

Profile and Plan Essentials

LEA Name		AUN
Avonworth SD		103020753
Address 1		
258 Josephs Lane		
Address 2		
City	State	Zip
Pittsburgh	PA	15237
Director of Special Education Name		
Justin Karam		
Director of Special Education Email		
jkaram@avonworth.k12.pa.us		
Director of Special Education Phone Number		Director of Special Education Ext
412-366-7171		x1901
Chief Administrator Name		
Dr Jeffrey M Hadley		
Chief Administrator Email		
Jhadley@avonworth.k12.pa.us		

Special Education Students

Total Number of Students Receiving Special Education 297

School District Total Student Enrollment 1929

Percent of Students Receiving Special Education 15.4

Steering Committee

Name	Position/Role	Building	Email
Ashlea Rineer-Hershey	Director of Special Education	Avonworth SD	arineerhershey@avonworth.k12.pa.us
Jillian Bischsel	Other	Avonworth SD	jbischsel@avonworth.k12.pa.us
Jeff Hadley	Superintendent	Avonworth SD	jhadley@avonworth.k12.pa.us
Diana Hendrick	Parent	Avonworth SD	
Scott Miller	Building Principal	Avonworth SD	smiller@avonworth.k12.pa.us
Pam Rawlings	Special Education Teacher	Avonworth El Sch	prawlings@avonworth.k12.pa.us
Jeff Dubinski	General Education Teacher	Avonworth El Sch	jdubinski@avonworth.k12.pa.us
Victoria Carlson	Board Member	Avonworth SD	vcarlson@avonworth.k12.pa.us
Miriam Scigliano	Parent	Avonworth SD	ascigliano@avonworth.k12.pa.us

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Non-Resident Students Oversight

1. Is your School District currently a host district for a 1306 facility?

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Holy Family	Group Home		District	18
Verland	Residential Setting		District	10

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

At present, the Avonworth School District hosts two institutions for non-resident students: The Verland Foundation. Additionally, Holy Family Institute is also located within the district's geographic boundaries, and they are currently housing long term foster placements through a immigrant program. The Avonworth School District recognizes its obligation as LEA to ensure that all Section 1306 students receive a free, appropriate public education. When new students enter our district in any fashion, we follow the appropriate steps to either implement an existing IEP if one is available or begin the process of evaluation and team decision making immediately.

CONSIDERATIONS REGARDING EDUCATIONAL PLACEMENTS The Avonworth School District (ASD) and parent/guardian must discuss and document consideration of the full continuum of educational placement options to determine the Least Restrictive Environment (LRE) for the student. The Basic Education Circular (BEC), entitled "Education Programs for Students in Non-Educational Placements" 22 Pa. Code §14.102 (a)(2)(xii) specifies that, when a "non educational" placement is made: ...the presumption is that the student will receive his or her education in a regular public school unless the parents/guardians and appropriate public officials determine that such an educational placements is unwise for the child or improper. In the case of children with a disability this determination is made through the special education system's Individualized Education Program (IEP) process, or through a Service Agreement. The BEC further elucidates that, There are, of course, legitimate reasons that would overcome the presumption of education in a regular school. Many placements made through the juvenile justice system, for example, require separate schooling for security reasons that are part of a court order. Security and safety of the child are also important parts of some placements made by other systems. Also, the treatment needs of some children placed by children and youth, mental health, or mental retardation agencies may be incompatible with educating the child at any site other than at the therapeutic treatment site. 1. The first consideration is the placement in regular

education with a full range of supplemental aids and services in the ASD with the following exceptions: a. A court order requires the student to be educated at the residential facility b. A current Individualized Education Program (IEP) and Notice of Recommended Education Placement (NOREP), or Service Agreement under Pa. Code Chapter 15 that requires a different placement c. The student is currently expelled from his or her last educational placement due to a weapons offense (see 24 P.S. §13-1317.2(e.1) d. The student is in an “interim alternative educational setting” in accordance with the Individuals with Disabilities Education Act (IDEA) (see, 34C.F.R. §300.530 (c), (d), (5), and (g)).

2. The IEP Team must discuss and determine the appropriate type and level of support for each student residing at the institution. ASD will participate as LEA in these team meetings.

RESPONSIBILITY OF THE AVONWORTH SCHOOL DISTRICT

1. The parent/guardian and the ASD Director of Student Services should, if feasible, make a decision as to the appropriate educational placement of the student before the student arrives at the facility. However, in any case, the student must be attending a school program within five school days of the students’ admission to the residential facility.

2. The ASD Director of Student Services and the administrator of the residential facility will review the student’s educational records to determine if the student has an IEP or a Chapter 15/504 Service Agreement for the previous school district and confer with the parent/guardian.

3. Multiple attempts must be made to insure the participation of the parents. If the parent cannot be identified, located, or is nonresponsive, a request for the appointment of a surrogate parent will be made to the Allegheny Intermediate Unit to assist in the decision making process in compliance with the Pennsylvania Department of Education’s manual developed pursuant to 34 CFR §300.28. When a student is placed by the court system and an Educational/Medical Guardian has been appointed, that individual will be included in all educational decision-making.

4. If after a review of the records it is determined that additional evaluations are required, a Permission to Evaluate consent form or a Permission to Reevaluate consent form will be issued to the parent/guardian. Upon receipt of authorization to evaluate or reevaluate, an expedited evaluation consistent with 22 PA Code §14.124 will be arranged.

STUDENTS ENTERING WITH AN INDIVIDUALIZED EDUCATION PROGRAM OR A SERVICE AGREEMENT UNDER CHAPTER 15/SECTION 504

1. If an entering student has an IEP from the previous school district, the administrator of the facility will convene an IEP meeting to determine whether the child’s IEP should be revised, whether the student can be educated in the public school program of ASD, or whether some other placement option is appropriate for the student.

2. If the student has a Service Agreement under Chapter 15/Section 504, the ASD Director of Student Services will provide notice as recommended in the BEC entitled Implementation of Chapter 15, Sample Procedural Safeguards to the parent/guardian of the right to meet with school officials to adopt or revise the existing Service Agreement.

3. All the required members of the IEP Team must participate in the IEP Team meeting, unless a member is excused in writing prior to the meeting. **The IEP will be maintained by a certified special education teacher and the child will receive their special education services as outlined in the IEP by a certified special education teacher.

4. The administrator of the facility will document steps to ensure that the parent/guardian is included in the IEP meeting, including informing parent/guardian they can participate through a teleconference call or other appropriate means in the same way that ASD would facilitate the participation of the parent/guardian of its resident students.

5.

Until a new IEP is developed for the child by the IEP Team, including the parent/guardian, the child will receive services comparable to those in the existing IEP. 6. The ASD Director of Student Services will provide prior written notice without delay to the parent/guardian and home school district of the proposed educational placement and the right of the parent/guardian to agree or disagree with the Notice of Recommended Education Placement (NOREP) or a copy of the new or revised Service Agreement. 7. If the parent/guardian did not attend the IEP team meeting and did not receive a copy of the IEP and NOREP, the administrator of the facility or designee will mail the following documents by return receipt: a. A cover letter explaining the enclosed documents and the need to return the NOREP b. A copy of the student's IEP c. A copy of the NOREP and a self-addressed return envelope d. A copy of the Procedural Safeguards A file copy of the documents will be maintained. STUDENTS ENTERING WITHOUT AN INDIVIDUALIZED EDUCATION PROGRAM OR A SERVICE AGREEMENT UNDER CHAPTER 15/SECTION 504 1. If the review of the educational records of the entering student indicates that the student may have a disability as defined in Chapter 14 or Chapter 15/Section 504, the Director of Student Services will issue a Permission to Evaluate (PTE) consent form to the parent/guardian. If the parent/guardian cannot be identified, located, or is nonresponsive, the ASD Director of Student Services will request the appointment of a surrogate parent by the Allegheny Intermediate Unit. 2. Upon the review of the education records or the application of other provisions listed in the BEC entitled "Education Programs for Students in Non-Educational Placements", a decision concerning an evaluation shall be determined on an individual basis. If the parent/guardian provides written consent to an evaluation, the placement during such an evaluation shall be in the regular public school program operated by the ASD unless the parent/guardian provides written consent to the evaluation occurring in another location. 3. Once the Permission to Evaluate is granted, an evaluation consistent with the provisions in 22 Pa. Code Section 14.123 shall be expedited by the administrator of the facility and ASD Director of Student Services. 4. If the evaluation indicates a disability as defined under the Individuals with Disabilities Education Act, the Director of Student Services will convene an IEP meeting to develop an Individualized Education Program and determine whether the student can be educated in the public school program of ASD, or whether some other placement option is appropriate for the student. 5. The ASD Director of Student Services will provide prior written notice to the parent/guardian of the proposed educational placement and the right of the parent/guardian to agree or disagree with the Notice of Recommended Education Placement (NOREP). 6. If the parent/guardian did not attend the IEP team meeting and did not receive a copy of the IEP and NOREP, the Director of Student Services or designee will mail the following documents by return receipt: a. A cover letter explaining the enclosed documents and the need to return the NOREP b. A copy of the IEP c. A copy of the NOREP and a self addressed envelope d. A copy of the Procedural Safeguards A file copy of the documents will be maintained. If the evaluation determines that the student is a "protected handicapped" student under Chapter 15/Section 504, the Director of Student Services will provide the parent/guardian written notice indicating the identification of the child as a "protected handicapped" student, the basis for the determination, and the parent/guardian's rights as recommended in the BEC entitled Implementation of Chapter 15, Sample Procedural Safeguards. The ASD representative will schedule a meeting with the parent/guardian

to develop a Service Agreement which must consider “related aids, services or accommodations.” Although the District makes every effort to meet its obligations under Section 1306, some barriers make this process more challenging. First, as noted above, there is often difficulty obtaining a comprehensive set of student records due to the often- disrupted nature of many students' education. In addition, clarifying guardianship status, finding current contact information, and engaging the parents/guardians in the IEP process for their children effectively can be very difficult, especially as families may not be residing close to the district. For some of our students who reside in 1306 institutions long term (usually Verland and the Arc group home), it can be challenging to serve as host LEA decision-maker and keep the home LEA informed and involved, especially when there is dispute over which district retains home status. Finally, although it is by no means all, many of the students who come to us from our 1306 institutions have significant mental health and emotional needs, often related to abuse and trauma in their past. Working with those students often requires significant collaboration and coordination with a host of mental health providers, agency staff, advocates, family supports coordinators, and other professionals involved in their cases.

2. Describe the School District’s procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school.

In Avonworth, the communication occurs continuously amongst all team members. The ASD Student Services director includes all members in meetings and correspondence. A transition IEP meeting is held when students are moving back to their home district. The 1306 facility representation is always included in the annual IEP meetings and any other meetings that occur.

Incarcerated Students Oversight

- 1. Does the School District have an adult correctional facility that houses juveniles within its geographical boundaries?**

No

- 1. Describe the system of oversight the School 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).**

Least Restrictive Environment

1. **Review the School District's most recent data for Least Restrictive Environment. Highlight areas of improvement.**

According to the 2022-2023 Special Education Data Reports, the Avonworth School District met the SPP targets and exceeded the state average for students in the regular education setting more than 87.9% of the time vs. the state average of 61.6%. No LEA data is displayed in the other categories due to small group size. At present, we have 23 students placed outside the district in approved private and private academic settings. Of those students, 9 are students that live at Verland and we only serve as the host district. Their families live in other local districts. All of those student placements have been collaborative, IEP team decisions and have been made with the full consent and support of the students' families. Outside placements are considered only after all available resources, supports, services, and modifications within the regular school setting have been considered, implemented, and found inadequate to meet the student's needs. In those cases where the IEP team determines that placement outside the district is warranted due to the nature of the student's needs, returning to the district is a continuous, ongoing point of discussion. We have been able to help students successfully transition back to the district with a slow but progressive transition program. This has been very beneficial to our students returning to the district from very small and individualized programs.

2. **What universal practices does the School District utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?**

The Avonworth School District is dedicated to an inclusive model, ensuring students with disabilities are primarily served in regular education settings. We integrate various supports and services to help students succeed in typical environments, only considering more restrictive settings when necessary, with plans for reintegration. Supports in Regular Education: Collaborative Supports: Team planning for student needs and progress. Learning support staff, paraprofessionals, and volunteers. Professional development on collaboration. Parent and family involvement. Collaboration with outside service providers (therapists, psychiatrists, etc.). New teacher induction on supporting students with disabilities. Instructional Supports: Modifying curricular goals, assignments, and assessments. Providing multiple formats for demonstrating learning. Offering alternate materials and assistive technology. Instructional adaptations (task analysis, repetition, multi-modal approaches). Extended time for tasks and assessments. Blended instruction options. Physical Supports: Classroom furniture arrangement for engagement. Sensory/de-escalation rooms. Individualized seating plans. Adaptive and therapeutic equipment. Sensory and attention needs considerations. Environmental modifications (air conditioning, noise-cancelling, etc.). Structural aids (wheelchair accessibility, ramps, etc.). Lopes Lounge operated by Life Skills students. Social/Behavioral Supports: Social skills instruction by support staff, therapists, and counselors. School counselors at each building. Behavioral intervention/support staff. Peer mentoring and counselor-led groups. Clearly posted classroom rules and expectations. Individual positive behavior support plans. Flexible grouping and cooperative learning strategies. Partnership with outside agencies for behavior support.

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

District Efforts to Support Students in Regular Settings: Staffing Configurations: Special education teachers for inclusion support in K-8 and within each core content area in grades 9-12. Two Life Skills/Resource Learning Support teachers provide specialized instruction in district buildings. Grade-level and inclusion paraprofessionals in every building, plus paraprofessionals assisting individual students. Professional Development: Annual training for faculty and paraprofessionals on high expectations, disability awareness, adaptations/accommodations, co-teaching, behavior management, and differentiated instruction. Focus on interdisciplinary and personalized learning, authentic experiences, and project-based learning. Encouragement for staff to attend local professional development opportunities. Partnership with AIU and PATTAN: Consultation for managing behavior, using assistive technology, addressing visual/hearing needs, supporting ESL students, and partnering with social workers. Collaboration with Mental Health Providers: Communication with students' therapists, doctors, and other professionals to support academic success. School-based mental health therapy partnership with Mercy Behavioral Health. Collaboration with agencies like Mercy, HSAO, WPIC, and others for professional development. Behavioral Consultation: AIU TAC consultants conduct student observations and help structure behavior support plans. Contract with Pittsburgh Behavioral Services for Applied Behavior Analysis techniques coaching. Student Assistance Program (SAP): Bi-weekly meetings to address student performance concerns, involving faculty, administration, counselors, and other specialists. Extracurricular/Non-Academic Opportunities: Over 70% of secondary students participate in extracurricular activities, with support for students with disabilities through specialized transportation, paraprofessional support, and task analysis. Career and Technical Opportunities: Partnership with AW Beattie Career and Technical Center, with tailored supports for students with IEPs. Specialized Equipment/Software: Provision of sensory kits, noise-cancelling headphones, dictation software, magnification equipment, and personalized devices. District-provided apps and sites for all students. Co-Planning Time: Common planning time for elementary and middle school faculty to discuss student needs and strategize supports. Continuum of Placement Options: Collaboration with private academic and approved private schools for specialized services. Encouragement of participation in extracurricular activities and career/technical education. Support for split or transitional schedules. Active participation in off-site student team meetings and transition planning for reintegration into regular education settings.

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

Extracurricular/ Non-Academic Opportunities: As a district we are very proud of the level of student participation in co-curricular and extra-curricular opportunities; at the secondary level those levels exceed more than 70% of students involved in one or more activities beyond the typical curriculum. Our students with disabilities take full advantage of the opportunities offered, and we support their participation by providing specialized transportation, paraprofessional support, and task analysis and coaching as needed.

5. **Describe the School District procedures that ensure, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district-led extracurricular activities.**

The district advertises all district wide activities in several modes; via social media, district publications, district website as well as sharing information in hard copy with childrent hat potentially have siblings in another placement in their home. During IEP meetings, the director of student services shares opportunities for students as well.

6. **Discuss the School District’s need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out-of-district placement chart).**

Currently, the district has a small number of students placed out of district. Some students live in Verland, a residential program for those with complex medical and physical needs, and we believe they are appropriately placed there. However, we recognize the need to improve behavioral supports within the district to reduce out-of-district placements related to emotional and behavioral issues. We are expanding our PBIS program in the primary and elementary schools and believe that increased training in this area will help support students struggling to remain in our schools.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Watson Institute	Approved Private School (APS)		The Watson Institute	Autistic Support	2
Wastern PA School for the Blind	Approved Private School (APS)		Western PA School for the Blind	Blind and Visually Impaired Support	11
PACE School	Approved Private School (APS)		PACE	Emotional Support	2
The Children's Institute Day School	Approved Private School (APS)		The Children's Institute	Multiple Disabilities Support	3

Pressley Ridge	Approved Private School (APS)		Pressley Ridge	Autistic Support	1
St. Anthony School	Approved Private School (APS)		Duquesne University	Deaf and Hard of Hearing Support	1
PACE	Approved Private School (APS)		PACE	Autistic Support	2
Easter Seals	Approved Private School (APS)		Easter Seals	Life Skills Support	1
DePaul School for Hearing	Approved Private School (APS)		DePaul	Deaf and Hard of Hearing Support	1
Pittsburgh ABA	Licensed Private Academic		Pittsburgh ABA	Autistic Support	1

Positive Behavior Support

Date of Approval

2018-11-12

Uploaded Files

113-2BehaviorSupport.pdf

1. **How does the School District support the emotional, social needs of students with disabilities?**

The district policy on behavioral support directs that students should be educated in the least restrictive environment and may be educated in separate settings only when deemed necessary by the IEP team due to the nature and severity of the student's disability. The policy directs that a positive behavior support plan should be developed that is fully in compliance with all state and federal regulations, must focus on positive interventions rather than negative or punishing measures, and must safeguard the student's dignity and safety. Restraints are only to be used as a measure of last resort after other, less invasive methods have been exhausted. Behavior support plans must be based on functional behavior assessment, should include research supported techniques, and should also include means to build the student's positive coping and learning skills. The policy defines the following terms: aversive techniques, behavior support, behavior support plan and behavior intervention plan, positive techniques, restraints, seclusion, students with disabilities, physical restraints, mechanical restraints, and seclusion. The policy makes clear that aversive techniques are not permitted and all restraints must be appropriately reported to the Pennsylvania Department of Education and parents, with a subsequent IEP team meeting convened unless waived by parent. The policy directs that the district will provide regular staff training on de-escalation techniques and other behavior interventions. If a student is referred to law enforcement as a result of school behavior, the policy dictates that an updated functional behavior assessment and support plan be completed. As a district, we seek to address student behavioral issues carefully and systematically, with an emphasis on wrapping supports around students in the general education classroom or least restrictive environment. The first level of behavioral support is preventative and involves effective classroom management strategies, staff and team support, and support from the special education teacher, paraprofessionals, school counselors, and school administrators. This level does not require a specific behavior management plan attached to the IEP, though effective strategies and supports are outlined in the student's Present Levels and Specially Designed Instruction sections. Strategies which are emphasized include effective teacher practices, frequent monitoring, clear rules and procedures, positive reinforcement and praise, systematic incentives, modeling, classroom discussion and problem solving, and family involvement and cooperation. The second level

involves specific interventions designed for individual students and requires a behavior support plan formally embedded as part of the student's IEP. Special education teachers have been trained to gather data, conduct and utilize functional assessments, and develop individualized behavior improvement plans based on assessment data in consultation with the regular education faculty, counselors, and administrative support. In addition, we often utilize our school psychologist as well as specialists from the AIU TAC team to observe students and conduct more formal behavior assessments. We also review and may accept evaluations and FBAs from outside providers in order to inform the Positive Behavior Support Plan for the students. The individualized behavior plan follows the following guidelines:

1. Defining the behavior in objective and measurable terms.
2. Analyzing the problem carefully in terms of environmental factors which may be influencing the inappropriate behavior.
3. Developing a plan involving the least intrusive level of intervention that is likely to be effective as well as instruction in replacement behaviors and appropriate choices.
4. Periodic evaluation of the plan for effectiveness.

Strategies which are emphasized at this level of intervention include: team problem solving sessions and IEP meetings involving the student, parent, teachers, psychologist, and other appropriate personnel, behavioral contracting, social skills training, environmental adjustment, increase of adult support, verbal prompting, charting and data collection techniques, reinforcement techniques, consistent communication, exploration of sensory needs, and parent/staff training in application of behavioral techniques. Positive techniques for the development, change, and maintenance of selected behaviors are always emphasized. Once the IEP team, including the parents/guardians, feels that all supports, aids, and services have been exhausted in the regular education setting, the team may consider additional school based services including contracted mental health services, behavior consultation from outside agencies, addition of staff, utilization of the learning support classroom, and other options. If the student is still not able to be successful with all those efforts and supports in place, only then will the team consider placement in a more restrictive setting. All decisions of that nature are made with the full participation and consensus of the families and IEP team members. When outside placement is considered, discussion of plans for transitioning back to the district setting are always key components of ongoing IEP team planning at the outside placement. Both special and regular education staff members in the district receive ongoing training on managing student behavior, making classroom accommodations and adaptations, and communicating with parents and students to foster positive behavioral outcomes. Positive behavioral management and techniques for supporting students are a key focus of the paraprofessionals' 20 hours of training each year; individual teachers, paraprofessionals and teams are encouraged to attend additional opportunities offered through the AIU, PATTAN, and other local agencies and then share that information with their colleagues at department meetings. Individual consultation for specific students or situations is also sought from specialists at the AIU and other local agencies as needed. The district invested in having one of our building counselors certified as a Crisis Prevention Institute site trainer, so we have the internal capacity to train and certify our staff in that model of de-escalation and safety management techniques. The counselor conducts multiple trainings per year in order to maintain teams of identified, certified crisis team members in each building. Those staff members are organized into fluid teams and continue to recertify and practice techniques together annually so that

trained responders are ready in the event that a student (or other's) behavior escalates to a level at which they are a danger to themselves or others. In addition, staff in all buildings have participated in shorter, targeted trainings on verbal and non-verbal de-escalation techniques, crisis management, and identification of warning signs that a situation may become more serious. All these trainings will be continued on a rolling, on-going basis and are integrated into the district's Crisis Action Plan. As a response to increasing student mental health needs, the district has partnered with Mercy Behavioral Health to provide outpatient therapy options within the school setting/day. In addition, we utilize the Human Services Agency Organization as liaisons for our Student Assistance Program in every building. Liaisons from this agency participate in our bi-weekly student support meetings, meet with and evaluate students, refer students and families to outside supports, and provide training and consultation to our staff. We have established relationships with the county Office of Behavioral Health and approved a data- and resource- sharing agreement with the Department of Human Services to provide further resources and connections for our families. Finally, we also partner with other local institutions and agencies such as Gateway Rehabilitation Services, SHORES Drug and Alcohol Support Services, the LIFE Project, Pressley Ridge, the Watson Institute, the AIU, PATTAN, Crossroads, and the Alliance for Safe and Drug Free Children in order to supply resources, training opportunities, and sources of support for our students, families, and staff.

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques, and responses to behavior that may require immediate intervention.

* Training opportunities are conducted during planned staff in service/ professional development time including 2-hour delays and ACT 80 days. * Topics covered in the past 2 school years include; situational de-escalation, behavioral management, classroom accommodations, problem solving strategies, addressing sensory needs, data collection, conducting functional analyses of behavior, writing effective positive behavior support plans, and other related topics will be embedded in the annual review of the IEP process as well as in the annual professional training calendar for each building. * As needed, consultants from the AIU and PATTAN will be engaged to work with individual teams on problem solving and additional strategies to support positive student behavioral outcomes. We have a consultant from the AIU working with a team in our primary and elementary building on PBIS. The entire staff has been trained in this PBIS training series. * Additionally, this year the district has trained staff in each of our buildings in de-escalation and restraints through the Safety Care 2 day training. We now have a crisis team trained in each building along with all of our administrators. * The district will also send individual teachers and teams to targeted trainings offered by PATTAN, WPIC, Staunton Clinic, Wesley Spectrum, the Bradley Center, the Watson Institute, and other local providers. There will be a strong selection focus on equipping classroom teams and specials teachers with strategies and techniques for successfully supporting student behavior in the general education setting. As needed, the district will bring in contract trainers/ agencies in order to equip teams for more specific needs (i.e. ABA techniques, etc.) We have several teachers involved in the Autism Initiative with PaTTAN and have 3 teachers that are regularly trained and supported by the Autism consultants.

3. Describe the School District's positive school wide support programs.

This year AES is in the process of developing the system in partnership with the IU. The main areas of team planning and focus will be core values, expectations, behavior matrixes, lessons for teaching expected behavior, discipline, and data collection systems for positive and unexpected behaviors. The team has met with the IU trainer once and will meet again with her throughout the year to develop the items listed above. The team is meeting in November to assign roles and responsibilities. Everything is still preliminary, but the team looks forward to developing these systems.

4. Describe the School District's school-based behavior health services.

Ongoing Collaboration with Mental Health and Other Providers: The district recognizes that success in an academic classroom is strongly tied to appropriate management of students' mental and emotional health needs. We seek to actively communicate and partner with individual students' therapists, doctors, and other professionals in the MH/medical fields to foster a comprehensive team approach and support the students' success in the school setting. Similarly, we welcome collaboration with agencies providing family and behavioral supports and include Mobile Therapists and Behavior Support Specialists as integral parts of our decision-making teams. We have initiated a school-based mental health therapy partnership with Mercy Behavioral Health where students may participate in outpatient therapy within their school day. We also work with outside agencies such as Mercy, HSAO, WPIC, Staunton, Wesley, Pressley Ridge, Glade Run, and other local providers as trainers and consultants for professional development of our teaching teams. Behavioral Consultation: When student behavioral and emotional needs require additional support beyond what our school counselors and teachers can routinely offer, we bring in TAC consultants from the AIU to conduct targeted student observations, offer suggestions, and help structure behavior support plans. In addition, we have recently contracted with Pittsburgh Behavioral Services to provide coaching and staff facilitation in Applied Behavior Analysis techniques needed by students. Student Assistance Program: Our SAP team meets bi-weekly and includes professional liaisons from the Human Services Administration Organization in addition to faculty, administration, counselors, nurses, and other specialists. That team functions to identify and address concerns impacting student performance negatively, and often serves to put additional supports in place to maintain student participation in the regular education setting.

5. Describe the School District's restraint procedure.

The district has a crisis team in place in each building in the district. Members of each team are trained in QBS Safety Care in regards to de-escalation and appropriate physical restraints. Within the district, physical restraints are avoided at all times unless safety for the student can not be maintained through de-escalation techniques. Restraints are never used for punishment or incidents of non-compliance that do not pose a clear and present threat of harm to the student or others. If a restraint is used, an IEP meeting is held immediately to revise anything related to the behavior support plan, etc. and the restraint is document through the RISC reporting system.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

We do not have any students receiving instruction in the home at this time. But this is how we handle making educational placement decisions for student that are difficult to place. The district's first placement consideration is always the least restrictive environment within the regular education setting, but clearly some students require more specialized supports and more highly individualized programming in order to receive an appropriate education. When children appear to need additional services or assistance, the district follows a systematic process in order to consider and implement all options within the district programs first. That process relies heavily on the collection and analysis of appropriate data and is guided by our school psychologist and consultative specialists in behavioral management or disability-specific needs. Our process for providing additional supports within the school district programs includes making modifications to the curriculum, reconfiguring or increasing staff support, exploring assistive technology options, completing functional behavioral analyses in multiple settings, implementing positive behavior plans, bringing in specialists to consult and equip our teams, and providing additional related services in order to help the student be succesful within the district. Once those steps have been exhausted and the team still feels the student needs specialized services outside the scope of options the district can offer, the team and family then collaboratively consider possible outside placement options. No outside placements are made without the family's support and agreement. We work closely with a wide variety of local agencies and service providers, including our partner programs as well as mental health liaisons, service coordination programs, and child and family support agencies in order to provide appropriate supports and educational options for all of our students with disabilities. To present, the Avonworth School District has not experienced difficulty ensuring FAPE for any particular disability category. However, should the District experience this problem in the future, the District's Director of Student Services would contact the Allegheny Intermediate Unit personnel responsible for interagency coordination to assist us in identifying potential agencies and resources to tap. With more challenging situations, the District also frequently contacts the assigned School Liaisons from the Allegheny County Department of Human Services/ Office of Behavioral Health in order to bring additional agency support/expertise to the table. We collaborate with those agencies, the magistrate's office, Allegheny County Children, Youth and Family Services, and representatives from the Youth Advocacy Project and Focus on Attendance when students are involved with multiple systems. These representatives are also invited to participate in IEP team meetings to assist team members in brainstorming possible resolutions. Once appropriate agencies and resources are identified, the District convenes IEP meetings with all parties in attendance in order to expedite placement and provision of services so that FAPE can be assured for the student. The district is aware that the Director of Student Students must file a report with PDE regarding interagency collaboration for hard- to- place students in the event that the district encounters such a situation. At present, the district does not plan to expand the continuum of programming offered within the district, but rather maintain the current level of staffing flexibilty in order to configure in response to student needs. We will continue to provide staff training and strategy preparation for behavioral

management as well as seeking additional behavioral and mental health resources within the school setting in order to more effectively serve students here. Thus we continue to work to reduce the need for new outplacements.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
APC LS	Elementary	Full-time (1.0)	01/21/2025 09:25 AM

Building Name		
Avonworth Primary Center		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
We have lower numbers in this building so the position will support larger a larger age span		0.5

Building Name		
Avonworth Primary Center		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
We have lower numbers in this building so the position will support larger a larger age span		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AES SLP 1	Elementary	Part-time (0.5)	01/21/2025 09:01 AM

Building Name		
Avonworth El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.49

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AHS LS 1	Secondary	Full-time (1.0)	01/21/2025 09:02 AM

Building Name		
Avonworth HS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.5

Building Name		
Avonworth HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Secondary SLP	Secondary	Full-time (1.0)	02/07/2025 01:21 PM

Building Name		
Avonworth MS		

Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.38

Building Name		
Avonworth El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	8 to 12
Age Range Justification		FTE %
		0.46

Building Name		
Avonworth HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		10

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Students outside of age range are not seen at same time.		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
APC SLP	Elementary	Full-time (1.0)	01/21/2025 09:05 AM

Building Name		
Avonworth Primary Center		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		65
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
these students see the SLP at seperate times- they are never in groups of various ages		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AES LS gr 5	Elementary	Full-time (1.0)	01/21/2025 09:06 AM

Building Name		
Avonworth El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.5

Building Name		
Avonworth El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AHS LS 2	Secondary	Full-time (1.0)	01/21/2025 09:07 AM

Building Name		
Avonworth HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.5

Building Name		
Avonworth HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
APC AS/LSS	Elementary	Full-time (1.0)	01/21/2025 09:09 AM

Building Name		
Avonworth Primary Center		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Students are supported based upon similar needs		0.25

Building Name		
Avonworth Primary Center		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Students are supported based upon similar needs		0.25

Building Name		
Avonworth Primary Center		

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Students are supported based upon similar needs		0.25

Building Name		
Avonworth Primary Center		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Students are supported based upon similar needs		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AHS LSS	Secondary	Full-time (1.0)	01/21/2025 09:13 AM

Building Name

Avonworth HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Life skills program with small numbers of students-		0.25

Building Name		
Avonworth HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Life skills program with small numbers of students-		0.25

Building Name		
Avonworth HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load

Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Life skills program with small numbers of students-		0.25

Building Name		
Avonworth HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Life skills program with small numbers of students-		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AMS LS gr 8	Secondary	Full-time (1.0)	01/21/2025 09:24 AM

Building Name	
Avonworth MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	

Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.5

Building Name		
Avonworth MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AES AS/LSS	Elementary	Full-time (1.0)	02/07/2025 01:22 PM

Building Name		
Avonworth El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		

Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Life skills program with small numbers of students		0.25

Building Name		
Avonworth El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Life skills program with small numbers of students		0.25

Building Name		
Avonworth El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %

Life skills program with small numbers of students	0.25
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Building Name		
Avonworth El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Life skills program with small numbers of students		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AMS LS Gr 6	Elementary	Full-time (1.0)	01/21/2025 09:18 AM

Building Name		
Avonworth MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12

Age Range Justification	FTE %
	0.5

Building Name		
Avonworth MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AES LS Gr 3	Elementary	Full-time (1.0)	01/21/2025 09:30 AM

Building Name		
Avonworth Primary Center		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range

School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.5

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AHS LS 3	Secondary	Full-time (1.0)	01/21/2025 09:20 AM

Building Name		
Avonworth HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25

Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.5

Building Name		
Avonworth HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AHS LS 4	Secondary	Full-time (1.0)	01/21/2025 09:21 AM

Building Name		
Avonworth HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.5

Building Name		
Avonworth HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AES LS Gr 4	Elementary	Full-time (1.0)	01/21/2025 09:23 AM

Building Name		
Avonworth El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.5

Building Name		
Avonworth El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AMS LS Gr 7	Secondary	Full-time (1.0)	01/21/2025 09:24 AM

Building Name	
Avonworth MS	
Support Type	
Learning Support	
Support Sub-Type	

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.5

Building Name		
Avonworth MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AMS AS/LSS	Elementary	Full-time (1.0)	01/21/2025 09:33 AM

Building Name		
Avonworth MS		
Support Type		
Life Skills Support		

Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 15
Age Range Justification		FTE %
Life skills program with small numbers of students-		0.25

Building Name		
Avonworth MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 15
Age Range Justification		FTE %
Life skills program with small numbers of students-		0.25

Building Name		
Avonworth MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 15

Age Range Justification	FTE %
Life skills program with small numbers of students-	0.25

Building Name		
Avonworth MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 15
Age Range Justification		FTE %
Life skills program with small numbers of students-		0.25

Special Education Facilities

Building Name		Room #
Avonworth HS		120
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 14 feet, 0 inches	280sqft	10
Implementation Date		
2022-11-30		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Avonworth El Sch		311
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		

2022-11-30
Uploaded Files

2Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Avonworth MS		127
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 14 feet, 0 inches	336sqft	12
Implementation Date		
2025-01-09		
Uploaded Files		

3Assurance Check

Assurance Check	Yes	No
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The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Avonworth HS		506
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 26 feet, 0 inches	572sqft	20
Implementation Date		
2025-01-09		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Avonworth El Sch		178
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2025-08-27		
Uploaded Files		
REVISED EVAC PLAN 2025 (1).pdf		

5Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Avonworth MS		128
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 14 feet, 0 inches	336sqft	12
Implementation Date		
2025-01-09		
Uploaded Files		

6Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Avonworth El Sch		203
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 26 feet, 0 inches	728sqft	26
Implementation Date		
2022-11-30		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Avonworth El Sch		310
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 26 feet, 0 inches	728sqft	26
Implementation Date		
2022-11-30		
Uploaded Files		

8Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Avonworth Primary Center		210
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 25 feet, 0 inches	600sqft	21
Implementation Date		
2022-11-30		
Uploaded Files		

9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Avonworth Primary Center		212
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 23 feet, 0 inches	506sqft	18
Implementation Date		
2022-11-30		
Uploaded Files		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Avonworth Primary Center		102
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2022-11-07		
Uploaded Files		

11Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Avonworth HS		532
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 24 feet, 0 inches	480sqft	17
Implementation Date		
2025-01-09		
Uploaded Files		

12Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Avonworth El Sch		178
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2022-11-30		
Uploaded Files		

13Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Avonworth El Sch		211
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 28 feet, 0 inches	812sqft	29
Implementation Date		
2022-11-30		
Uploaded Files		

14Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Avonworth HS		525
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 20 feet, 0 inches	500sqft	17
Implementation Date		
2025-01-09		
Uploaded Files		

15Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Avonworth HS		543
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 24 feet, 0 inches	840sqft	30
Implementation Date		
2025-01-09		
Uploaded Files		

16Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Avonworth Primary Center		115
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 25 feet, 0 inches	600sqft	21
Implementation Date		
2022-11-30		
Uploaded Files		

17Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Avonworth MS		214
School Building		Building Description
Middle		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 14 feet, 0 inches	336sqft	12
Implementation Date		
2025-01-09		
Uploaded Files		

18Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Avonworth MS		213
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 14 feet, 0 inches	336sqft	12
Implementation Date		
2025-01-09		
Uploaded Files		

19Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Special Education Support Services

20Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	Contractor
School Psychologist	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Social Worker	1	District Wide	Contractor
Behavior Specialist	1	District Wide	Contractor
Guidance Counselor	5	District Wide	District
Paraprofessionals	36	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
De-escalation and Restraint Training			
Lead Person/Position		Year of Training	
Ashlea Rineer-Hershey		2025	
Hours Per Training	Number of Sessions	Provider	Audience
6.5	2	PaTTAN	Other

Description of Training			
Applied Behavior Analysis			
Lead Person/Position		Year of Training	
Ashlea Rineer-Hershey		2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District PaTTAN	Paraprofessionals Special Education Teachers

Description of Training			
Managing behaviors of concerns in students with autism			
Lead Person/Position		Year of Training	
Ashlea Rineer-Hershey		2025	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	District	Paraprofessionals

Positive Behavior Support

Description of Training			
Positive Behavior intervention and supports			
Lead Person/Position		Year of Training	
Bill Battistone and Scott Miller		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	6	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Supporting Students with Autism Spectrum Disorder and De-escalation of Behavior			
Lead Person/Position		Year of Training	
Ashlea Rineer-Hershey		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	District	General Education Teachers Parents Paraprofessionals

Paraprofessional

Description of Training			
Mental Health Awareness			
Lead Person/Position		Year of Training	
Ashlea Rineer-Hershey		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Paraprofessionals

Description of Training			
Stop the Bleed, CPR, First Aid			
Lead Person/Position		Year of Training	
Ashlea Rineer-Hershey		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	Other	Paraprofessionals

Description of Training			
Supporting Students with Autism Spectrum Disorder and De-escalation of Behavior			
Lead Person/Position		Year of Training	
Ashlea Rineer-Hershey		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	District	Paraprofessionals

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Transition

Description of Training			
Office of Vocational Rehabilitation Training			
Lead Person/Position		Year of Training	
Ashlea Rineer-Hershey		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	Other	Parents Special Education Teachers

Description of Training			
Transition Planning in the IEP			
Lead Person/Position		Year of Training	
AIU/ Ashlea Rineer-Hershey		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	6	District Intermediate Unit	Parents Special Education Teachers

Science of Literacy

Description of Training			
Utilizing Benchmark Assessments			
Lead Person/Position		Year of Training	
Jillian Bichsel		2025	
Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
ELA Curriculum Mapping			
Lead Person/Position		Year of Training	
Jillian Bichsel		2025	
Hours Per Training	Number of Sessions	Provider	Audience
8	4	District	General Education Teachers

Description of Training			
Science of Reading			
Lead Person/Position		Year of Training	
Dana Simile		2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Other	Building Administrators

Description of Training			
Foundations Training			
Lead Person/Position		Year of Training	
Katy Tarasi		2025	
Hours Per Training	Number of Sessions	Provider	Audience
12	6	District	General Education Teachers Special Education Teachers

Description of Training			
Read 180/System 44 Training			
Lead Person/Position		Year of Training	
McGraw Hill trainers		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	Other	Parents Special Education Teachers

Description of Training	
Wit and Wisdom Curriculum Training focused on Differentiating the reading level of materials	
Lead Person/Position	Year of Training
Katy Tarasi	2024 2025

Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Safety and Mental Health Training			
Lead Person/Position		Year of Training	
Mike Hall		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Care Solace Mental Health Supports Training			
Lead Person/Position		Year of Training	
Mike Hall		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers

			Parents Paraprofessionals Special Education Teachers
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Description of Training			
Transition Services and OVR			
Lead Person/Position			Year of Training
Ashlea Rineer-Hershey (2022) and Mathew Erickson (2023)			2024 2025
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	District	Parents

Description of Training			
What is an IEP vs 504 Plan			
Lead Person/Position		Year of Training	
Ashlea Rineer-Hershey		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training	
Supporting your child's sensory needs	
Lead Person/Position	Year of Training
Matthew Erickson	2025

Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	District	Parents Paraprofessionals

IEP Development

Description of Training			
Special education monthly department meetings- focus on IEP goal writing, SDI, ESY, transition plannings			
Lead Person/Position		Year of Training	
Ashlea Rineer-Hershey		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	12	District	Special Education Teachers

Description of Training			
Training Focus on Transition Planning Grid			
Lead Person/Position		Year of Training	
Ashlea Rineer-Hershey		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	District	Special Education Teachers

Signatures & Affirmations

Approval Date

2024-06-10

Uploaded Files

ASD Affirmation.pdf

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

Superintendent/Chief Executive Officer

Jeffrey M. Hadley, Ed.D.

Date

