

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 184
School District Total Student Enrollment 925
Percent of Students Receiving Special Education 19.9

Steering Committee

Name	Position/Role	Building	Email
Amy Rupp	Superintendent	Redbank Valley SD	arupp@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
Ann Kopnitsky	Board Member	Redbank Valley SD	akopnitsky@redbnakvalley.net
Dianna Bain	Special Education Teacher	Redbank Valley HS	dbain@redbankvalley.net
Meagan Hammond	Special Education Teacher	Redbank Valley Intrmd Sch	mhammond@redbankvally.net
Julie Veronesi	General Education Teacher	Redbank Valley Intrmd Sch	jveronesi@redbankvalley.net
Devin Laird	General Education Teacher	Redbank Valley HS	dlaird@redbankvalley.net
Kelly Ripple	Parent	Redbank Valley SD	kripple@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)

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 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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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

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
Beacon Light Behavioral Health System	Residential Setting		District	2
Valley Advantages	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.
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 Beacon Light Behavioral Health System, 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.

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 data for Least Restrictive Environment. Highlight areas of improvement.

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. Over the next year, the district has a goal of beginning the process of transferring our students from the IU6 consortium (Autism Support) classrooms back into their home schools.

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 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.

* 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.

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 Emotional Support, 6-12 grades at the high school. The district employs one full time and one part 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, Autistic Support K-12, and Multi-disability Support K-12 through contracted consortium classrooms in collaboration with the local IU (Riverview Intermediate Unit 6). Over the next year, the district has a goal of beginning the process of transferring our students from the IU6 consortium (Autism Support) classrooms back into their home schools.

- 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 maximum 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 district) with the supports and services required to ensure student progress.

- 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

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Story	Other	Alternate Educational Placement	Timothy Port	Emotional Support	2
New Story	Other	Alternate Educational Placement	Becky Compardo	Emotional Support	1

Adelphoi	Other	Alternate Educational Placement	Mike Arone	Emotional Support	1
New Story	Other	Alternate Educational Placement	Kelly Casella	Emotional Support	1

Positive Behavior Support

Date of Approval

2011-03-29

Uploaded Files

BoardDocs Positive Behavior Support.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. The district has established relationships with a number of outside agency supports; Center for Community Resources, Family Psychological, Passages, and Shamrock Solutions 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 Social Work services and 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. 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. 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. The district plans to view/edit the board policies 113.2 in the 2022-2023 school year.

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 Emotional Support, 6-12 Life Skills Support, K-12 Speech Language Support, 6-12 Autism Support (instruction provided by the local IU classroom), 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, and Supplemental 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.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WS002	Multiple	Part-time (0.5)	05/11/2022 12:14 PM

Building Name		
Redbank Valley HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 19
Age Range Justification		FTE %
Speech and Language programs operate at grade level within the high school building respectively.		0.32

Building Name		
Redbank Valley Intrmd Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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ALIU03	Secondary	Full-time (1.0)	05/11/2022 11:58 AM
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Building Name		
Redbank Valley HS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	13 to 13
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DWIU02	Multiple	Full-time (1.0)	05/11/2022 11:57 AM

Building Name		
Redbank Valley Primary School		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	7 to 7

Age Range Justification	FTE %
	0.02

Building Name		
Redbank Valley Intrmd Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	11 to 11
Age Range Justification		FTE %
		0.02

Building Name		
Redbank Valley HS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	16 to 17
Age Range Justification		FTE %
		0.06

Building Name		
Redbank Valley HS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	14 to 18
Age Range Justification		FTE %
		0.27

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SRIU01	Secondary	Full-time (1.0)	05/11/2022 11:04 AM

Building Name		
Redbank Valley HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	14 to 16
Age Range Justification		FTE %
		0.38

Building Name		
Redbank Valley HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1

Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	13 to 13
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CS001	Elementary	Full-time (1.0)	05/11/2022 12:15 PM

Building Name		
Redbank Valley SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		48
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Speech and Language programs operate at grade level within each of the Primary and Intermediate schools.		0.74

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KC07	Secondary	Full-time (1.0)	05/04/2022 01:06 PM

Building Name
Redbank Valley HS
Support Type

Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BM06	Secondary	Full-time (1.0)	05/04/2022 01:04 PM

Building Name		
Redbank Valley HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.4

Building Name		
Redbank Valley HS		
Support Type		
Life Skills Support		
Support Sub-Type		

Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TM05	Secondary	Full-time (1.0)	05/04/2022 01:02 PM

Building Name		
Redbank Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.3

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

Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.08

Building Name		
Redbank Valley HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KY04	Secondary	Full-time (1.0)	05/04/2022 12:59 PM

Building Name		
Redbank Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.1

Building Name		
Redbank Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HM03	Secondary	Full-time (1.0)	05/04/2022 12:56 PM

Building Name		
Redbank Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %

	0.15
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Building Name		
Redbank Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KR02	Secondary	Full-time (1.0)	05/04/2022 12:53 PM

Building Name		
Redbank Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.1

Building Name		
Redbank Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DB01	Secondary	Full-time (1.0)	05/04/2022 12:50 PM

Building Name		
Redbank Valley HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.06

Building Name		
Redbank Valley HS		

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.05

Building Name		
Redbank Valley HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LM03	Elementary	Full-time (1.0)	05/04/2022 12:11 PM

Building Name		
Redbank Valley Intrmd Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EY02	Elementary	Full-time (1.0)	05/04/2022 11:51 AM

Building Name		
Redbank Valley Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.2

Building Name		
Redbank Valley Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MH01	Elementary	Full-time (1.0)	05/04/2022 11:49 AM

Building Name		
Redbank Valley Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.15

Building Name		
Redbank Valley Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6

Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DM02	Elementary	Full-time (1.0)	05/04/2022 11:46 AM

Building Name		
Redbank Valley Primary School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
The IEP team determined this is appropriate for the one particular student		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CS01	Elementary	Full-time (1.0)	05/04/2022 11:43 AM

Building Name
Redbank Valley Primary School
Support Type

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.15

Building Name		
Redbank Valley Primary School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.04

Special Education Facilities

Building Name		Room #
Redbank Valley Primary School		11
School Building		Building Description
Elementary		A special education center where no general education are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 32 feet, 0 inches	896sqft	32
Implementation Date		
2022-05-11		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Redbank Valley Primary School		13
School Building		Building Description
Elementary		A special education center where no general education are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 32 feet, 0 inches	864sqft	30
Implementation Date		
2022-05-11		
Uploaded Files		

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	

Building Name		Room #
Redbank Valley Intrmd Sch		18
School Building		Building Description
Elementary		A special education center where no general education are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 33 feet, 0 inches	825sqft	29
Implementation Date		
2022-05-11		
Uploaded Files		

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	

Building Name		Room #
Redbank Valley Intrmd Sch		1
School Building		Building Description
Elementary		A special education center where no general education are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 26 feet, 0 inches	988sqft	35
Implementation Date		
2022-05-11		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Redbank Valley Intrmd Sch		15
School Building		Building Description
Elementary		A special education center where no general education are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 31 feet, 0 inches	775sqft	27
Implementation Date		
2022-05-11		
Uploaded Files		

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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	

Building Name		Room #
Redbank Valley Primary School		19
School Building		Building Description
Elementary		A special education center where no general education are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 5 inches x 13 feet, 0 inches	265sqft	9
Implementation Date		
2022-05-11		
Uploaded Files		

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	

Building Name		Room #
Redbank Valley HS		101
School Building		Building Description
JR/SR High		A special education center where no general education are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 5 inches	672sqft	24
Implementation Date		
2022-05-11		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Redbank Valley HS		102
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 5 inches	672sqft	24
Implementation Date		
2022-05-11		
Uploaded Files		

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8 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	

Building Name		Room #
Redbank Valley HS		103
School Building		Building Description
JR/SR High		A special education center where no general education are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 5 inches	672sqft	24
Implementation Date		
2022-05-11		
Uploaded Files		

9 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	

Building Name		Room #
Redbank Valley HS		106
School Building		Building Description
JR/SR High		A special education center where no general education are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 5 inches	672sqft	24
Implementation Date		
2022-05-11		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Redbank Valley HS		107
School Building		Building Description
JR/SR High		A special education center where no general education are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 5 inches	672sqft	24
Implementation Date		
2022-05-11		
Uploaded Files		

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11 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	

Building Name		Room #
Redbank Valley HS		129
School Building		Building Description
JR/SR High		A special education center where no general education are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 5 inches	672sqft	24
Implementation Date		
2022-05-11		
Uploaded Files		

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	

Building Name		Room #
Redbank Valley HS		203
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 25 feet, 0 inches	850sqft	30
Implementation Date		
2022-05-11		
Uploaded Files		

13Assurance Check

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

Building Name		Room #
Redbank Valley HS		233
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 14 feet, 0 inches	266sqft	9
Implementation Date		
2022-05-11		
Uploaded Files		

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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	

Building Name		Room #
Redbank Valley Intrmd Sch		NA
School Building		Building Description
Elementary		A special education center where no general education are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 12 feet, 0 inches	144sqft	5
Implementation Date		
2022-05-11		
Uploaded Files		

15 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	

Building Name		Room #
Redbank Valley Intrmd Sch		NA
School Building		Building Description
Elementary		A special education center where no general education are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 12 feet, 0 inches	144sqft	5
Implementation Date		
2022-05-11		
Uploaded Files		

16Assurance Check

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

Building Name		Room #
Redbank Valley HS		116
School Building		Building Description
JR/SR High		A special education center where no general education are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 5 inches x 22 feet, 2 inches	674sqft	24
Implementation Date		
2022-05-11		
Uploaded Files		

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17 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	

Special Education Support Services

18Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	District
School Psychologist	1	District Wide	District
Paraprofessionals	15	District Wide	District
Paraprofessionals	4	District Wide	Contractor
Social Worker	1	District Wide	Contractor
Behavior Specialist	1	District Wide	Contractor
Guidance Counselor	1	Elementary	District
Guidance Counselor	2	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
Current staff will continue to obtain/update their knowledge and skills in the area of Autism Support.			
Lead Person/Position		Year of Training	
Special education Director and Building Administration		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District Intermediate Unit PaTTAN	Paraprofessionals Special Education Teachers

Description of Training			
Training in the CLM model of educating students with Autism			
Lead Person/Position		Year of Training	
Special education Director and Building Administration		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
8	3	District PaTTAN	Special Education Teachers

Positive Behavior Support

Description of Training			
<p>The Redbank Valley School District will continue to develop and expand it's School Wide Positive Behavior Support (SWPBS). The district will continue to implement by developing a team of administrators, faculty, and staff. Redbank Valley currently has district teams, in each building, trained in the Crisis Prevention and Intervention (CPI) approach to Positive Behavior Support and Intervention. District staff are trained and re-certified each school year by certified trainers from the local IU. Parts of the training include proactive methods and response to crisis de-escalation. In addition too, staff members are encouraged to attend training and development opportunities focusing on de-escalation and positive behavior support topics throughout the school year presented through the IU and/or PATTAN. The district will continue to contract out a Behavioral Specialist position and Social Worker position within the district to help support students and staff. The Behavioral Specialist will provide ongoing knowledge and skills in attention given to interventions for struggling students. The Social Worker will continue to develop and enhance the school based mental health resources, supports, and services.</p>			

Lead Person/Position		Year of Training	
Special Education Director and Building Administration		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
7	3	District Intermediate Unit Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
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.			
Lead Person/Position		Year of Training	
Special Education Director and Building Administration		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
4	5	District Intermediate Unit Other	Paraprofessionals

Transition

Description of Training	
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.	
Lead Person/Position	Year of Training
Special Education Director and Building Administration	2022-2023

Hours Per Training	Number of Sessions	Provider	Audience
1	9	District Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers Other

Science of Literacy

Description of Training			
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.			
Lead Person/Position		Year of Training	
Special Education Director and Building Administration		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
4	2	District Other	Building Administrators General Education Teachers Special Education Teachers Other

Parent Training

Description of Training			
Online training videos and documents will be provided on our website for parents to access to gain information and legal guidelines.			
Lead Person/Position		Year of Training	
Special education Director and Building Administration		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
varied	varied	District	Parents

IEP Development

Description of Training			
The Special Education Professional staff will be provided with professional development opportunities focused in the area of IEP development.			
Lead Person/Position		Year of Training	
Special Education Director and Building Administration		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District Intermediate Unit	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

