

## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>
Redbank Valley SD		106168003
<b>Address 1</b>		
920 E Broad St		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip</b>
New Bethlehem	PA	16242
<b>Director of Special Education Name</b>		
Joshua Temchulla		
<b>Director of Special Education Email</b>		
jtemchulla@redbankvalley.net		
<b>Director of Special Education Phone Number</b>		<b>Director of Special Education Ext</b>
814-275-2426		408
<b>Chief Administrator Name</b>		
Mrs Amy S Rupp		
<b>Chief Administrator Email</b>		
arupp@redbankvalley.net		

## Special Education Students

**Total Number of Students Receiving Special Education** 178

**School District Total Student Enrollment** 973

**Percent of Students Receiving Special Education** 18.3

## Steering Committee

<b>Name</b>	<b>Position/Role</b>	<b>Building</b>	<b>Email</b>
Dave London	Superintendent	Redbank Valley SD	dlondon@redbankvalley.net
Josh Temchulla	Director of Special Education	Redbank Valley SD	jtemchulla@redbankvalley.net
Roddy Hartle	Building Principal	Redbank Valley HS	rhartle@redbankvalley.net
Sandy Shirey	Building Principal	Redbank Valley Intrmd Sch	sshirey@redbankvalley.net
Sandy Shirey	Building Principal	Redbank Valley Primary School	sshirey@redbankvalley.net
Dr. John Kimmel	Board Member	Redbank Valley SD	jkimmel@redbnakvalley.net
Kelly Ripple	Special Education Teacher	Redbank Valley HS	kripple@redbankvalley.net
Cherie Schultz	Special Education Teacher	Redbank Valley Primary School	cschultz@redbankvalley.net
Julie Veronesi	General Education Teacher	Redbank Valley Intrmd Sch	jveronesi@redbankvalley.net
David Hepler	General Education Teacher	Redbank Valley HS	dhelper@redbankvalley.net
Brady Carrier	Parent	Redbank Valley SD	bcarrier@redbankvalley.net
Pam Criner	Other	Redbank Valley SD	pcriner@redbankvalley.net

## 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)

<b>Improvement and Planning Activity</b>
During the 21-22 school year the district was operating with an interim school psychologist, on a part time basis. During this time the plan of improvement was to hire a full time school psychologist for the district. Since the end the of the 2022 school year. The district hired a full time, highly qualified school psychologist. Since the end of the 2022 school, and maintained a full time school psychologist to maintain initial evaluations and current timelines for the district.

## 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)

<b>Improvement and Planning Activity</b>
Redbank Valley SD did not meet the participation rate for PSSA in ELA and Math in the 2022-2023 school year, in both grades 4 and 8. Redbank Valley SD aims for full participation in state assessments. Redbank Valley SD will continue to strive for all students to participate. Redbank Valley SD will encourage parents to allow students to participate in state assessments.
Provide and monitor 95% participation rate for students with IEP's annually.
Redbank Valley SD will send out newsletters and emails to families about the importance of participation in the state's testing. District will personally call students/families of students to ensure they participate in testing.

## 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 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 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
Valley Advantages	Residential Setting		District	1
Pathways Adolescent Center	Residential Setting		District	1

### 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.)

The district ensures that students are receiving a free appropriate public education (FAPE) in the least restrictive environment by utilizing the IEP process to make educational placement decisions. When a student has an IEP, the IEP team discusses each student's individual needs and the most current IEP's provision of FAPE to which what supplementary aids and services are needed for each student. Upon enrollment, Redbank Valley reviews the current IEP, recent evaluations, recent re-evaluations, and student records. The team gathers information from any agencies, home district, parent/guardian(s), and implements or adopts the current IEP. A NOREP is issued to the individual with educational rights. Students who transfer into the district with an existing IEP participate in an IEP team meeting with the district's LEA, school counselor, special education teacher, regular education teacher, parent/guardians(s), and principal. At the meeting, all records are reviewed/discussed and implemented immediately, providing comparable services. The district works collaboratively with sending districts, agencies, parent/guardian(s), and students to receive all information promptly. The records may include Evaluation Reports (ER), IEPs, health records, transcripts, discipline records, and any other information to ensure that the student receives services detailed in an IEP approved by the parent in the least restrictive environment. Under Section 1306 of the Pennsylvania School Code, the host school district is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 22. The host district is 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” for eligible children with Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA). In addition to ensuring that an appropriate educational program is provided, the host school district has a Child Find responsibility for children thought-to-be-eligible for special education services and/or accommodations within the host school district's jurisdiction. This responsibility includes locating, identifying, and evaluating all § 1306 students with suspected disabilities, including but not limited to, evaluating students for whom a request for an evaluation has been made. In fulfilling the Child Find obligation, the host school district cannot rely entirely on information from the facility, but must make independent efforts to ascertain whether eligible students are present. If a host school district suspects that a child may be eligible for special education or for a Service Agreement under 22 PA Code Chapter 15, the host school district must seek informed consent to initiate evaluation procedures from an individual who meets the definition of parent in the IDEA, a surrogate parent appointed by the host school district, or a person appointed by a court to provide such consent. If a child who is handicapped under Section 504 or is identified by a school district as thought-to-be disabled and in possible need of specially designed instruction under the IDEA and Chapter 14, the

host school district should procedurally move forward with a special education evaluation under the IDEA and Chapter 14. One indication that a child is thought-to-be-eligible may include a determination by the host school district, parent, or a professional that the child's educational needs cannot be met in a regular public school setting. For children suspected as IDEA eligible students, the host school district is responsible for maintaining contact with the student's resident school district for the purpose of keeping the resident school district informed of its plans for educating the student and seeking the advice of that district with respect to the student.

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

Due to the nature of Valley Advantages and Pathways Adolescent Center, the students residing in these facilities typically have needs for extensive supports in the educational setting. While this may be considered a problem for the district to meet its obligations under Section 1306 of the Public School Code, by utilizing the procedures indicated previously and working with the families, staff, and the student's home district, Redbank Valley School District has found themselves able to comply with the requirements of this provision. Should more significant problems or barriers arise, the district would seek consultation with the Intermediate Unit to arrive at a solution to overcome these barriers. Communication occurs continually with the residential facility and the host district's LEA. The Director of Special Education participates in update meetings with 1306 facilities' personnel to identify potential discharge dates and/or status updates on students. The communication occurs, but student status can change very quickly. If the student has an IEP from the previous school district, the host school district must without delay convene an IEP meeting to determine whether the child's IEP should be revised, whether the student can be educated in the public schools of the host district, or whether some other placement option is appropriate for the child. If the child's parent cannot attend the IEP meeting in person, the host school district must take steps to ensure that the parents are included in the IEP meeting, including informing parents they can participate through a teleconference call or other appropriate means in the same way the host school district would facilitate the participation of the parents of its resident children. Until a new IEP is developed for the child by the IEP team including the parent, the child must receive services comparable to those in the existing IEP. The host district is responsible for monitoring the educational progress and reviewing educational services for the student on a continuous basis and at least as often as report cards are issued. The host school district is also responsible for maintaining contact with the resident school district with respect to the student's placement and progress. The parent and the host district should, if feasible, make a decision as to the appropriate educational placement of the child 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 student's admission to the institution. If the information or an individual necessary to make an informed decision about the appropriate educational placement of the child is not available within the five day period, and if the parent agrees, the host school district can arrange for or authorize the child's education at a school program located at the facility until the host district and parent can make a formal decision regarding the student's educational placement. If no parent can be identified, the child can temporarily be educated at the facility if there is a clinical recommendation that the child should not attend public school. In either case, the final decision regarding the child's educational placement must be made without delay. In order to facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least two weeks prior to the student's planned discharge from the residential program, if possible. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new host district. In the event a student returns to the home district from a 1306 placement, a smooth transition must take place. The 1306 placement facility provides notice that a student is to be released from the facility, RVSD will attempt to work with the facility to prepare for the student's discharge from the institution at least 2 weeks prior to the student's planned discharge from the 1306 facility. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new host district.



## Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

## Least Restrictive Environment

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

When analyzing the District's Least Restrictive Environment percentages on the 2022--2023 Special Education Data Report for Indicator 5, Educational Environments the District was at 57.3% for students educated inside the "Regular Class 80% or More." When analyzing the District's Least Restrictive Environment percentages on the 2021--2022 Special Education Data Report for Indicator 5, Educational Environments the District was at 62.2% for students educated inside the "Regular Class 80% or More." When analyzing the District's Least Restrictive Environment percentages on the 2019-2020 Special Education Data Report for Indicator 5, Educational Environments the District was at 64.5% compared to the state average 61.5% for students educated inside the "Regular Class 80% or More." RVSD is above the State average when SE Inside Regular Classes 80% or more. RVSD is above the State average when keeping students in the regular class less the 40% of the time. Data in both categories indicate a positive percentage for the School District. As Redbank Valley continues to improve support, program options and opportunities for our students, two areas of improvement that will continue to be areas of focus are moving students inside the regular education classroom 80% or more of the time, along with improving the district's supplemental levels from the 40% and/or greater, based on student needs. It is the goal of RVSD to support all students in the District programs when possible. The Redbank Valley School District realizes that special education is a service provided to students rather than a place. All student placement and service decisions are and will be made by the IEP team within the IEP team meetings. In the light of the Pennsylvania CODE 14.121. Child Find Process, the district continues to follow the process to determine each eligible student's least restrictive environment on an individual basis. Once a student is identified with a need for Special Education services, the IEP teams within the Redbank Valley School District, begin with an educational placement within the general education classroom first with supplementary aids and supports, exhausting all possible resources and services before considering a placement within specific classrooms and/or locations. The student's full range of needs will be examined including socialization needs and a full range of service options will be available and considered. Before a student is removed from the general education environment, there will be a demonstration that education in that environment is not satisfactory even with supplemental aids and services. The justifications given for any restrictions that might be placed upon the student will be educational justifications and not for administrative convenience. The Redbank Valley School District recognizes the need to maintain students within their Least Restrictive Environment opposed to transferring students to outside consortium classes provided by the local IU (Riverview Intermediate Unit 6). At this time, a comprehensive range of programs/services are available within the Redbank Valley School District, through neighboring districts or within multiple district programs operated by the Riverview Intermediate Unit 6. These programs are available to students in private institutions. All decisions concerning appropriate Special Education Services and programs for students, including the consideration of services and programs in the home school will be based upon the following practices. It is the goal of the Redbank Valley School District to educate all of our students within our local education agency and ultimately within our school buildings.

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

Supports and services to increase appropriate behavior and reduce disruptive or learning impeding behaviors Student Assistance Programs K-12 (SAP) English Language Learners MTSS Framework Contracted Social Worker (2) Contracted Behavioral Specialist Social Skills Instruction Counseling supports Peer supports (facilitating friendships) Individualized behavior support plans Opportunity to modify rules and expectations Access to out-patient school based therapy

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

The District offers all levels of support; Itinerant, Supplemental, and Full Time. Expanding the push-in model for special education teachers has included students more in the general education curriculum. At all grade levels, K-12, students with IEP's participate with non-disabled peers to the maximum extent possible. The District still provides a supplemental level of support in ELA and mathematics in which students can be pulled out based on an IEP team decision. The District utilizes researched-based programs at all grade levels to meet students' needs. The district received training's from the local IU to RVSD staff on the STAR Program and the CDT's. Within the training's, staff are trained on administering the tests, collecting the data, and disaggregate the data. The district will continue to look at other ways to push-in or co-teach to maximize the ability to include students more in the general education curriculum. \* Adaptations and Accommodations such as test modifications, changes to the curriculum, and changes in methods of material presentation. \* Alternative materials and/or assistive technology (e.g. materials on tape, transcribe text into Braille, large print, alternate computer access, speech to text). \* Providing alternate ways for students to demonstrate learning. \* Implementation of research based interventions/alternate curriculum. \* Executive functioning support within the context of daily routines in the general education curriculum.

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

Students with disabilities, including those in outside placements, are encouraged to participate in various extracurricular activities. Staff are included in IEP team discussions, and are trained in needs and or medical the students may have, and how to support those needs. Additionally, plans are in place to implement full inclusion sports, musicals, band, and plays for disabled and non disabled peers to participate in together. Appropriate support may include the help of staff, paraprofessional, nursing support, or specialized transportation. The Redbank Valley School District uses a variety of supplementary aids and services to ensure students with disabilities are included in the general education environment using grade level standards and curriculum to the maximum extent possible. Services range from simple accommodations to more intensive adaptations and modifications and are student specific to meet the needs of individual students. Supplementary aids and services encompass a variety to tools and techniques, supporting students instructionally and socially/emotionally/behaviorally. At this time, Redbank Valley offers Learning Support K-12 among all three school buildings. Redbank Valley offers Life Skills Support, 6-12 grades at the high school. Redbank Valley offers Autism Support, K-12 grades. The district employs two full time Speech and Language Pathologist to support students with speech and language needs. Also, the district provides the following support services in collaboration with the local IU: Vision Support, Deaf/Hard of Hearing Support, Physical Therapy, and Occupational Therapy. Although the Redbank Valley School District understands the need to provide services for students within their LEA, the district currently offers Emotional Support K-6, Life Skills Support K-6, and Multi-disability Support K-12 through contracted consortium classrooms in collaboration with the local IU (Riverview Intermediate Unit 6).
5. **Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?**

In the event that a student can not be provided educational services to the maxium extent at Redbank Valley, the student is placed in another public facility, approved private school or alternative educational program. The LEA contacts the educational site, provides IEP paperwork, data, progress reports, school psychologist evaluations, health records, and other screenings for each student. The LEA works collaboratively with the parent(s) and educational site to transition the student seamlessly for the process. The LEA participants in each of the student's IEP Team meetings. At each of the meetings, the LEA will consider a team discussion on returning the student to a less restrictive environment (home distrcit) with the supports and services required to ensure student progress. There are times when other entities such as Children Youth and Family Services or Probation place students into private institutions for necessary treatment (e.g. drug and alcohol addiction, or mental health). In these instances the RVSD follows students to ensure they are protected under IDEA and Chapter 14 of PA's School Code. The LEA participates and contributes to reevaluations, and IEP meetings to be sure opportunities to be educated with non-disabled children and the opportunity to participate in district lead extracurricular activities are considered.

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

Redbank Valley has expanded services for students. The district has integrated one full time Social Worker services, one full time Behavioral Specialist Support services, Guidance Counselors K-12, Personal Care Paraprofessionals K-12 to support students in inclusion in the general education environment. Within the Guidance Counselor at the elementary setting, lessons are provided to each of the classrooms on social skills, emotional skills, and behavioral skills to ensure student success in the general education environment. In addition too services, the district contracts out for additional educational aides to provide educational related services to maximize student inclusion in the general education environment. Redbank Valley School District is contracted through Clarion County Career Center (Technical School). These services provide Special Education supports and services to Clarion County schools. All students are participating to fullest extent possible within the regular education setting for vocational classes.

**Out of District Placements**

<b>Facility Name</b>	<b>Facility Type</b>	<b>Other</b>	<b>Operated By</b>	<b>Service Type</b>	<b>Number of Students Placed</b>
Adelphoi	Other	Alternate Educational Placement	Mike Arone	Emotional Support	2
New Story	Other	Alternate Educational Placement	Jason Daniluk	Emotional Support	1
Soaring Heights	Other	Alternate Educational Placement	Tennelle Dienes	Emotional Support	1
Soaring Heights	Other	Alternate Educational Placement	Tennell Dienes	Autistic Support	2

## Positive Behavior Support

### Date of Approval

2024-09-24

### Uploaded Files

BoardDocs® PL Positive Behavior Support\_active.pdf

BoardDocs® PL School Wellness.pdf

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

The Board directs that the district shall comply with provisions and procedural safeguards of the Individuals With Disabilities Education Act (IDEA) and federal and state regulations when disciplining students with disabilities for violations of Board policy or district rules or regulations. No student with a disability shall be subjected to a disciplinary change in placement if the student's particular misconduct is a manifestation of his/her disability. However, under certain circumstances a student with a disability may be placed in an interim alternative educational setting by school personnel or the IEP team could, if appropriate, change the student's educational placement to one which is more restrictive than the placement where the misconduct occurred. Redbank Valley School District policy 113.2 addresses the development of Positive Behavior Support Plans for students receiving Special Education Services in accordance and procedures of 22 Pa. Code, Chapter 14 Regulations, and the Individuals with Disabilities Education Act. These behavior support programs are based on a Functional Behavioral Assessment (FBA). Once the FBA is conducted, the IEP team will develop will develop a Positive Behavior Support Plan for the individual student. The Positive Behavior Support Plan include an array of techniques to develop and maintain skills that will promote student's opportunity for inclusion practice in the regular education setting. In meeting the needs of the whole child, the district provides guidance lessons at each of the elementary buildings. The guidance lessons referred to as "Bucket Fillers, at one elementary school and the other program at the second elementary is referred to as "Character Counts." These curriculum's are incorporated to promote a school wide positive approach for student achievement and success. Redbank Valley high school created Paw-sitively Tickets to promote school wide positive behavior support. The focus was to promote positive behaviors and mindset for all students. A flyer was sent home to communicate with all student families. This incentive promotes and encourages students to work towards good behaviors, good attendance and good grades. The district has established relationships with a number of outside agency supports; Center for Community Resources, Family Psychological, and Passages provide weekly/monthly counseling sessions for students. The LEA provides space for these agencies in the buildings to support students. These agencies have access to the child during the school day. This promotes families to connect with needed services within both the school and home communities. The district has established relationships with agencies for 2 Social Worker services and 1 Behavioral Specialist. These are full time positions provide supports and services district wide. The social worker assists students between school personnel and families. These actions address basic needs of student's social/emotional needs, provide individual/group counseling sessions throughout the district. The services are provided to special education students, as well as regular education students district wide. The district plans to view/edit the board policies 113.2 in the 2022-2023 school year.

#### 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.**



In accordance with the local IU, Redbank Valley provides training to staff district wide in CPI - Nonviolent Crisis Intervention. The district staff participants with de-escalation strategies and physical interventions to implement with difficult behaviors. District staff learns decision-making skills to match the level of the response to the risk of the crisis, focusing on the least-restrictive response to ensure the Care, Welfare, Safety, and Security of the district's students. The training also includes recognizing the stages of an escalating crisis and learning evidence-based techniques to appropriately de-escalate. The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.

**3. Describe the district positive school wide support programs.**

Behavior Support Plan or Behavior Intervention Plan - plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education. The district utilizes "Bucket Fillers" at the Primary Elementary building, grades K-2, as their positive support program. The program represents your mental and emotional self. At the Intermediate elementary building, grades 3-5, "Character Counts" is utilized as their positive support program. At the high school building, we are looking to implement "Character Counts" as an ongoing positive support program to caring on through to the high school and graduation. Redbank Valley high school created Paw-sitively Tickets to promote school wide positive behavior support. The focus was to promote positive behaviors and mindset for all students. A flyer was sent home to communicate with all student families. This incentive promotes and encourages students to work towards good behaviors, good attendance and good grades. Positive techniques - methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.

**4. Describe the district school-based behavior health services.**

The Board adopts the Student Wellness Policy based on the recommendations of the appointed Wellness Committee and in accordance with federal and state laws. To ensure the health and well-being of all students, the Board establishes that the district shall provide to students: A comprehensive nutrition program consistent with federal and state requirements. Access at reasonable cost to foods and beverages that meet established nutritional guidelines. Physical education courses and opportunities for developmentally appropriate physical activity during the school day. Curriculum and programs for grades K-12 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards. The district utilizes Family Psychological, Center for Community Resources, and Passages Inc to provide behavioral health services from outside agencies. The district also utilizes a social worker through Spero Group, LLC. The social worker provides district wide services to all students within the district. Additional, the district utilizes a behavioral specialist through KeySolution Staffing, LLC. The behavioral specialist provides district wide services to all students within the district. Redbank utilizes the local IU for behavioral consultation on a needed basis to support students in the district. Redbank Valley School District appointed a Wellness Committee that periodically conduct an assessment on the contents and implementation of this policy as part of a continuous improvement process to strengthen the policy and ensure implementation. The assessment shall include the extent to which district schools are in compliance with law and policies related to student wellness, and shall describe the progress made by the district in attaining the goals of this policy. The assessment shall be made available to the public.

5. **Describe the district restraint procedure.**

Restraints: Application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following: 1. Briefly holding a student, without force, to calm or comfort him/her. 2. Guiding a student to an appropriate activity. 3. Holding a student's hand to escort him/her safely from one area to another. 4. Hand-over-hand assistance with feeding or task completion. 5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP. 6. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seat belts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices. In the event a restraint is utilized, the Director of Special Education or designee will notify the parent/guardian as soon as possible. Within ten school days, the IEP team will convene for a meeting to discuss the restraint. During the meeting, the IEP team discusses/considers what would be the most appropriate for the student. Does the student need a (FBA) Functional Behavioral Assessment, or revision to (PBSP) Positive Behavior Support Plan, or a change in placement to address inappropriate behavior. If the parent/guardian chooses not meet, after written notice, agrees in writing to waive the meeting. Additionally, all documentation of restraints are entered in the state 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.**

The Redbank Valley School District does not currently have difficulty providing FAPE for students regardless of their disability. The district makes every effort to educate all students within the district. The district works collaboratively with local agencies and neighborhood schools and or IU to provide appropriate instruction and supports/services for all identified students. If the student is at risk of placement outside of the district for more of an intensive environment, the IEP team will convene with parent(s)/guardian(s) to discuss and plan for additional programs and supports to meet the child's needs. Programs currently operating within the district include K-12 Learning Support, 6-12 Life Skills Support, K-12 Speech Language Support, K-5 Autism Support, 6-12 Autism Support, K-12 Deaf and Hard of Hearing Supports (instruction provided by the local IU) and K-12 OT and PT support (instruction provided by the local IU). Itinerant, Supplemental, and Full Time support is offered and is determined on the level of the need of each individual student. Throughout the duration of this plan, Redbank Valley Special Education Services will continue to meet with various services providers to support appropriate placement for our students. Redbank Valley School District does have a student that is placed on Instruction Conducted in the Home. Redbank would utilize supports from the district's local IU for guidance and supports. Highlights of the Redbank Valley School District Special Education programs and services available to students with disabilities include: \* 100% Certified and Highly Qualified Professional Staff \* 100% Highly Qualified Paraprofessional Staff \* 1 Full Time School Psychologist \* 2 Social Workers (contracted through outside agency (SPERO Group) \* 1 Behavioral Specialist (contracted through outside agency (KeySolutions) \* Transition Coordinator \* Comprehensive Early Intervention transition to kindergarten process \* School wide Positive Behavior Support at both elementary schools \* SAP Teams at Elementary and High School levels \* Search for Work Day at the high school level \* Field trips to Hiram G. Andrews Vocation School \* Goodwill program \* Dual enrollment courses with Mount Aloysius College and Seton Hill University \* Agency involvement with SAM \* Scholastic Read 180 Program for grades 3-8

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AL17IU	Secondary	Full-time (1.0)	01/16/2025 09:14 AM

<b>Building Name</b>	
Redbank Valley HS	
<b>Support Type</b>	
Blind And Visually Impaired Support	
<b>Support Sub-Type</b>	
Blind And Visually Impaired Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	1
<b>Identify Classroom</b>	<b>Classroom Location</b> <b>Age Range</b>
Intermediate Unit	Secondary   15 to 15
<b>Age Range Justification</b>	<b>FTE %</b>
	0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WS16	Multiple	Full-time (1.0)	01/16/2025 09:11 AM

<b>Building Name</b>	
Redbank Valley Intrmd Sch	
<b>Support Type</b>	
Speech And Language Support	
<b>Support Sub-Type</b>	
Speech And Language Support	
<b>Level of Support</b>	<b>Case Load</b>

Itinerant (20% or Less)		22
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Speech and Language programs operate at grade level within the high school building respectively.		0.34

<b>Building Name</b>		
Redbank Valley HS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		23
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Speech and Language programs operate at grade level within the high school building respectively.		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CS15	Elementary	Full-time (1.0)	01/16/2025 09:12 AM

<b>Building Name</b>		
Redbank Valley Primary School		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		40

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.62

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SM14	Secondary	Full-time (1.0)	01/15/2025 09:42 AM

<b>Building Name</b>		
Redbank Valley HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Redbank Valley HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	12 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
This classroom is a 6-12 Autism Support Classroom for the district. Age Waiver forms were sent home and signed by the student's parents.		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BM13	Secondary	Full-time (1.0)	01/15/2025 09:39 AM

<b>Building Name</b>		
Redbank Valley HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KC12	Secondary	Full-time (1.0)	01/15/2025 09:37 AM

<b>Building Name</b>		
Redbank Valley HS		
<b>Support Type</b>		

Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Redbank Valley HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.07

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
DB11	Secondary	Full-time (1.0)	01/15/2025 09:36 AM

<b>Building Name</b>		
Redbank Valley HS		
<b>Support Type</b>		
Learning Support		



<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
KR10	Secondary	Full-time (1.0)	01/15/2025 09:34 AM

<b>Building Name</b>		
Redbank Valley HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Redbank Valley HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KY09	Secondary	Part-time (0.5)	01/15/2025 09:28 AM

<b>Building Name</b>		
Redbank Valley HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>		
Redbank Valley HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HM08	Secondary	Full-time (1.0)	01/15/2025 09:26 AM

<b>Building Name</b>		
Redbank Valley HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Redbank Valley HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
TM07	Secondary	Full-time (1.0)	01/15/2025 09:24 AM

<b>Building Name</b>		
Redbank Valley HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>		
Redbank Valley HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3

Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SK06	Elementary	Full-time (1.0)	01/15/2025 09:22 AM

Building Name		
Redbank Valley Intrmd Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
This classroom is a K-5 Autism Support Classroom for the district. Age Waiver forms were sent home and signed by the student's parents.		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LM05	Elementary	Full-time (1.0)	01/15/2025 09:15 AM

Building Name
Redbank Valley Intrmd Sch

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Redbank Valley Intrmd Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
EY04	Elementary	Full-time (1.0)	01/15/2025 09:14 AM

<b>Building Name</b>		
Redbank Valley Intrmd Sch		
<b>Support Type</b>		

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MH03	Elementary	Full-time (1.0)	01/15/2025 09:11 AM

<b>Building Name</b>		
Redbank Valley Intrmd Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Redbank Valley Intrmd Sch		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MT02	Elementary	Full-time (1.0)	01/15/2025 09:07 AM

<b>Building Name</b>		
Redbank Valley Primary School		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>		
Redbank Valley Primary School		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		



Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CS01	Elementary	Full-time (1.0)	01/15/2025 09:05 AM

<b>Building Name</b>		
Redbank Valley Primary School		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>		
Redbank Valley Primary School		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Redbank Valley HS		107
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 22 feet, 5 inches	672sqft	24
<b>Implementation Date</b>		
2025-05-11		
<b>Uploaded Files</b>		

### 1Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Redbank Valley Intrmd Sch		NA
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
12 feet, 0 inches x 12 feet, 0 inches	144sqft	5
<b>Implementation Date</b>		
2025-05-11		
<b>Uploaded Files</b>		

### 2 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Redbank Valley Intrmd Sch		1
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
38 feet, 0 inches x 26 feet, 0 inches	988sqft	35
<b>Implementation Date</b>		
2025-05-11		
<b>Uploaded Files</b>		

### 3 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Redbank Valley HS		106
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 22 feet, 5 inches	672sqft	24
<b>Implementation Date</b>		
2025-05-11		
<b>Uploaded Files</b>		

#### 4Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Redbank Valley Primary School		11
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 32 feet, 0 inches	896sqft	32
<b>Implementation Date</b>		

2025-05-11
<b>Uploaded Files</b>

5 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Redbank Valley Intrmd Sch		15
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 31 feet, 0 inches	775sqft	27
<b>Implementation Date</b>		
2025-05-11		
<b>Uploaded Files</b>		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	

The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

<b>Building Name</b>		<b>Room #</b>
Redbank Valley HS		101
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 22 feet, 5 inches	672sqft	24
<b>Implementation Date</b>		
2025-05-11		
<b>Uploaded Files</b>		

7Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Redbank Valley HS		203
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 0 inches x 25 feet, 0 inches	850sqft	30
<b>Implementation Date</b>		
2025-05-11		
<b>Uploaded Files</b>		

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

<b>Building Name</b>		<b>Room #</b>
Redbank Valley HS		102
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 22 feet, 5 inches	672sqft	24
<b>Implementation Date</b>		
2025-05-11		
<b>Uploaded Files</b>		

9Assurance 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

<b>Building Name</b>		<b>Room #</b>
Redbank Valley Primary School		19
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 5 inches x 13 feet, 0 inches	265sqft	9
<b>Implementation Date</b>		
2025-05-11		
<b>Uploaded Files</b>		

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

<b>Building Name</b>	<b>Room #</b>
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Redbank Valley Intrmd Sch		18
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 33 feet, 0 inches	825sqft	29
<b>Implementation Date</b>		
2025-05-11		
<b>Uploaded Files</b>		

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

<b>Building Name</b>		<b>Room #</b>
Redbank Valley HS		131
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
<b>Implementation Date</b>		
2025-05-11		
<b>Uploaded Files</b>		

12 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Redbank Valley HS		121
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
38 feet, 0 inches x 22 feet, 0 inches	836sqft	29
<b>Implementation Date</b>		
2025-01-16		
<b>Uploaded Files</b>		

13 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Redbank Valley Intrmd Sch		12
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 0 inches x 25 feet, 0 inches	825sqft	29
<b>Implementation Date</b>		
2025-05-11		
<b>Uploaded Files</b>		

14 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Redbank Valley Primary School		14
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 28 feet, 0 inches	756sqft	27
<b>Implementation Date</b>		
2025-05-11		
<b>Uploaded Files</b>		

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.	Yes	

## Special Education Support Services

### 16Special Education Support Services

<b>Special Education Support Services</b>	<b>Numerical Value</b>	<b>Primary Location</b>	<b>Contractor or District</b>
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	District
School Psychologist	1	District Wide	District
Paraprofessionals	19	District Wide	District
Paraprofessionals	2	District Wide	Contractor
Social Worker	2	District Wide	Contractor
Behavior Specialist	1	District Wide	Contractor
Guidance Counselor	1	Elementary	District
Guidance Counselor	2	Secondary	District
Occupational Therapist	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor

## Special Education Personnel Development

### Autism

Description of Training			
Current staff will follow the STAR Program. Strategies for teaching comprehensive special education curriculum that includes detailed lesson plans, teaching materials, dat systems and a curriculum-based assessment for teaching the six curricular areas of receptive language, expressive language, spontaneous language, functional routines, academics, and play & social skills..			
Lead Person/Position		Year of Training	
Special education Director and Building Administration		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District	Paraprofessionals Special Education Teachers

Description of Training			
Current staff will utilize the SATR Media Center to support the Autism classroom for daily curriculum.			
Lead Person/Position		Year of Training	
Special Education Director and Autism Teacher		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	9	District	Building Administrators Paraprofessionals Special Education Teachers

## Positive Behavior Support

Description of Training			
Positive Behavior Intervention Support Training			
Lead Person/Position		Year of Training	
Special Education Director and Building Administration		2025 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1-3	2	District Intermediate Unit Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
CPI Nonviolent Crisis Intervention			
Lead Person/Position		Year of Training	
Special Education Director and Building Administration		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Building Administrators Paraprofessionals Special Education Teachers Other

Description of Training	
Vector: De-Escalation Strategies	
Lead Person/Position	Year of Training



Superintendent		2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
30	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

### Paraprofessional

<b>Description of Training</b>			
Annually, The Redbank Valley School District will offer Paraprofessionals with a minimum of 20 in-service hours of training to meet the PDE/Chapter 14 mandate, and to improve overall skills and knowledge base for working with students with disabilities. Topics include; CPI Training, Safety Care, First Aid, Trauma Informed Care, school safety, technology, key content knowledge and collaborative skills, and CPR.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Director and Building Administration		2025 2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
4	5	District Intermediate Unit Other	Paraprofessionals

<b>Description of Training</b>	
CPR/First Aid training	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Special Education Director and Building Administration	2025 2026 2027

		2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
14	2	District Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Safe Schools (Special Education for Staff)			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Director and Building Administration		2025	
		2026	
		2027	
		2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
Various 1-8	6	District	Paraprofessionals

<b>Description of Training</b>			
Safe Schools (Safety & Wellness for Students)			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Director and Building Administration		2025	
		2026	
		2027	
		2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
Various 1-8	6	District	Paraprofessionals

## Transition

<b>Description of Training</b>			
Special Education Staff will receive trainings related to post-secondary goals for students upon graduation. Staff will be able to develop ongoing skills necessary to successfully complete transition services for post secondary education, employment, and independent living. Team members will continue training to meet the criteria for Indicator 13 that provide services and activities that will be reasonably enable the student to meet post-secondary goal that will address post-secondary employment planning.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Director and Building Administration		2025 2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	9	District Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers Other

<b>Description of Training</b>			
Indicator 13. Personnel development for secondary special education staff will continue to include the federal requirements for Individualized Education Programs (IEPs) for students ages 14 and older and will focus on measurable, annual IEP goals, and transition services that will lead to post-secondary goals consistent with previous Indicator 13 training. There will be an emphasis on staff developing an ability to write annual goals that are aligned to Pennsylvania Academic Standards for reading, math, writing, and other academic skills that are specific and measurable including those related to progress monitoring and writing quarterly progress reports. Personnel development will engage special education teachers in writing measurable annual goals based on clearly identified present levels of academic achievement and functional performance.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Director and Building Administration		2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

6	12	Intermediate Unit	Special Education Teachers
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### Science of Literacy

<b>Description of Training</b>			
Redbank Valley staff will be provided with a series of professional development in the area of reading achievement. Professional development will contain reading instructional strategies and interventions that can be used in small group and within the general education classroom. Teachers will implement educational practices and programs to address areas of need within the reading instruction.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Director and Building Administration		2025 2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
4	2	District Other	Building Administrators General Education Teachers Special Education Teachers Other

### Parent Training

<b>Description of Training</b>			
Online training videos and documents will be provided on our website for parents to access to gain information and legal guidelines.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special education Director and Building Administration		2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
varied	varied	District	Parents

Description of Training			
Back to School Nights for K-6			
Lead Person/Position		Year of Training	
Building Administration		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Parents

Description of Training			
Redbank Valley Special Education Parent's Corner page, located on the district's website.			
Lead Person/Position		Year of Training	
Director of Special Education		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
varied	varied	District	Parents

Description of Training	
OVR Virtual Transition Night training for Parents	
Lead Person/Position	Year of Training
District's Transition Coordinator	2025
	2026
	2027

		2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	2	District	Parents

### IEP Development

<b>Description of Training</b>			
The Special Education Professional staff will be provided with professional development opportunities focused in the area of IEP development.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Director and Building Administration		2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	3	District Intermediate Unit	Special Education Teachers

<b>Description of Training</b>			
IEPWriter PA Leader Services			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Director		2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District	Special Education Teachers

<b>Description of Training</b>	
Review all parts of the IEP and special education throughout the school year for department meetings.	
<b>Lead Person/Position</b>	<b>Year of Training</b>

Director of Special Education/School Psychologist		2025 2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
.5	6	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**



