Strategies and De-escalation techniques School-Based Behavioral Health Differentiated Instruction and Assessment Student Assistance Programming</p>
<b>For classroom teachers, school counselors and education specialists</b>	<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>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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>
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Parents</p>

<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  Participant survey

## Paraprofessional

<b>Description</b>	All paraprofessionals are required to complete twenty hours of professional development in order to maintain their highly qualified status. Staff will be given the opportunity to participate in various professional development opportunities including district level initiatives, CPR, CPI, mandated reporter training, co-teaching, and overall professionalism.
<b>Person Responsible</b>	Administrative Team
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	7
<b># of Sessions</b>	9
<b># of Participants Per Session</b>	10
<b>Provider</b>	School Entity, Intermediate Unit
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<ul style="list-style-type: none"> <li>Best practices for academic and nonacademic interventions</li> </ul>

	<ul style="list-style-type: none"> <li>• Review school wide positive behavior supports</li> <li>• Review special education law and procedures</li> </ul>
<b>Research &amp; Best Practices Base</b>	<ul style="list-style-type: none"> <li>• Response to Instruction &amp; Intervention</li> <li>• School Wide Positive Behavior Supports</li> <li>• Special Education Compliance and Procedures</li> </ul>
<b>For classroom teachers, school counselors and education specialists</b>	<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>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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>
<b>Training Format</b>	<p>Series of Workshops Department Focused Presentation</p>
<b>Participant Roles</b>	<p>Paraprofessional Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Peer-to-peer lesson discussion</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom</p>

	<p>environment, instructional delivery and professionalism.</p> <p>Participant survey</p> <p>Paraprofessionals will receive a minimum of 20 professional development hours per academic year for each year of the special education plan. Progress will be monitored through data collection and attendance records.</p>
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## Reading

<b>Description</b>	The Avella Area School District is continuing to identify and implement reading intervention programs and assess students reading proficiency. program trainers from outside providers will offer training sessions related to reading intervention, assessment, and best practices. Topics such as reading instruction, instructional strategies, reading interventions, development of text dependent questions, close reading strategies, text complexity, and lexiles will be the basis of the trainings.
<b>Person Responsible</b>	Administrative Team
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education

## Professional Development Details

<b>Hours Per Session</b>	1.5
<b># of Sessions</b>	2
<b># of Participants Per Session</b>	70
<b>Provider</b>	Outside Provider
<b>Provider Type</b>	For Profit Company
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	<ul style="list-style-type: none"> <li>• Best instructional practices for ELA curriculum from K-12</li> <li>• Specific focus on curriculum development and implementation for writing</li> <li>• Specific focus on intervention strategies for struggling readers and writers</li> </ul>
<b>Research &amp; Best Practices Base</b>	Differentiated Instruction and Assessment
<b>For classroom teachers,</b>	Enhances the educator's content knowledge in the area of the

<p><b>school counselors and education specialists</b></p>	<p>educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p><b>For school or LEA administrators, and other educators seeking leadership roles</b></p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>
<p><b>Training Format</b></p>	<p>LEA Whole Group Presentation Series of Workshops Department Focused Presentation</p>
<p><b>Participant Roles</b></p>	<p>Classroom teachers Principals / Asst. Principals Paraprofessional</p>
<p><b>Grade Levels</b></p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p><b>Follow-up Activities</b></p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>
<p><b>Evaluation Methods</b></p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom</p>

	<p>environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>With the implementation of various reading intervention programs, the district will show a 1% increase in PSSA scores for each year of the special education plan. Progress will be monitored based on annual PSSA scores.</p>
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## Transition

<b>Description</b>	The Avella Area School District special education teachers and parents (when appropriate) will participate in a departmental professional development training provided by educational consultants from the Washington Intermediate Unit Training and Consultation (TAC) team. these training sessions will explore various materials related to transition based assessments and resources to educate families regarding transition planning.
<b>Person Responsible</b>	Washington Intermediate Unit 1 TAC Team
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	1.5
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	10
<b>Provider</b>	Intermediate Unit
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<ul style="list-style-type: none"> <li>Discover resources relating to transition</li> <li>Promote implementation and progressive transitional goals</li> </ul>
<b>Research &amp; Best Practices Base</b>	<ul style="list-style-type: none"> <li>Transitional services for eligible students</li> </ul>
<b>For classroom teachers, school counselors and education specialists</b>	Empowers educators to work effectively with parents and community partners.

<p><b>For school or LEA administrators, and other educators seeking leadership roles</b></p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<p><b>Training Format</b></p>	<p>Series of Workshops Department Focused Presentation</p>
<p><b>Participant Roles</b></p>	<p>Classroom teachers Principals / Asst. Principals School counselors Parents</p>
<p><b>Grade Levels</b></p>	<p>Middle (grades 6-8) High (grades 9-12)</p>
<p><b>Follow-up Activities</b></p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Joint planning period activities</p>
<p><b>Evaluation Methods</b></p>	<ul style="list-style-type: none"> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• For each year o the special education plan, the Avella Area School District's exceptional students will increase their participation in post-secondary employment by 2%. progress will be monitored via data collection.</li> </ul>

# Special Education Affirmations

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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*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*