Avella Area SD

**Special Education Plan Report**

07/01/2015 - 06/30/2018

District Profile

Demographics

1000 Avella Rd

Avella, PA 15312

(724)356-2218

Superintendent: Cyril Walther

Director of Special Education: Matthew Erickson

Planning Committee

|  |  |
| --- | --- |
| **Name** | **Role** |

Core Foundations

**Special Education**

***Special Education Students***

Total students identified: 117

***Identification Method***

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

The Avella Area School District continues to use the descrepency 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: <http://penndata.hbg.psu.edu/BSEReports>

The percentage of students with disabilities is significantly higher for Avella Area School District than the state (19.7% vs. 15.3%).  In addition, students with emotional disturbance (10.1% vs. 8.8%) and students with speech and language impairment (29.1% vs. 16%) are also higher than the state average.  Students with specific learning disabilities (41% vs. 45.4%) are significantly lower than the state average.  All other categories of disabilities are under represented to the point of not being recognized.  The Avella Area School District plans is to monitor this on a 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 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.  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 ed 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 endure 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 prereferral strategies that promote collaboration among faculty members working with a student that is experiencing academic and/or functioanl 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, Keystone Educational Consulting Group, 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***

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. 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.
Avella Area School District Policy 113.1:

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| --- | --- |
|   | 113.1.  BEHAVIOR SUPPORT/DISCIPLINE OF STUDENTSWITH DISABILITIES  |
| 1.   Purpose      Title 22      Sec. 14.133  | When necessary, behavior support programs shall be developed and maintained for students with disabilities in order to promote and strengthen desirable, prosocial behaviors and reduce identified inappropriate behaviors.  |
|   | Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others shall be disciplined in accordance with their Individualized Education Program (IEP), Behavior Intervention Plan (BIP), and Board policy.  |
| 2.   Authority      20 U.S.C.      Sec. 1400 et seq      34 CFR      300.519-300.529      Title 22      Sec. 14.143  | The Board directs that the district shall comply with provisions of the Individuals With Disabilities Education Act (IDEA) as well as federal and state regulations when disciplining students with disabilities for violations of Board policy and/or school rules and regulations. No student with a disability shall be expelled if the student’s particular misconduct is a manifestation of his/her disability. The district is responsible for ensuring that behavior support programs are in accordance with 22 Pa. Code Chapter 14, including the training of personnel in the use of specific procedure, methods, and techniques.  |
| 3.   Guidelines       Title 22      Sec. 14.143 | Disciplinary Exclusions A student with a disability (except mental retardation) may be suspended for ten (10) consecutive and fifteen (15) cumulative days of school per school year, regardless of whether the student's behavior is a manifestation of his/her disability.  |
|       Title 22      Sec. 14.143  | Any removal from school is a change of placement for a student identified with mental retardation. Thus, a manifestation determination review must be conducted prior to removing the student.  |
|       34 CFR      300.524      Pol. 233  | A student with a disability whose behavior is not a manifestation of his/her disability may be expelled pursuant to school district policies and procedures. |

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|        34 CFR      300.521, 300.522  |  A hearing officer may order removal of a student with a disability to an alternative setting for forty-five (45) days where the school demonstrates by substantial evidence that maintaining the student's current placement is substantially likely to result in injury to the student or others.  |
|       34 CFR      300.527  | 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. The district is deemed to have knowledge if:  |
|   | 1.      The parent/guardian of the child has expressed concern in writing (or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement) to the school district that the student is in need of special education and related services. 2.      The behavior or performance of the child demonstrates the need for such services. 3.      The parent/guardian of the child has requested an evaluation of the child. 4.      The teacher of the child or other personnel of the school district has expressed concern about the behavior or performance of the child to the director of special education or to other personnel, in accordance with the agency’s established Child Find or special education referral system.  |
|   | Weapons Violations  |
|       34 CFR      300.520      18 U.S.C.      Sec. 930  | A student with a disability who carries a weapon to a school district function or program may be removed from his/her current placement. The student shall be placed in an appropriate interim alternative educational setting for no more than forty-five (45) days.  |
|   | Drugs/Controlled Substances Violations  |
|       34 CFR      300.520  | A student with a disability who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at a school district function or program may be removed from his/her current placement. The student shall be placed in an appropriate interim alternative educational setting for no more than forty-five (45) days.  |
|    |  Behavior Intervention Plan  |
|       34 CFR      300.520      Sec. 614 | Eligible students who exhibit behavior problems that interfere with their ability to learn or the learning of others are required by IDEA to have a Behavior Intervention Plan. The Behavior Intervention Plan must meet the requirements specified in IDEA. IDEA states that “in the case of a child whose behavior impedes his/her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior.” It is imperative that all of the essential components are included in the Behavior Intervention Plan. Specifically, a student who meets any of the following criteria should be considered as a candidate for a BIP. The criteria are:  |
|   | 1.      The student’s challenging behavior persists despite consistently implemented support strategies that were developed without a comprehensive functional behavior assessment.  |
|   | 2.      The student’s behavior places the child or others at risk of harm or injury, and/or exclusion and devaluation.  |
|   | 3.      The team is considering more intrusive and restrictive procedures and/or a more restrictive placement for the student.  |
|   | The Behavior Intervention Plan should provide educators with a framework for building inclusive, proactive classrooms where students are taught to make responsible choices. According to IDEA and the Pennsylvania School Code, the plan must:  |
|   | 1.      Focus on positive rather than negative measures. 2.      Teach alternative skills to replace inappropriate behavior. 3.      Use interventions that are the least intrusive. 4.      Avoid the use of aversive techniques, restraints or punishment. 5.      Use techniques, procedures and methods for which the staff has been adequately trained. 6.      Include a functional behavioral assessment and manifestation determination, as necessary.      |
|   | The Use Of Restraints  |
| Title 22Sec. 14.133 | Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students, or to employees and only when less restrictive measures and techniques have been proven to be or are less effective. Parent(s)/Guardian(s) will be notified and a meeting convened within 10 school days (or a written waiver will be completed by the parents) when a restraint is required.  |
|   | The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as a punishment.  |
|   | The use of restraints to control the aggressive behavior of an individual student shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness. The use of restraints will be used only with positive behavior supports that promote a positive school environment where every child can focus on learning.  |
| Title 22Sec. 14.133(d) | Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination and as agreed to by the student’s parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others or shall promote normative body positioning and physical functioning. Prone restraints are prohibited.  |
|   | Parental consent is required prior to the use of any highly restraining or intrusive procedures.  |
|   | Prohibited Techniques For Behavioral Intervention  |
|   | Positive and appropriate techniques should be used when supporting behavior. Interventions should always begin with the least intrusive techniques. The following aversive techniques of handling behavior are considered inappropriate and may not be used by the district in educational programs:  |
|   |  1.      Corporal punishment. 2.      Punishment for a manifestation of a student’s disability. 3.      Locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit. 4.      Noxious substances. 5.      Deprivation of basic human rights, such as withholding meals, water, or fresh air.  6.      Suspension constituting a pattern under 22 Pa. Code 14.143(a). 7.      Treatment of a demeaning nature. 8.      Electric shock.  |
|      |   |
|   | References:  |
|   | Individuals With Disabilities Education Act – 20 U.S.C. Sec. 1400 et seq Individuals With Disabilities Education Act Federal Regulations       Part 300, Sec. 300.519-300.529 Title 18, U.S.C. Sec. 930 State Board of Education Regulations – 22 PA Code Sec. 14.133, 14.143                        |

***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, 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, one student is 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 identifies in future years.

***Strengths and Highlights***

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

Avella is a rural, close-knit community, therefore, one of Avella's strengths is the caring, family atmosphere that surrounds all activities within the district.  Most people know each other and look out for the students as if they were their own.  The teachers follow suit with this attitude and provide the best education they can.  Often times that means going above and beyond the traditional school day or school obligations to provide experiences for the students.  Exceptional students are known and included in any and all aspects of school life where they desire to be included.  The parents have an open door to discussions with school personnel and are greeted with understanding and openness in addressing the parental concerns.
Inclusion is practiced at both the elementary and secondary buildings.  The general education teachers are welcoming and adjust to accommodate the needs of the students with disabilities.  Collaboration with various agencies and schools in the area provides further programming to address the student's needs.  Overall, our staff works to provide our students with the best experience they can.

Assurances

**Special Education Assurances**

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

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

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

*There are no facilities.*

**Least Restrictive Environment Facilities**

|  |  |  |  |
| --- | --- | --- | --- |
| **Facility Name** | **Type of Facility** | **Type of Service** | **Number of Students Placed** |
| IU 1 Campus at Clark | Other | Alternative Education | 1 |
| IU 1 Campus at Laboratory | Special Education Centers | Multiple disabilities; Intellectual disabilities  | 2 |
| Transformation Learning | Other | Alternative Education | 2 |
| IU 1 Washington Park | Neighboring School Districts | Autistic Support/Life Skills | 2 |
| The Watson Institute | Approved Private Schools | Multiple Disabilities | 1 |

**Special Education Program Profile**

**Program Position #1**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* July 18, 2014

*Reason for the proposed change:* Changes reflect the teacher's current caseload

**PROGRAM SEGMENTS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Location/Building** | **Grade** | **Building Type** | **Support** | **Service Type** | **Age Range** | **Caseload** | **FTE** |
| Avella Elementary Center | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 5 to 8 | 32 | 0.5 |
| Justification: .  |
| Avella Elementary Center | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 9 to 12 | 16 | 0.25 |
| Avella Jr. Sr. High | A Junior/Senior High School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 13 to 17 | 16 | 0.25 |

**Program Position #2**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* July 18, 2014

*Reason for the proposed change:* Changes reflect the teacher's current caseload

**PROGRAM SEGMENTS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Location/Building** | **Grade** | **Building Type** | **Support** | **Service Type** | **Age Range** | **Caseload** | **FTE** |
| Avella Elementary Center JC | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 5 to 8 | 25 | 0.5 |
| Avella Elementary Center JC | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 5 to 8 | 10 | 0.5 |

**Program Position #3**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* July 18, 2014

*Reason for the proposed change:* Changes reflect the teacher's current caseload

**PROGRAM SEGMENTS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Location/Building** | **Grade** | **Building Type** | **Support** | **Service Type** | **Age Range** | **Caseload** | **FTE** |
| Avella Elementary Center | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 8 to 10 | 10 | 0.5 |
| Avella Elementary Center | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 8 to 10 | 25 | 0.5 |

**Program Position #4**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* July 18, 2014

*Reason for the proposed change:* Changes reflect the teacher's current caseload

**PROGRAM SEGMENTS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Location/Building** | **Grade** | **Building Type** | **Support** | **Service Type** | **Age Range** | **Caseload** | **FTE** |
| Avella Elementary Center | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 10 to 12 | 25 | 0.5 |
| Avella Elementary Center | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 10 to 12 | 10 | 0.5 |

**Program Position #5**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* ClassandPosition

*Implementation Date:* July 18, 2014

*Reason for the proposed change:* Changes reflect the teacher's current caseload

**PROGRAM SEGMENTS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Location/Building** | **Grade** | **Building Type** | **Support** | **Service Type** | **Age Range** | **Caseload** | **FTE** |
| Avella Jr/Sr High  | A Junior/Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Life Skills Support | 12 to 17 | 10 | 0.5 |
| 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. |
| Avella Jr/Sr High  | A Junior/Senior High School Building | A building in which General Education programs are operated | Itinerant | Life Skills Support | 12 to 17 | 5 | 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.  |
| Avella Jr/Sr High  | A Junior/Senior High School Building | A building in which General Education programs are operated | Full-Time Special Education Class | Life Skills Support | 14 to 17 | 3 | 0.25 |

**Program Position #6**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* July 18, 2014

*Reason for the proposed change:* Changes reflect the teacher's current caseload

**PROGRAM SEGMENTS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Location/Building** | **Grade** | **Building Type** | **Support** | **Service Type** | **Age Range** | **Caseload** | **FTE** |
| Avella Jr/Sr High  | A Junior/Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 12 to 16 | 5 | 0.25 |
| Avella Jr/Sr High  | A Junior/Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 12 to 16 | 25 | 0.5 |
| Avella Jr/Sr High | A Junior/Senior High School Building | A building in which General Education programs are operated | Full-Time Special Education Class | Learning Support | 12 to 16 | 3 | 0.25 |

**Program Position #7**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* July 18, 2014

*Reason for the proposed change:* Changes reflect the teacher's current caseload

**PROGRAM SEGMENTS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Location/Building** | **Grade** | **Building Type** | **Support** | **Service Type** | **Age Range** | **Caseload** | **FTE** |
| Avella Jr/Sr High  | A Junior/Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 16 to 20 | 25 | 0.5 |
| Avella Jr/Sr High | A Junior/Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 16 to 20 | 5 | 0.25 |
| Avella Jr/Sr High  | A Junior/Senior High School Building | A building in which General Education programs are operated | Full-Time Special Education Class | Learning Support | 16 to 20 | 3 | 0.25 |

**Program Position #8**

*Operator:* Intermediate Unit

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* August 21, 2014

*Average square feet in regular classrooms:* 700 sq. ft.

*Square footage of this classroom:* 288 sq. ft. (24 feet long x 12 feet wide)

**PROGRAM SEGMENTS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Location/Building** | **Grade** | **Building Type** | **Support** | **Service Type** | **Age Range** | **Caseload** | **FTE** |
| Avella Area Jr./Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | Itinerant | Blind or Visually Impaired Support | 16 to 20 | 1 | 1 |

**Special Education Support Services**

|  |  |  |
| --- | --- | --- |
| **Support Service** | **Location** | **Teacher FTE** |
| Paraprofessionals | Elementary and Jr. Sr. High School | 4.5 |

**Special Education Contracted Services**

|  |  |  |
| --- | --- | --- |
| **Special Education Contracted Services** | **Operator** | **Amt of Time per Week** |
| Special Education Consultant | Outside Contractor | 2 Days |
| Occupational Therapy and Physical Therapy | Outside Contractor | 2 Days |
| Pyschological Services | Outside Contractor | 2 Days |
| Social Work Services | Intermediate Unit | 1 Days |
| Vision Services | Intermediate Unit | 0.2 Days |

District Level Plan

# Special Education Personnel Development

Autism

|  |  |
| --- | --- |
| **Description** | Teachers will participate in a district-wide professional development training provided by educational consultants to discuss and best practice strategies for working with students with Autism Spectrum Disorders and develop strategies for successful implementation in academic and nonacademic settings. Teachers will sign in at the event prior to participating in workshops designed to provide practical application of the concepts.  |
| **Person Responsible** | Administrative Team |
| **Start Date** | 11/11/2015 |
| **End Date** | 6/1/2018 |
| **Program Area(s)** | Professional Education, Special Education |

Professional Development Details

|  |  |
| --- | --- |
| **Hours Per Session** | 3.0 |
| **# of Sessions** | 1 |
| **# of Participants Per Session** | 70 |
| **Provider** | Keystone Educational Consulting Group  |
| **Provider Type** | For Profit Company |
| **PDE Approved** | Yes |
| **Knowledge Gain** | Practical strategies for educating students with Autism Syndrome Disorders during academic and nonacademic activities |
| **Research & Best Practices Base** | School Wide Positive Behavior Strategies Applied Behavior Analysis/Behavior Management Classroom Management  |
| **For classroom teachers, school counselors and education specialists** | * Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
* Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
* Empowers educators to work effectively with parents and community partners.
 |
| **For school or LEA administrators, and other educators seeking leadership roles** | * 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.
* Provides leaders with the ability to access and use appropriate data to inform decision-making.
* Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
 |
| **Training Format** | * Series of Workshops
* School Whole Group Presentation
 |
| **Participant Roles** | * Classroom teachers
* Principals / Asst. Principals
* School counselors
* Paraprofessional
* Parents
 |
| **Grade Levels** | * Elementary - Primary (preK - grade 1)
* Elementary - Intermediate (grades 2-5)
* Middle (grades 6-8)
* High (grades 9-12)
 |
| **Follow-up Activities** | * Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
* Creating lessons to meet varied student learning styles
* Peer-to-peer lesson discussion
* Joint planning period activities
 |
| **Evaluation Methods** | * Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
* Participant survey
 |

Behavior Support

|  |  |
| --- | --- |
| **Description** | Teachers will participate in a district-wide professional development training provided by educational consultants to discuss and best practice strategies for behavior management using School Wide Positive Behavior Supports (SWPBS) and develop strategies for successful implementation in academic and nonacademic settings. Teachers will sign in at the event prior to participating in workshops designed to provide practical application of the concepts. |
| **Person Responsible** | Administrative team |
| **Start Date** | 10/12/2015 |
| **End Date** | 6/1/2018 |
| **Program Area(s)** | Professional Education, Special Education |

Professional Development Details

|  |  |
| --- | --- |
| **Hours Per Session** | 6.0 |
| **# of Sessions** | 1 |
| **# of Participants Per Session** | 70 |
| **Provider** | School District |
| **Provider Type** | For Profit Company |
| **PDE Approved** | No |
| **Knowledge Gain** | * Implement positive behavior strategies in academic and nonacademic settings
* Collaborate with parents, peers, administrators, and related service providers
* Promote a safe and comfortable learning environment for students
 |
| **Research & Best Practices Base** | School Wide Positive Behavior SupportsStudent Assistance Programming Olweus Bully Prevention |
| **For classroom teachers, school counselors and education specialists** | * Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
* Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
* Empowers educators to work effectively with parents and community partners.
 |
| **For school or LEA administrators, and other educators seeking leadership roles** | * 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.
* Provides leaders with the ability to access and use appropriate data to inform decision-making.
* Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
 |
| **Training Format** | * School Whole Group Presentation
 |
| **Participant Roles** | * Classroom teachers
* Principals / Asst. Principals
* School counselors
* Paraprofessional
 |
| **Grade Levels** | * Elementary - Primary (preK - grade 1)
* Elementary - Intermediate (grades 2-5)
* Middle (grades 6-8)
* High (grades 9-12)
 |
| **Follow-up Activities** | * Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
* Peer-to-peer lesson discussion
 |
| **Evaluation Methods** | * 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

|  |  |
| --- | --- |
| **Description** | Paraprofessionals and parents will participate in a district-wide professional development trainings, when it is relevant, as well as small group, content specific trainings to gain professional development hours throughout the year. Parent and Paraprofessional training series will be offered during the course of the Fall and Spring to ensure a variety of opportunities to earn development hours.  Paraprofessionals will submit a summary of their completed hours to Human Resources for administrative review at the conclusion of each academic year and will be required to sign in at each individual event.  |
| **Person Responsible** | Administrative Team |
| **Start Date** | 8/25/2015 |
| **End Date** | 6/1/2018 |
| **Program Area(s)** | Special Education |

Professional Development Details

|  |  |
| --- | --- |
| **Hours Per Session** | 1.0 |
| **# of Sessions** | 10 |
| **# of Participants Per Session** | 10 |
| **Provider** | School Entity, Intermediate Unit  |
| **Provider Type** | College or University |
| **PDE Approved** | Yes |
| **Knowledge Gain** | * Best practices for academic and nonacademic interventions
* Review school wide positive behavior supports
* Review special education law and procedures
 |
| **Research & Best Practices Base** | * Response to Instruction & Intervention
* School Wide Positive Behavior Supports
* Special Education Compliance and Procedures
 |
| **For classroom teachers, school counselors and education specialists** | * Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
* Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
 |
| **For school or LEA administrators, and other educators seeking leadership roles** | * Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
 |
| **Training Format** | * LEA Whole Group Presentation
* Series of Workshops
* Department Focused Presentation
 |
| **Participant Roles** | * Paraprofessional
* Parents
 |
| **Grade Levels** | * Elementary - Primary (preK - grade 1)
* Elementary - Intermediate (grades 2-5)
* Middle (grades 6-8)
* High (grades 9-12)
 |
| **Follow-up Activities** | * Peer-to-peer lesson discussion
 |
| **Evaluation Methods** | * Participant survey
* Portfolio
 |

Reading NCLB #1

|  |  |
| --- | --- |
| **Description** | Teachers will participate in an LEA whole group presentation and workshop activities that extend into the individual classrooms focused on reading strategies. Topics including Differentiated Instruction and Assessment, Close Reading Strategies, Text Dependent Analysis, Writing Applications, Note Taking, and Comprhension will be addressed. This training series will be conducted by educational consultants and include presentation, modeling, and follow up observations to evaluate the impact of the professional development series.  |
| **Person Responsible** | Administrative Team |
| **Start Date** | 8/25/2015 |
| **End Date** | 6/1/2016 |
| **Program Area(s)** | Professional Education, Special Education, Gifted Education |

Professional Development Details

|  |  |
| --- | --- |
| **Hours Per Session** | 3.0 |
| **# of Sessions** | 8 |
| **# of Participants Per Session** | 70 |
| **Provider** | Educational Consultant  |
| **Provider Type** | Individual |
| **PDE Approved** | No |
| **Knowledge Gain** | * Best instructional practices for English and Language Arts curriculum from K-12
* Specific focus on curriculum development and implementation for writing
* Specific focus on intervention strategies for struggling readers and writers
 |
| **Research & Best Practices Base** | Differentiated Instruction and AssessmentCommon Core  |
| **For classroom teachers, school counselors and education specialists** | * Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
* Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
* Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
* Empowers educators to work effectively with parents and community partners.
 |
| **For school or LEA administrators, and other educators seeking leadership roles** | * 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.
* Provides leaders with the ability to access and use appropriate data to inform decision-making.
* Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
 |
| **Training Format** | * Series of Workshops
* School Whole Group Presentation
* Department Focused Presentation
 |
| **Participant Roles** | * Classroom teachers
* Paraprofessional
 |
| **Grade Levels** | * Elementary - Primary (preK - grade 1)
* Elementary - Intermediate (grades 2-5)
* Middle (grades 6-8)
* High (grades 9-12)
 |
| **Follow-up Activities** | * Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
* Analysis of student work, with administrator and/or peers
* Creating lessons to meet varied student learning styles
* Peer-to-peer lesson discussion
* Lesson modeling with mentoring
 |
| **Evaluation Methods** | * Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
* Student PSSA data
* Standardized student assessment data other than the PSSA
* Classroom student assessment data
* Review of participant lesson plans
 |

Transition

|  |  |
| --- | --- |
| **Description** | Special Education teachers and parents (when appropriate) will participate in a departmental professional development training provided by educational consultants from the Washington Intermediate Unit #1 to discuss and best practice strategies for constructing and implementing transition plans. Teachers will sign in at the event prior to participating in workshops designed to provide practical application of the concepts. Teachers will also be evaluated based on the construction of trasition plans for students on their roster.  |
| **Person Responsible** | Administrative Team |
| **Start Date** | 11/11/2015 |
| **End Date** | 6/1/2018 |
| **Program Area(s)** | Special Education |

Professional Development Details

|  |  |
| --- | --- |
| **Hours Per Session** | 3.0 |
| **# of Sessions** | 1 |
| **# of Participants Per Session** | 10 |
| **Provider** | Intermediate Unit  |
| **Provider Type** | IU |
| **PDE Approved** | Yes |
| **Knowledge Gain** | Teachers will be able to keep up to date with the requirements for tranisition services mandated in the IEP |
| **Research & Best Practices Base** | Transitional Plans |
| **For classroom teachers, school counselors and education specialists** | * Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
* Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
* Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
* Empowers educators to work effectively with parents and community partners.
 |
| **For school or LEA administrators, and other educators seeking leadership roles** | * 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.
* Provides leaders with the ability to access and use appropriate data to inform decision-making.
 |
| **Training Format** | * Department Focused Presentation
 |
| **Participant Roles** | * Classroom teachers
* School counselors
* Parents
 |
| **Grade Levels** | * Middle (grades 6-8)
* High (grades 9-12)
 |
| **Follow-up Activities** | * Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
* Peer-to-peer lesson discussion
 |
| **Evaluation Methods** | * Participant survey
* Individualized Education Programs
 |

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

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

*No signature has been provided*

*Board President*

*No signature has been provided*

*Superintendent/Chief Executive Officer*