



RIVER VALLEY SCHOOL DISTRICT

Mr. Philip Martell, Superintendent of Schools



As required by the Pennsylvania Department of Education, the School Board President for the River Valley School District reviewed the Special Education Plan.

Affirmed on this 28th day of April, 2026

By: *Rick B. Harper* (Signature of Board President)

Rick B. Harper (Print Name)

River Valley School District Board of Education



Profile and Plan Essentials

LEA Name		AUN	
School District		128321103	
Address 1			
102 School Lane			
Address 2			
City		State	Zip
Blairsville		PA	15717
Director of Special Education Name			
Michael Leasure			
Director of Special Education Email			
leasure.m@rvsdpa.org			
Director of Special Education Phone Number		Director of Special Education Ext	
724-459-5500		1102	
Chief Administrator Name			
Mr Philip Martell			
Chief Administrator Email			
martellphilip@b-ssd.org			

Special Education Students

Total Number of Students Receiving Special Education

272

School District Total Student Enrollment

1466

Percent of Students Receiving Special Education

18.6

Steering Committee

Name	Position/Role	Building	Email
Michael Leasure	Other	River Valley SD	leasure.m@rvsdpa.org
Regina Geesey	Director of Curriculum	River Valley SD	geesey.r@rvsdpa.org
Philip Martell	Superintendent	River Valley SD	martell.p@rvsdpa.org
Eric Westendorf	Building Principal	River Valley MS	westendorf.e@rvsdpa.org
Brian Higginbotham	Building Principal	Blairsville El Sch	higginbotham.b@rvsdpa.org
Kathy Monko	Building Principal	Saltsburg El Sch	monko.k@rvsdpa.org
Beth Blystone	Other	River Valley SD	blystone.b@rvsdpa.org
Jacob Just	Parent	River Valley HS	just.j@rvsdpa.org
Julie Allen	Other	River Valley SD	allen.j@rvsdpa.org
Chelsea Evans	Other	River Valley HS	evans.c@rvsdpa.org
Samantha Glass	General Education Teacher	River Valley SD	glass.s@rvsdpa.org
Connie Constantino	Board Member	River Valley SD	constantino.c@rvsdpa.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

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
---------------	-----	---------------	-----	------------------

Non-Resident Students Oversight

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

No

2. **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.)**

The River Valley School District is currently not a host district for a 1306 facility. This district would follow § 1306 of the PA School Code, whereas this school district would be required to allow a nonresident student in a children's institution to attend the public schools of the River Valley School District until the student receives a diploma or completes the school term in which they turn 21. This district would be responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a Free Appropriate Public Education (FAPE) for eligible children with IEPs in accordance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400 et seq.) and for qualified handicapped students with Service Agreements in accordance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 701 et seq.) and 22 PA Code Chapter 15. The River Valley School District would not refuse to educate a student in a regular or special education program in a regular public school unless: 1) a court order requires that the child be educated at the residential facility; 2) a current IEP and Notice of Recommended Educational Placement (NOREP), or a Service Agreement under 22 PA Code Chapter 15 requires a different placement; 3) the child is currently expelled from their last educational placement due to a weapons offense under 24 P.S. § 13-1317.2(e.1); or 4) the student is in an interim alternative educational setting and placed in accordance with the IDEA per 34 CFR § 300.530(c), (d)(5), and (g). This district is aware students may not be presumptively assigned to alternative education programs for disruptive youth; such placements must be made in accordance with federal and state disciplinary protections referenced in the BECs: Alternative Education for Disruptive Youth Enrollment of a student with a disability (IEP or Service Agreement), when not prohibited by court order, the River Valley School District must consider the educational placement options to educate the student in the this district's public schools. If the River Valley School District and parent through the IEP or Service Agreement process determines that an alternative educational setting will appropriately address the student's educational needs, the River Valley School District is responsible for providing the student with FAPE and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and Section 504 of the Rehabilitation Act of 1973. For students eligible for services under 22 PA Code Chapter 14, the River Valley school District is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. Similarly, the River Valley School District is responsible for conferring or meeting with the family and for developing a Service Agreement for a qualified handicapped student pursuant to 22 PA Code Chapter 15. In the event a student would be in need of services or data reveals need for an evaluation, this LEA would be responsible for Child find process. The district administration assures a certified special education teacher would be providing services if River Valley School District hosted a 1306.

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

The River Valley School District's Director of Pupil Services, school psychologists, building principals and school counselors are responsible to maintain email, and phone communication with the parents of a student attending a 1306 facility. Additionally, upon placement of a district student in a 1306, the River Valley School District's education team is responsible to initiate contact with the 1306 facility program director. Monthly communications, progress monitoring reports and virtual/in-person meetings will be ongoing to plan the timing and transition back to school. A component of the planning for transitioning back to school will be arranging counseling services, course/credit alignment and assigning of caseload manager to support the paperwork requirements.

Incarcerated Students Oversight

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

No

2. **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

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

The district's Least Restrictive Environment data reveals that it exceeds the state average positively (89.2%) in the category "Inside Regular Class 80% or more. The district realizes the 6.2% under state average for the "Inside Regular Classroom less than 40%." The measure "Other Settings" is a mere .0% lower than the state average. In conclusion, our data is favorable and provides reasonable assurance that the district is working diligently on behalf of students with disabilities and their families.

4. **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?**

District students who exhibit social and behavioral difficulties are provided with social skills instruction either small group or 1:1, counseling supports from a school psychologist, individualized positive behavior support plans, paraprofessional assistance, and modifications of classroom expectations. Data driven decision making using the Acadience screening data and behavioral data completed during monthly teaming meetings to identify student need. Furthermore, alignment to the practices that are established for the district's mental health, trauma informed schools, and behavioral supports. Teacher's refer students for additional support. Faculty surveys and discipline referral data is gathered and analyzed to inform School Wide Positive Behavior Support systems.

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

The River Valley School District's priority ensures education for students with disabilities in their neighborhood setting to the maximum extent possible with the use of supplementary aids and services. Individual student program decisions are based on strengths and needs. The IEP team considers and determines the type and level of support. Students with skill deficits that impact their effective use of traditional textbooks and instructional materials may need Accessible Instructional Materials (AIM) in order to have meaningful and equal access to the general education curriculum. District educators provide students with assistive technology and apps that provide them access through various formats including text, voice, video and screen capture ensuring equal access to the general education curriculum. The River Valley School District's English Language Arts curriculum embeds evidence-based instructional strategies allowing for the needs of specially designed instruction for special education students. The following key components are addressed in the district's English Language Arts curriculum: an integrated approach to vocabulary development, grammar instruction, speaking and listening skills, and writing instruction. The curriculum will utilize an anthology based approach (K-12) and developmentally appropriate whole texts to ensure exposure to various genres and standards alignment. The explicit instruction of comprehension strategies in grades K-12 are consistently integrated as well as the utilization of a evidence-based, systematic, and explicit approach for providing reading instruction, support and targeted intervention for qualifying students. An early intervention literacy program will continue to be provided grounded in the tenets of evidence-based instruction for reading in grades K-2 that includes: phonemic awareness, phonics, comprehension, fluency, and vocabulary. Open Court (McGraw Hill), for Grades K-5, is implemented with respect to current research, best practices, and technology. Remediation, intervention, and enrichment activities

are built into the program including leveled readers and practice books (below level, on level, and above-level). Open Court, a structured literacy reading series, differentiated learning through explicit instruction. Scaffolded approach for English Language Learners and students with disabilities with support such as leveled readers on student's lexile level. There are on-line learning components for planning, assessing and differentiating instruction. The district provides a comprehensive continuum of evidence-based reading interventions to supplement the core Reading/English Language Arts curriculum across grades K–12. These interventions include: REWARDS, 95 Percent Group interventions, UFLI Foundations, and Phonics for Reading. Instruction is delivered by educators trained in multisensory instructional practices, incorporating visual, auditory, and kinesthetic-tactile pathways simultaneously or sequentially to strengthen memory, decoding, and written language development. The district literacy team aligns its practices with the principles and guidance of the International Dyslexia Association, ensuring instruction is structured, explicit, systematic, cumulative, and data-driven. Several interventions utilized by the district incorporate teacher modeling, repeated reading, and ongoing progress monitoring, three strategies supported by research as effective in improving reading proficiency. Through the use of audio supports, high-interest texts at students' instructional levels, and visual graphs of individual progress, students actively engage in goal-oriented reading practice while monitoring their own growth. Specialized reading programs for students with significant disabilities PCI Reading Program is a research-based, evidence-supported intervention designed for students with developmental disabilities, autism, and significant learning needs. The program is structured as a three-level system, beginning with whole-word visual discrimination for nonreaders and progressing to basic decoding skills using onsets and rhymes. Each level is intentionally designed to support step-by-step mastery toward reading independence. The PCI Reading Program is implemented as a one-to-one instructional intervention, delivered at the student's individualized pace. Lessons and materials are structured for use by a trained adult facilitator, which may include a certified teacher or a special education assistant under the supervision of a certified teacher. Autism Supports and Applied Behavior Analysis (ABA) Through PATTAN's Autism Initiative, the district receives Applied Behavior Analysis supports to assist instructional teams in developing and sustaining effective practices for students with Autism Spectrum Disorders. Supports include staff training, student assessment, formative assessment to guide instructional decision-making, materials organization, instructional procedures, and treatment integrity monitoring. Instruction emphasizes key social-communication skills, data-based programming, and continuous progress monitoring. All special area classrooms participate in the Initiative, with additional internal coaching provided to ensure fidelity of implementation and consistent instructional quality across settings.

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

The effectiveness and appropriateness of the placement is monitored by the IEP team and begins with the general education curriculum. The IEP team reviews a series of questions as part of the development of the IEP to ensure the least restrictive setting is provided. Those questions include: What supplementary aids and services were considered? What supplementary aids and services have been rejected? Explain why the supplementary aids and services will or will not allow the student to make progress on the goals and objectives (if applicable) in the IEP in the general education class?. What benefits are provided in the regular education class with supplementary aids and services versus the benefits provided in the special education class? What potentially beneficial effects and/or harmful effects might be expected on the students with disabilities or the other students in the class, even with supplementary aids and services? To what extent, if any, will the student participate with non-disabled peers in extracurricular activities or other nonacademic activities? The District utilizes the SaS Consideration Toolkit with the support from the AIU TaC Consultant. The toolkit requires IEP team members to collaboratively gather and analyze information about a student in relation to the regular education classroom(s) that represent the first

environment(s) considered as his/her educational placement. The tools guide information gathering efforts that begin prior to the writing of an IEP, continuing throughout the program planning and IEP development process. After completing the activities that comprise this Toolkit, teams are able to identify environmentally-referenced Supplementary Aids and Services that will support a student to participate and learn within the general education classroom. The District has found the toolkit helpful in other situations, including: Problem-solving inclusion support issues; Planning for supports within a new general education curricular area; Engaging students with disabilities to identify supports necessary for success in general education classrooms; and Comprehensive planning for transition to a new setting or grade. The District provides any support that is necessary for students with disabilities to participate in extracurricular activities. The District has started a Unified Bocce Team

- 7. 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.**

An IEP team considers placement in a more restrictive environment only after determining that the use of appropriate supplementary aids and services has not enabled the student to make continuous, meaningful progress in the general education setting. When a student with a disability is determined to require a more restrictive placement outside of the general education environment, opportunities for interaction with nondisabled peers are provided to the maximum extent appropriate. The district ensures that students with disabilities are provided the necessary supports to participate in extracurricular and nonacademic activities alongside their nondisabled peers. Supplementary aids and services are made available in general education classrooms, other educational settings, and extracurricular and nonacademic environments to support inclusion and participation in accordance with applicable laws and regulations. Placement in special classes, separate schooling, or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that education in general education classes, even with the provision of supplementary aids and services, cannot be achieved satisfactorily.

- 8. 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).**

The district will continue to analyze student outcome data for to determine the effectiveness of current programming and determine the need for expanded autism services and supports at the secondary level. As part of this process, the district will review the secondary-level MTSS framework to improve internal referral practices, reduce unnecessary outside referrals, and clearly define team roles and responsibilities for identifying and supporting students who are at risk or in need of intervention. The district has strengthened its K–12 mental health and trauma-informed services for students in need and continues its partnership with the Indiana County Community Guidance Center to provide on-site behavioral health services within school settings. These services are designed to promote social-emotional growth through a collaborative, team-based approach involving educators, counselors, families, and community partners. The Community Guidance Center is a well-established mental health agency that supports students with a wide range of needs. Services are provided by master's-level therapists and include individual therapy sessions of approximately 45 minutes to one hour per week, as well as group and family therapy as appropriate. Therapists consult with school staff to minimize disruption to academic instruction and ensure services are goal-focused and individualized. Ongoing communication with parents is maintained, and families are encouraged to contact therapists as needed. The district has implemented the Pattan Autism Initiative supports for the last 3 years. The district will continue to build upon best

practices in autism programming through increased collaboration with PaTTAN consultants. Ongoing support will include consultation from PaTTAN staff, internal Board Certified Behavior Analysts, internal instructional coaches, and trained peer supports to strengthen curriculum delivery and instructional practices for students with autism. Additionally, the district will collaborate with local agencies and community supports to expand inclusive practices by building capacity within selected school cohorts. To further meet the needs of students with autism at the secondary level, the district will separate Autism Support and Learning Support System programming at the high school level to allow for more intensive, targeted, and individualized supports for students requiring them. Coordinate a set of Transition Activities for students with disabilities: Cafe (student run) Cantina (serve lunches) Operation of Food Truck for extra-curricular events Garden upkeep by students

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Story School	Licensed Private Academic		New Story	Autistic Support	3
Adelphoi Education	Licensed Private Academic		Adelphoi	Emotional Support	4
Clairview School	Other	Intermediate Unit School	Westmoreland County IU 7	Life Skills Support	1
Pressley Ridge Day School	Licensed Private Academic		Pressley Ridge	Emotional Support	1
Merakey	Licensed Private Academic		Merakey	Emotional Support	1
Deveraux	Approved Private School (APS)		Deveraux	Emotional Support	1

Positive Behavior Support

Date of Approval

2009-01-24

Uploaded Files

policy 214b.doc_a3af138c.pdf

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

Students with disabilities are included in core academic and social/behavioral instructional approaches at the River Valley School District. At the elementary level, students learn, practice, and generalize behavioral skills in their classrooms and in various areas of the school buildings during scheduled behavioral lesson plan sessions and/during booster lessons when students need reminders of how to take care of their social/emotional health. In the Middle/High School, leadership is part of Leadership/Positive Action classes provided to each 6th, 7th, and 8th grade class for one quarter of the school year. In high school, students engage in various social groups and social activities to discuss and practice social engagement. For smaller groups and individual students with disabilities who need more teaching and practice of social and emotional skills, social skills classes are provided and individual counseling/psychological services are provided as part of a student's IEP plan to build and progress monitor skill development.

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

The River Valley School District has annual trainings scheduled for the utilization of the (QBS) Safety Care Behavioral Safety Training for core teams in the district buildings K-12. The program is designed for staff who work with children and adolescents who may exhibit challenging or dangerous behaviors with an emphasis on prevention and de-escalation strategies. Additionally, intervention approaches are built into the training in order that teams have options when students escalate to crisis. Teams of educators associated with students who receive services through the Life Skills and/or Emotional Support programs have preventative strategies embedded into the IEP for proactive measures. Training is provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. The River Valley School District in collaboration with the Intermediate Unit's TaC has established an annual training and certification schedule for district core teams (K-12) in the utilization of the Safety Care Behavioral Safety Training. Furthermore, building principals, the Director of Pupil Services, Emotional Support teachers (2) and Emotional Support Program paraprofessionals participate in monthly emotional support team trainings specific to behavioral issues and trends. Additionally, the ARIN Intermediate Unit Educational Consultants (Behavior and Autism) provide student educational team specific technical assistance and coaching to district staff. This ongoing professional development supports faculty and staff in behavioral related researched-based strategies and interventions. Follow-up technical assistance by the Educational Consultants provide opportunities for growth in implementation and effective use. Internal coaching in order to build capacity within the district is provided by the Emotional Support program teachers to district colleagues and paraprofessionals.

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

In one elementary building, a School wide Positive Behavior Support framework has been developed and implemented. Students are explicitly taught school-wide behavioral expectations for all areas of the school. Acknowledgement for positively engaging in positive behaviors is provided and data is used to identify where and how re-teaching is needed to help students continually build skills for a positive climate. All adults and students in the school environment are expected to engage in positive behavior supports. When 10-15% of students display ongoing difficulty responding to core instruction of behavioral expectations, social skills and instructional grouping is established to address the needs of particular individuals. When 1-5% of students chronically exhibit behavioral problems after more targeted instruction and grouping has not made an impact, individualized behavioral assessment and planning takes place to effectively address: individualized prevention strategies, specific replacement behaviors, positive consequences, and negative consequences. The River Valley School District has plans to expand the implementation of Schoolwide Positive Behavior Support across the second elementary school (where some forms of behavior teaching and positive acknowledgement already are in place), the middle school, and the high school. Core teams are currently being established and dates are being explored to facilitate the model development for each building.

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

Currently, a school based behavioral health therapist is contracted with the River Valley School District to provide individualized therapy for students identified as needing the service. Specifically, teachers and staff refer students who exhibit social and mental health needs each building's SAP/ESAP team. For students who are identified as possibly needing more therapeutic assistance: Parents are contacted for permission to make a referral to the Indiana County Community Guidance Center (CGC) Parents who give consent are contacted to set up an intake appointment for the exploration of needed services (psychological evaluative process set up through CGC) Recommendation for school based behavioral health services is made by the CGC Parents are asked and give permission for the student to engage in therapy in school (the CGC therapist visits the school to provide the sessions) Recommendations for other mental health services/outside agency supports (besides individualized therapy in school) may be made to the family which they can decline or accept.

13. Describe the School District's restraint procedure.

Students at the River Valley School District are not physically restrained unless there is a clear observation of imminent threat/danger to self or others. Staff have been trained in QBS Safety Care Crisis Intervention strategies, and only Safety Care Physical Management (stability holds and transports) by these trained staff persons is used when threat/danger is observed. Staff attempt to remain proactive by establishing safe environments, paying close attention to environments/triggers/signals, and intervening early when problems arise. Staff use differential reinforcement strategies when behavior is disruptive and de-escalation strategies when behavior is observed to possibly become escalated. Restraints are very infrequent and last for a very short period (no longer than absolutely necessary for safety). If a restraint were to occur, staff meet to debrief and plan for proactive approaches and interventions in order to eliminate the subsequent need for restraint with any individual student. Information is reported to the Special Education Director to report any incident to the state reporting system. The LEA (principal or Director of Pupil Services) will contact the parent to report the restraint and schedule an IEP meeting. The invitation will be issued, and the team will meet to discuss the circumstances around the behavior and

resulting physical restraint. The IEP team will adjust the PBSP to include the revised intervention. The Director of Pupil Services uses the RISC system to document and report the restraints.

Intensive Interagency

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

No areas of concern at this time. The River Valley School District does not have students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement. The River Valley School District follows the reporting requirements established by the 22 Pa Code. If the district had a student who requires homebound Instruction or Instruction in the Home the LEA will use the Leaderservices/SES system to enter the data according to the temporary condition that precipitates the excusal. The LEA will locate a certified teacher to provide the instruction and will monitor the timelines to not to exceed initial three months of homebound instruction. In the event a student requires an extension the LEA will submit form PDE4675 for approval. In the event a student, because of a severe medical condition or mobility impairment, is unable to receive education in a school setting, the IEP team must determine the setting in which to provide "Instruction in the Home." The LEA will monitor to ensure FAPE is provided. Furthermore, the LEA (Director of Pupil Services) will utilize the Leaderservices/SES system to report the reason for placement.

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1	District Wide	District
School Psychologist	2	District Wide	District
Guidance Counselor	2	Elementary	District
Guidance Counselor	2	Secondary	District
Paraprofessionals	13	Elementary	District
Paraprofessionals	7	Secondary	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	District

1 Special Education Support Services

Special Education Personnel Development

Autism

Description of Training			
Non-verbal Approaches / Visual Strategies Series			
Lead Person/Position		Year of Training	
School Psychologist		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	9	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Assistive Technology (AAC) for Communication			
Lead Person/Position		Year of Training	
Arin IU Consultant		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training	
QBS Safety Care Recertification	
Lead Person/Position	Year of Training

District QBS certified trainer		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
8	6	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
QBS Safety Care - Initial for new staff			
Lead Person/Position		Year of Training	
Certified QBS Staff		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
8	2	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Facilitated Monthly Data meetings for School Wide PBS			
Lead Person/Position		Year of Training	
School Psychologist		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
30 minutes	9	District	Building Administrators Central Office Administrators

			General Education Teachers Paraprofessionals Special Education Teachers Other
--	--	--	--

Description of Training			
Classroom Management: Best Practices			
Lead Person/Position		Year of Training	
Building Principals (RVMHS)		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	6	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Knowledge and Skill Development for Special Education Paraprofessionals (PATTAN FrameWelder)			
Lead Person/Position		Year of Training	
Director of Pupil Services		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
2	10	PaTTAN	Paraprofessionals

Transition

Description of Training	
Indicator 13 Training	
Lead Person/Position	Year of Training
Transition Coordinator	2026 2027 2028 2029

Hours Per Training	Number of Sessions	Provider	Audience
2	5	District Intermediate Unit	Building Administrators Special Education Teachers

Description of Training			
Agency Partners			
Lead Person/Position		Year of Training	
District Transition Coordinator		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	3	District Intermediate Unit	Parents Special Education Teachers

Science of Literacy

Description of Training			
PaTTAN PA Science of Reading: Knowledge Course			
Lead Person/Position		Year of Training	
Instructional Literacy Coach		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
10	2	PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training	
Reading Intervention training (Knowledge and Skills)	
Lead Person/Position	Year of Training

District Literacy Liaison		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
30	9	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
MTSS implementation training			
Lead Person/Position		Year of Training	
Nicole Cornman (Arin) and PATTAN		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
2	9	Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Parent Training

Description of Training			
Parent Connection meetings (District level)			
Lead Person/Position		Year of Training	
Director of Pupil Services		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience

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

IEP Development

Description of Training			
Writing compliant IEPs and incorporating Best Practices			
Lead Person/Position		Year of Training	
PATTAN online trainings		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Building Administrators Special Education Teachers

Description of Training			
Special Education Document File Review			
Lead Person/Position		Year of Training	
Director of Pupil Services		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
3	4	District	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date