

Ambridge Area SD

Special Education Plan Report

07/01/2020 - 06/30/2023

District Profile

Demographics

901 Duss Avenue
 Ambridge, PA 15003
 (724)266-2833
 Superintendent: Joseph Pasquerilla
 Director of Special Education: Lee Myford

Planning Committee

Name	Role
Lee Myford	Administrator : Special Education
Meagan Trimbur	Board Member : Special Education
Laura Burns	Building Principal : Special Education
Denise Manganello	Community Representative : Special Education
Jamie Wellman	Elementary School Teacher - Special Education : Special Education
Davide Scuillie	High School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Theresa Brewer	High School Teacher - Special Education : Professional Education Special Education
Samantha King	Middle School Teacher - Special Education : Special Education
Jane Stadnik	Parent : Special Education
Sue Ann Fultz	Student Services Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 467

Identification Method

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

The Ambridge Area School District strives to identify students with learning disabilities as early in their educational careers as possible. Due to the number of services and supports provided to students in the Ambridge Area School District, the staff is able to identify students who are struggling academically. In the Ambridge Area School District, supports and services from the intervention periods, special education teachers, social workers, guidance counselors, and speech and language therapists assist regular education teachers in identifying students who are struggling academically. The Ambridge Area School District utilizes the Severe Discrepancy Model to identify students with a specific learning disability.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

At this time, the Ambridge Area School District does not have a significantly disproportionate enrollment difference in any of the disability categories. Below is the percentage of enrollment difference compared to Ambridge Area School District and the State for each disability category:

Special Education Enrollment: +2.6%

Autism: +1.3%

Emotional Disturbance: -0.4%

Intellectual Disability: -0.3%

Other Health Impairment: -3.6%

Specific Learning Disability: +3.3%

Speech and Language: -0.4%

Data was insufficient to calculate discrepancies for Deaf-Blindness, Hearing Impairment including Deafness, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment including Blindness.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The Ambridge Area School District is not a host district.

The Ambridge Area School District provides a Free and Appropriate Public Education (FAPE) to any eligible student residing in the school district including non-residents. Although there are no youth group homes or institutions within the boundaries of the school district at the present time, if through child find the district became aware of a student in need of an evaluation and special education services, an IEP would be developed to meet the educational needs of the student. The IEP would outline the manner in which the program would be provided and the location of the services.

When identified non-resident special education students are placed, the Ambridge Area School District immediately sends (fax, email, and/or mail) the most recent Evaluation Report, Individualized Education Program, and Notice of Recommended Educational Placement to the facility to ensure FAPE continues to be provided to the student.

The barriers which limit the Ambridge Area School District's ability to meet its obligations under Section 1306 of the Public School Code are that the student may transfer from one facility to another facility in a very short time span, and either facility does not inform the school district of this transfer. The time of notification to the school district is a major concern. A student might be in a facility for two or three weeks before the school district is even notified that the student has been placed. The request for records needs to be handled in a timelier manner.

Incarcerated Students Oversight

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

The Ambridge Area School District does not have a prison within the district boundaries.

The Ambridge Area School District provides a Free and Appropriate Public Education (FAPE) to any eligible student residing in the school district including students who may be incarcerated. Although there are no incarcerated youth within the boundaries of the school district at the present time, if through child find the district became aware of a student in need of an evaluation and special education services, an IEP would be developed to meet the educational needs of the student. The IEP would outline the manner in which the program would be provided and the location of the services.

When identified special education students are incarcerated, the Ambridge Area School District immediately sends (fax, email, and/or mail) the most recent Evaluation Report, Individualized Education Program, and Notice of Recommended Educational Placement to the facility to ensure FAPE continues to be provided to the student.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Ambridge Area School District recognizes the importance for students with disabilities to be provided with opportunities to be included in regular education settings with non-disabled peers. The school district evaluates programs on a yearly basis based on the needs of the students. Presently, the Ambridge Area School District has the following programs: learning support (K-12), autistic support (K-6), emotional support (K-12), life skills support (K-12), and speech and language support (K-12). In addition, vision services, hearing impaired services, occupational therapy, physical therapy, and counseling services are provided to our students.

The special education program incorporates a push-in and a pull-out approach to meeting individual needs of the students. To the maximum extent possible, the same curriculum is utilized for students with and without disabilities to allow seamless flow between regular education and special

education. A variety of supplemental aides and services are utilized to support students in the regular education setting. Reading specialists, speech and language therapists, and paraprofessionals provide research based interventions to the students. Ongoing progress monitoring is conducted to assess each student's skills, make instructional decisions, and determine appropriate placement. All special education teachers use the same tools for academic progress monitoring in math, reading, and writing.

At the Ambridge Area School District, all students with disabilities are encouraged to participate in extra-curricular activities. In the past, identified students have joined chorus, participated in band, performed in musicals, joined school clubs and organizations, and participated in both academic and athletic teams.

When a student with a disability appears to not be making adequate progress with supplementary aids and services, a multi-disciplinary re-evaluation is conducted to determine if any additional supports and services should be considered prior to a change in placement. The evaluation report is shared with the parents at a team meeting comprised of all individuals involved in the student's education. If the evaluation results reveal that all local supplemental supports and services have been attempted and were unsuccessful, outside placement options are considered. Placement decisions are a team effort with the parents making the final decision. This process is also applied for a Functional Behavior Assessment.

The Ambridge Area School District has approximately eight percent of special education students attending programs outside the school district. The students who attend outside placements are supported as any other student within the school district. The district administrators and teaching staff are actively involved in the education of these students. For instance, the Director of Pupil Services regularly attends meetings for these students to ensure that their needs are being adequately met. The school district maintains a collaborative and positive relationship with each student's family working closely with them to monitor the student's progress and plan for post secondary education, independent living, and employment. Lastly, all of the students placed out of the district are afforded the opportunity to participate in extracurricular activities.

List of Supplementary Aids and Services	
Provided by the Ambridge Area School District	
(Not an all inclusive list)	
Co-teaching	Test modifications
Paraprofessional supports	Large print materials and books
Assistive Technology	Books on tape or CD

iPads in special education classrooms and speech classrooms	Computer access
Inter-active white boards	Change method of presentation
Modified curricular goals	Instructional adaptations (pre-teaching, repeating directions, extra examples, re-teaching)
Alternate ways for students to demonstrate learning	Furniture arrangement in environments
Specific seating arrangements	Individualized desk, chair
Adaptive equipment	Adjustments to sensory input (light, sound)
FM systems	Structural aids (wheelchair accessibility, trays, grab bars)
Social skills instruction	Counseling supports
Peer supports (facilitating friendships)	Individualized behavior support plans
Modifications to rules and expectations	Cooperative learning strategies
Small group instruction	Graphic organizers
Intervention reading series	Manipulatives in mathematics
Nursing services	Social work services
Consultation services	Co-planning and team meetings
Use of SaS Tool Kit	Braille print books
Adjustable tables	Orientation and mobility instruction
Noise buffers, cubicles	Periodic breaks
Study carrel	Visual timers
Peer tutoring	Learning centers
Study skill instruction	Home-school communication
Support of behavior interventions	Crisis team
Self-advocacy skills	School-to-work program
Social stories	Transition activities
Digital text, text readers	School-Wide Positive Behavior Support
Functional Behavior Assessment	Breaks/opportunities for movement
Visual schedule/supports	Differentiated instruction models
Instructional software	Flexible grouping
Flexible schedule	Modify Assignments – alternative formats, shortened assignments, interest-based assignments
Extended time for assignments	Structured task completion
Provide outlines of notes	Writing supports – scribe, pencil grips, modified materials

When compared to the State Performance Plan (SPP) Targets, the Educational Environments for the Ambridge Area School District are:

Area	Target	Ambridge	Difference	Notes
Inside Regular Class 80% or More	61.5%	50.3%	11.2%	The Ambridge Area School District continues to make progress towards the SPP target.
Inside Regular Class Less Than 40%	9.4%	6.1%	2.4%	The Ambridge Area School District is working to correct and improve on prior practices
Other Settings	4.8%	9.6%	4.8%	The Ambridge Area School District is above the target and state average. The school district did not meet this target.

The Ambridge Area School District has worked to make improvements in regard to educating students in the category of Inside Regular Class 80% or More. The improvement rates have been:

School year	Inside Regular Class 80% or More
2018-2019	61.5%
2017-2018	62%
2016-2017	62.4%
2016-2016	61.8%
2014-2015	60.6%
2013-2014	62.3%
2012-2013	61.5%

2011-2012	64.7%
2010-2011	61.6%
2009-2010	41.8%
2008-2009	46.1%
2007-2008	51%
2006-2007	45.9%
2005-2006	37%

The Ambridge Area School District has been consistent in the area of educating students in Other Settings. The rates have been:

School year	Other Settings
2018-2019	9.6%
2017-2018	9.4%
2016-2017	10.2%
2015-2016	8.6%
2014-2015	10.6%
2013-2014	8.5%
2012-2013	7.9%
2011-2012	8.0%
2010-2011	6.4%
2009-2010	6.4%
2008-2009	7.0%
2007-2008	7.7%
2006-2007	7.9%
2005-2006	8.0%

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
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.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

The Ambridge Area School District promotes effective teaching practices in the areas of classroom management and behavior management by providing training to new teachers through the induction program, and all special education and regular education teachers through the Professional Development Plan. Over the past three school years, the Beaver Valley Intermediate

Unite has provided up-to-date researched based trainings in Effective Behavioral Support to the three elementary schools. All five school buildings have sent teams to be certified in Crisis Prevention Intervention (CPI) through the Beaver Valley Intermediate Unit. The buildings have established crisis teams and developed plans to respond to situations that may occur in the school buildings. The teams are re-certified each school year. Suspension and expulsion rates are monitored to help identify specific areas of concern. The school district recognizes that optional learning outcomes take place in an appropriately managed classroom. When student's behaviors interfere with learning, a plan of intervention will be implemented.

Ambridge Area School District and Western Pa Psych Care (WPPC) have formulated an agreement that provides for school based therapy to be accessed by students at risk. This agreement is outlined in a Memorandum of Understanding that is reviewed annually. A WPPC office is housed in each school and services are provided throughout the school day. Referrals to access school based therapy are made by teachers, administrators, parent/guardians, adolescents 14 years or older or through the SAP or child study teams. Each student serviced must meet diagnostic criterion as delineated in the Diagnostic and Statistical Manual-V and treatment is conducted by therapists with a Master's Degree in social work, counseling or clinical psychology. Permission for WPPC therapists to consult with relevant Ambridge school staff about a student's treatment is obtained through a release of information signed at intake by the parent/guardian or client (if 14 years or older). Shared information allows for a greater continuity of care and typically includes behavioral interventions, acquired skills that need generalized and coping strategies that require prompting. At present 28% of the Ambridge Area school based therapy clientele has an IEP and is receiving support services through a learning support, autistic support, emotional support or life skills classroom.

The district school board approved policy represents a three-tier hierarchical model based upon current best practices. Interventions focus on positive, rather than negative measures, and are clearly outlined to all personnel including administrators, professional staff members, paraprofessionals, related service providers, maintenance/custodial staff, bus drivers, and office staff. The three intervention levels encompass basic classroom management, individualized behavior management plans, and emotional support services for those children qualifying through a multi-disciplinary evaluation. Of course, throughout the three levels, aversive techniques are prohibited. Presently, several students with disabilities are in need of restraints. The use of restraints is listed in the student's IEP. Restraint to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner that is a clear and present danger to him/her, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are ineffective.

The Ambridge Area School District is having elementary Student Assistance Teams trained. The school district has operated Student Assistance Teams at the junior high and senior high levels. The purpose of these teams is to provide every student in the Ambridge Area School District with the opportunity to learn. This requires a safe and orderly school environment. Providing this environment requires programs to support at-risk students. The school district identifies students as at-risk and provides early intervention programs by making available assistance for students troubled with physical, social, emotional, academic, or substance abuse problems. Through the Child

Study Teams and Student Assistance Teams, students and families are also connected with various resources to aide with their behavioral health needs.

In four of the five district buildings, teams have been trained in School-Wide Positive Behavior Supports (SWPBS). These teams have then trained the staff in their buildings on SWPBS. The teams have developed school-wide systems to identify and recognize the positive behaviors our students are exhibiting on a day-to-day basis. The teams have developed the systems to reflect the characteristics of the student populations in their respective buildings. The teams understand the importance of teaching and modeling the desired student behaviors within the school setting. The teams have clear and high expectations in regard to student behavior and understand the importance of consistency by all staff members to teach positive behaviors.

When a student with a disability is displaying behaviors that impede his/her learning or the learning of others, a Functional Behavior Assessment (BFA) is completed. The school district utilizes the behavior consultant from the Beaver Valley Intermediate Unit and the consultant from The Watson Institute as the behavior specialist for an FBA. Other members of the FBA team include: regular education and special education teachers, reading specialists, social worker, related service providers, parents, assistant director of special education, and director of special education. Once the FBA is completed, a Behavior Intervention Plan (BIP) is developed with an emphasis on positive behavior supports.

The Ambridge Area School District understands the importance of reporting restraints into the RISC System. The Director of Special Education is responsible for maintaining and reporting restraints into the system. The school district has established procedures for reporting restraints. Any individual who is responsible for restraining a student has been trained and certified in the Crisis Prevention Intervention (CPI) system. The school district reports all restraints for students who attend district buildings and buildings outside the school district.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

Presently, the Ambridge Area School District has no students and/or disability categories in which the district is having difficulty ensuring FAPE. Should the need arise, the Ambridge Area School District would convene or reconvene the IEP team. Next, the IEP Team would review the appropriateness of the supports and service being provided to the student. Next, the IEP Team would identify existing supports and services to explore both within the district and within

the county. The Ambridge Area School District maintains a cooperative relationship with the Beaver Valley Intermediate Unit, Beaver County Children and Youth Services, the Prevention Network, and Beaver County Behavioral Health. These agencies are referral sources both for the Student Assistance Programs and school personnel. In an extreme situation, the district is aware of the Regional Interagency Coordinators should a need arise.

When the Ambridge Area School District intends to expand its continuum of special education supports, services, and education placements, the district may contact the Beaver Valley Intermediate Unit Interagency Coordinator who would coordinate a meeting. This meeting would include all necessary school personnel, representatives of various key county agencies, representatives from other organizations, and parents. Consultation would also occur with county and/or state program key personnel as well as with district central office personnel in order to plan accordingly with the district budget.

The Ambridge Area School District has established relationships with the following organizations: Beaver Valley Intermediate Unit, Beaver County Child and Youth, Beaver County Behavioral Health, Prevention Network, PaTTAN, The Watson Institute, Drug and Alcohol Program, Gateway Rehabilitation, Beaver County Rehabilitation Center, Office of Vocational Rehabilitation, and Youth Probation.

For example, when the Ambridge Area School District added two elementary autistic support classrooms within the buildings, the district developed and implemented the program with the support of the Beaver Valley Intermediate Unit and The Watson Institute. The Watson Institute conducted staff trainings and consultative services to ensure the needs of all students were being met.

In order to enhance staff recruitment and retention, the Ambridge Area School District is committed to conducting a rigorous interview process. During the interview process, many questions posed to potential regular education and special education candidates relate to inclusionary practices, disability awareness, differential instruction, and universal design. Interviews are conducted by an entire team of administrators. Coursework in special education, as well as other areas of certification, are taken into great account. In addition to the two interview sessions, all candidates are required to teach a lesson and write an essay. The school district is quite proud of its compensation scale and works hard to compete with other school districts across the state to hire the most skilled and qualified employees. As for professional development, all staff members are supported and encouraged to attend training opportunities both in-house and off-site to broaden their knowledge base and enhance their skills in working with children with special needs.

At the present time, the Ambridge Area School District does not plan to expand the continuum of services during the life span of this plan.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Horizon School	Special Education Centers	Life Skills Support	15
New Horizon School	Special Education Centers	Emotional Support	5
Western Pennsylvania School for the Deaf	Approved Private Schools	Deaf and Hearing Support	1
Holy Family Institute	Other	Emotional Support	3
The School at McGuire	Other	Autistic Support	4
The Education Center at the Watson Institute	Approved Private Schools	Autistic Support	4
Glade Run Lutheran Academy	Other	Emotional Support	2
Glade Run Lutheran Academy	Other	Autistic Support	3
Pressley Ridge School for the Deaf	Approved Private Schools	Emotional Support and Hearing Support	1
The Bradley Center	Other	Emotional Support	1
Friendship Academy	Approved Private Schools	Emotional Support	1
Pressley Ridge CDC	Approved Private Schools	Emotional Support	3

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 17, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 20	12	0.6
Justification: Parents have signed the waiver. The IEP Team has determined that the students need this support and instruction. When in the classroom, the student outside of the age range is being instructed to meet his needs. The IEP Team feels this is an appropriate placement. Having students on this roster at the high school level does not mean that they are in the classroom at the same time, as classes and students change.				
Locations:				
Ambridge Senior High School (DB)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 20	7	0.4
Justification: Students will be in the classroom for interventions relative to the PAES Lab and reading instruction. PAES lab is vocational training useful for all students over the age of 14. The roster does not represent students in the classroom during the same class period, since this is the high school level. Keeping students on their consistent roster with the same teacher will help as they progress through PAES over the years of high school. Additionally, reading intervention will be at measured grade level proficiency and not age.				
Locations:				
Ambridge Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 17, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 20	15	1
Justification: Students are working on individual transition and career goals. Age range waivers will be signed				
Locations:				
Ambridge Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 11, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	2	0.15
Locations:				
Ambridge Senior High School (PK)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	17	0.85
Locations:				
Ambridge Senior High School (PK)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: November 13, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	4	0.2
Locations:				
Ambridge Senior High School (JG)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	14	0.8
Locations:				
Ambridge Senior High School (JG)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 17, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 20	19	1
Justification: Students attend school virtually. Teacher offers tutoring at the high school and case management services. Students are able to attend the cyber lab at the high school to support learning.				
Locations:				
Ambridge Area Cyber Program	A Senior High School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 17, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	25	1
Locations:				
Ambridge Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 17, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	32	1

Locations:				
Ambridge Area School District	A Senior High School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 17, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	16	1
Locations:				
Ambridge Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 17, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	2	0.15
Locations:				
Ambridge Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	16	0.85
Locations:				
Ambridge Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 17, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 15	7	0.8
Locations:				
Ambridge Area Middle School	A Middle School	A building in which General		

School	Building	Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	11 to 15	3	0.2
Locations:				
Ambridge Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 17, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	19	0.9
Locations:				
Ambridge Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	2	0.1
Locations:				
Ambridge Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 17, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	11	1
Locations:				
Ambridge Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 17, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	14	1
Locations:				
Economy Elementary School (SK)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 17, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	5	1
Locations:				
Economy Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 17, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	3	1
Locations:				
Highland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 17, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	6	1
Locations:				
Highland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: March 7, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	11	1
Locations:				
Highland Elementary School (LM)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 11, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	11	1
Locations:				
Highland Elementary School (JG)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 11, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	13	1
Locations:				
Highland Elementary School (MT)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 17, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	7	1
Locations:				
Highland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* November 11, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	1	0.1
Locations:				
Highland Elementary School (CQ)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	14	0.8
Locations:				
Highland Elementary School (CQ)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	6 to 9	1	0.1
Locations:				
Highland Elementary School (CQ)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 27, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	17	0.9
Locations:				
Highland Elementary School (LS)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	2	0.1
Locations:				
Highland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class

Implementation Date: November 11, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	15	0.9
Locations:				
State Street Elementary School (PH)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	1	0.1
Locations:				
State Street Elementary School (PH)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: November 11, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	11	0.9
Locations:				
State Street Elementary School (BH)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	1	0.1
Locations:				
State Street Elementary School (BH)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: November 13, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	9	0.15
Locations:				
Ambridge Junior High School (BG)	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language	5 to 11	55	0.85

	Support			
Justification: This is a speech and language position. The therapist sees students from Kindergarten through Sixth Grades. Students are grouped according to grade level and skill level. Students are not group beyond the permitted age range, therefore a wavier is not needed.				
Locations:				
Economy Elementary School (BG)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* November 13, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	17 to 19	3	0.05
Locations:				
Ambridge Senior High School (NW)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	60	0.95
Justification: This is a speech and language position. The therapist sees students from Kindergarten through Sixth Grades. Students are grouped according to grade level and skill level. Students are not group beyond the permitted age range, therefore a wavier is not needed.				
Locations:				
Highland Elementary School (NW)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* November 13, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	20	0.3
Justification: No waiver is needed. Therapist sees students in Kindergarten through sixth grades. Students are grouped according to grade level and skill level. Students are not grouped beyond the permitted age range, therefore a waiver is not needed.				
Locations:				
Highland Elementary School (MB)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	40	0.7
Justification: This is a speech and language position. The therapist sees students from Kindergarten through				

Sixth Grades. Students are grouped according to grade level and skill level. Students are not group beyond the permitted age range, therefore a wavier is not needed.

Locations:				
State Street Elementary (MB)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #29

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	15 to 15	1	0.07
Locations:				
Ambridge Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	15 to 15	1	0.07
Locations:				
Ambridge Junior High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 9	1	0.07
Locations:				
Economy Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 9	3	0.21
Locations:				
Highland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 12	1	0.07
Locations:				
State Street Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #32 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Explain any unchecked boxes for facilities questions: The class changes on a nightly basis. This is the Ambridge Area Alternative Education Program.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 16	1	1
Locations:				
Ambridge Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #33 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 30, 2016

Explain any unchecked boxes for facilities questions: The vision support teacher meets with the student in an office in a one-on-one setting or assists in the regular classroom.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	18 to 18	1	0.05
Locations:				
Ambridge Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #34 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 16, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 15	7	1
Locations:				
Junior High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #35 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 16, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	6	1
Locations:				
Economy Elementary	An Elementary	A building in which General		

	School Building	Education programs are operated		
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Program Position #36 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 16, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 12	6	1
Locations:				
Economy Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #37 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 16, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 12	6	1
Locations:				
Highland Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Central Office, Economy Elementary School, Highland Elementary School, State Street Elementary School, Junior High School, Senior High School, all outplaced sites	1
Paraprofessional	Economy Elementary - Primary Emotional Support	1
Paraprofessional	Economy Elementary - Intermediate Learning Support	1
Paraprofessional	Economy Elementary - Intermediate Emotional Support	1
Paraprofessional	Economy Elementary - Life Skills Support	1

Paraprofessional	Economy Elementary - Intermediate Learning Support	1
Paraprofessional	Economy Elementary - Primary Learning Support	1
Paraprofessional	Economy Elementary - Life Skills Support	1
Paraprofessional	Economy Elementary - Intermediate Emotional Support	1
Paraprofessional	Highland Elementary - Intermediate Learning Support	1
Paraprofessional	Highland Elementary - Primary Learning Support	1
Paraprofessional	Highland Elementary - Intermediate Learning Support	1
Paraprofessional	Highland Elementary - Autistic Support	1
Paraprofessional	Highland Elementary - Primary Learning Support	1
Paraprofessional	Highland Elementary - Autistic Support	1
Paraprofessional	Highland Elementary - Primary Learning Support	1
Paraprofessional	State Street Elementary - Learning Support	1
Paraprofessional	State Street Elementary - Learning Support	1
Paraprofessional	Ambridge Junior High School - Inclusion Aide	1
Paraprofessional	Ambridge Junior High School - Inclusion Aide	1
Paraprofessional	Ambridge Junior High School - Inclusion Aide	1
Paraprofessional	Ambridge Junior High School - Life-Skills Support	1
Paraprofessional	Ambridge Senior High School - Inclusion Aide	1
Paraprofessional	Ambridge Senior High School - Inclusion Aide	1
Paraprofessional	Ambridge Senior High School - Inclusion Aide	1
Paraprofessional	Ambridge Senior High School - Life-Skills Support	1
Social Worker	Ambridge Senior High School	1
Social Worker	Ambridge Middle School, Economy Elementary	1
Paraprofessional	Junior High School - Life Skills Support	1

Paraprofessional	Highland Elementary - Autistic Support	1
Paraprofessional	Ambridge Senior High School - Inclusion Aide	1
Paraprofessional	Ambridge Senior High School - Inclusion Aide	1
Paraprofessional	Highland Elementary - Intermediate Learning Support	1
Paraprofessional	Economy Elementary - Intermediate Learning Support	1
Paraprofessional	Junior High School - Life Skills Support	1
Paraprofessional	Senor High School - Life Skills	1
Paraprofessional	Highland Elementary School - Autistic Support	1
School Psychologist	Senior High School and Middle School	1
School Psychologist	State Elementary, Economy Elementary, Highland Elementary	1
Personal Care Aide	Highland Elementary Emotional Support	1
Social Worker	Highland Elementary, State Street Elementary	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Consultant - The Watson Institute	Outside Contractor	0.5 Days
Occupational Therapist	Outside Contractor	3 Days
Occupational Therapist	Outside Contractor	1.75 Days
Occupational Therapist	Outside Contractor	1 Days
Occupational Therapist	Outside Contractor	0.5 Days
Physical Therapist	Outside Contractor	1 Days
Audiologist - Consultation	Intermediate Unit	1.15 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	The Watson Institute or BVIU will provide on-site professional development on a yearly basis as part of the consultation agreement established with the Ambridge Area School District. The on-site trainings will include large group and small group sessions. Large group sessions provide an overview of best practices for effective instruction for students with autism. Other topics include characteristics of autism and a general understanding of autism. Small group sessions will be student specific with the team who works with the student. The consultant will provide resources and strategies to the team working with the student. The consultant will model and guide these strategies. The consultant is available to work with individual teachers when needed. The consultant provides a yearly report of all the trainings and consultations that have been provided during the school year.
Person Responsible	Director of Pupil Services
Start Date	8/31/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	5
# of Participants Per Session	30
Provider	Ambridge Area School District, Watson institute, BVIU
Provider Type	Non-profit Organization
PDE Approved	Yes
Knowledge Gain	Staff will gain knowledge of effective instructional practices for students with autism. Trainings will focus on: behavior, instructional strategies, positive behavior support, TEACCH Method, visuals, sensory needs.

	Individual staff also benefit from consultation with Watson professionals in relation to specific students
Research & Best Practices Base	TEACCH Method Positive Behavior Support Visual Strategies Master Teaching
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops School Whole Group Presentation

	Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity

Behavior Support

Description	<p>There are two components of this response. Individual buildings are pursuing School Wide positive behavior Support with the consultant that they have chosen. Additionally, the BVIU offers a nonviolent crisis intervention training for crisis response teams within each building. The goal of each set of trainings is to promote positive behaviors and deescalate crisis situations without using any type of restraint.</p> <p>The Ambridge Area School District will train professionals in Positive School-</p>
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	<p>Wide Behavior Trainings offered by the Watson Institute or Beaver Valley Intermediate Unit. The teams will acquire skills and knowledge on the concepts of positive behavior support. Teams will train the staff of their individual buildings. The core team will organize and lead activities to develop a Positive School-Wide Behavior Support Program in their buildings. The SWBSP will encompass the three tier system of behavior supports. The action step will be implemented when each building has a core team established with a clear SWBSP in their buildings.</p> <p>Each year, the five buildings of the Ambridge Area School District will send teams to the Crisis Prevention Intervention Training provided by the Beaver Valley Intermediate Unit. The teams will acquire skills in de-escalation techniques. Building principals will submit names of the individuals who attended the training at the Beaver Valley Intermediate Unit on a yearly basis.</p> <p>The consultant from The Watson Institute is the behavior consultant for the Ambridge Area School District. The consultant provides large group and small group instruction in the area of behaviors for students with autism and students with an emotional disturbance. The consultant mainly provides on-site professional development to small groups of teachers concerning a specific student. The consultant will provide training on specific strategies. The training can include modeling strategies, observations with feedback, and providing resources and materials.</p>
Person Responsible	Building Principals
Start Date	8/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education

Professional Development Details

Hours Per Session	15.0
# of Sessions	3
# of Participants Per Session	15
Provider	Beaver Valley Intermediate Unit, The Watson Institute
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Staff will gain knowledge on positive school-wide behavior support. Understanding the importance of being proactive instead of reactive. Use of de-escalation techniques.

Research & Best Practices Base	<p>School-Wide Behavior Support Program Principles</p> <p>De-escalation techniques</p>
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Lesson modeling with mentoring</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Review of participant lesson plans</p> <p>Discipline Referrals, suspensions, expulsions</p>

Paraprofessional

Description	<p>Ambridge Area School District continues to provide 20 hours of professional development annually for paraeducators. This is planned on in-service and clerical days. presenters include the BVIU, The Watson Institute, and The Beaver Valley Women's Shelter. Presentations focus on special education topics, as well as those mandated by the Department of Education.</p> <p>Ambridge Area School District provides CPR and First Aid training to all para-professionals on a set time schedule. The action step is implemented once the CPR/First Aid cards are provided to the school district from Medic Rescue. The CPR and First Aid certifications are maintained as current for all paraprofessionals.</p> <p>Each year, the Director of Pupil Services reviews the training options provided through PaTTAN with the paraprofessionals. If a paraprofessional attends a PaTTAN training, he/she provides the documentation to the Special Education Office to record the hours. https://www.pattan.net/videos/?searchmode=exactphrase&searchtext=&videosaudience=0&videostopicssmartsearchfilter=16; This information has been sharing with paraprofessionals so that they can direct their own professional development beyond what is structured for them by the district.</p> <p>Paraeducators are also included in whole group presentations for teachers, district-wide.</p>
Person Responsible	Director of Pupil Services
Start Date	8/17/2020

End Date	6/30/2023
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	4.0
# of Sessions	20
# of Participants Per Session	40
Provider	Ambridge Area School District, Beaver Valley Intermediate Unit, PaTTAN
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Paraprofessionals will gain knowledge in effective teaching skills, ACCESS billing, de-escalation techniques, behavior strategies, and reading and math instruction, CPR/ First Aid, the effect of trauma on brain development.
Research & Best Practices Base	De-escalation techniques Behavior strategies Trauma and the brain CPR First Aid
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Series of Workshops

	School Whole Group Presentation Department Focused Presentation Offsite Conferences
Participant Roles	Classroom teachers Paraprofessional New Staff Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Proof of the annual 20 hours of PD is maintained

Reading

Description	<p>Assessment 2 Instruction</p> <p>The AZi Professional Support System combines technology and professional development to increase literacy achievement for all students in grades K-3 by equipping and empowering educators to effectively individualize instruction in grades K-3.</p> <p>Learning Ovation provides unique support to districts, administrators and</p>
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teachers, through an individualized learning plan for Reading Outcomes Delivery. This partnership is supported by the Learning Ovations Framework, a set of stages that operate within every level of the educational system and guide best practice. This framework allows progress and growth to be easily identified. Central to this frame is the A2i Professional Support System, used to monitor student growth in literacy, guide instruction, and focus teacher time to ensure all students are reading at, or above, grade-level by the end of third grade.

Differentiated Instruction in a classroom aligns grade and age level equivalency of the students in a classroom. Instruction in the A2i classroom aims to strike that balance between code-focused (phonemic awareness and phonics) and meaning-focused (cognition/comprehension of texts). This includes teacher-managed (explicit instruction) and child-managed (student language exploration) activities.

The implementation of the A2i Professional Support System is guided by five key areas of growth: differentiation, data usage, instructional materials, classroom structure, & teacher partnership. As teachers move through the stages their individual profile is recognized and professional development is customized to ensure the needs of every educator are met. Just as students receive individualized recommendations through A2i, the A2i Software Platform also tracks how and what teachers are using within the software. Using this data, next steps are identified to maximize the impact of A2i on a school, grade-level team, and teacher, to ultimately improve student outcomes.

The Outcomes Delivery Framework operates at three levels, to reduce fragmentation, promote alignment, and leverage resources, regardless of where gaps or needs are identified.

Teacher-managed time includes any activities or lessons where a teacher is guiding and maintaining student attention during the learning task. This type of instruction involves teachers actively working with their students, introducing new concepts or expanding learning opportunities. Teacher-managed instruction should be highly interactive and may be conducted in a whole class setting, in small groups, or with individual students.

Child-managed instruction occurs when children are working independently, in pairs, or in small groups without an adult. The defining characteristic is that the students, rather than adults, are responsible for focusing their own attention and completing the lesson or activity. Child-managed instruction can

	<p>be highly effective when used appropriately. Tasks should be meaningful and should reinforce teacher-managed instruction learning goals.</p> <p>A2i provides recommendations for how teachers can structure their literacy block to achieve 9 months worth of growth or more for all students in literacy. Students complete two 10-15 minute assessments every 6 weeks and get new recommended minutes of instruction and GE levels. Teachers can use these recommendations to plan lessons according to the time students need to spend working in reading macronutrients that we call domains of instruction.</p>
Person Responsible	Building Principals
Start Date	8/17/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	1.0
# of Sessions	15
# of Participants Per Session	15
Provider	School District, Learning Ovations
Provider Type	Association
PDE Approved	Yes
Knowledge Gain	<p>The implementation of the A2i Professional Support System is guided by five key areas of growth: differentiation, data usage, instructional materials, classroom structure, & teacher partnership. As teachers move through the stages their individual profile is recognized and professional development is customized to ensure the needs of every educator are met. Just as students receive individualized recommendations through A2i, the A2i Software Platform also tracks how and what teachers are using within the software. Using this data, next steps are identified to maximize the impact of A2i on a school, grade-level team, and teacher, to ultimately improve student outcomes.</p>
Research & Best Practices Base	As demonstrated by the title of her 2004 research paper , Dr. Carol Connor and her colleagues saw it was time to move past the reading wars and begin to understand how the different types of literacy instruction could work

	<p>together. Prior to her work, the trending ideology was whole language, while phonics instruction had been placed on the back-burner. Today as educators we know the importance of both types of instruction. Through the research Dr. Connor developed new terms were adopted to help create a more customized approach to literacy:</p> <p style="padding-left: 40px;">Meaning-Focused (related to comprehension, vocabulary, and oral language)</p> <p style="padding-left: 40px;">Code-Focused (phonics, phonemic awareness, and decoding).</p>
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Online-Synchronous</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p>

	<p>Supt / Ast Supts / CEO / Ex Dir</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>

Transition

Description	<p>Transition Teams from Ambridge Middle School and Ambridge Senior High School will attend the yearly Transition Conference in the summer. The teams will gain ideas concerning the current trends in transition services. The action step will be implemented with documentation of attendance and improvement in our transition program.</p> <p>The transition coordinator attends the monthly transition meetings at the Beaver Valley Intermediate Unit. The coordinator meets with the transition teams to review material and changes in regard to transition services. This is an ongoing requirement within the Ambridge Area School District.</p>
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	The Beaver Valley Intermediate Unit provides yearly professional development in the area of transition. The junior high and senior high teachers are required to attend these sessions. The purpose of the sessions are for teachers to understand the importance of transition, not just for special education students, but also regular education students. This is an ongoing requirement within the Ambridge Area School District.
Person Responsible	Director of Special Education, Transition Coordinator
Start Date	8/17/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	5.0
# of Sessions	30
# of Participants Per Session	15
Provider	Ambridge Area School District, Beaver Valley Intermediate Unit
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<p>Range of transition services offered</p> <p>Collaboration with outside agencies</p> <p>Different opportunities to meet transition goals</p> <p>Assessments for Transition Section of IEP's and RR's</p>
Research & Best Practices Base	<p>Transition Services</p> <p>School-to-Work Instruction</p>
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and</p>

	community partners.
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>New Staff</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Review of written reports summarizing instructional activity</p>

Special Education Affirmations

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

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

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

Affirmed by Cathy Fischer on 6/10/2020

Board President

Affirmed by Joseph Pasquerilla on 6/10/2020

Superintendent/Chief Executive Officer