

Profile and Plan Essentials

LEA Name		AUN
Union SD		106169003
Address 1		
354 Baker Street, Ste 2		
Address 2		
City	State	Zip
Rimersburg	PA	16248
Director of Special Education Name		
Mrs. Lindsey Cookson		
Director of Special Education Email		
cooksonla@unionsd.net		
Director of Special Education Phone Number		Director of Special Education Ext
814.473.2149		
Chief Administrator Name		
Dr. John T Kimmel		
Chief Administrator Email		
kimmeljt@unionsd.net		

Special Education Students

Total Number of Students Receiving Special Education 135

School District Total Student Enrollment 526

Percent of Students Receiving Special Education 25.7

Steering Committee

Name	Position/Role	Building	Email
Dr. John T. Kimmel	Superintendent	Union SD	kimmeljt@unionsd.net
Ms. Lindsey Cookson	Director of Special Education	Union SD	cooksonla@unionsd.net
Mr. Andy Carlson	Building Principal	Union HS	carlsonaj@unionsd.net
Mr. Thomas Minick	Building Principal	Sligo El Sch	minicktj@unionsd.net
Ms. Allyson Kepple	General Education Teacher	Union SD	keppleak@unionsd.net
Ms. Kathryn Hibbard	Special Education Teacher	Union HS	hibbardkd@unionsd.net
Ms. Amy Wilson	Special Education Teacher	Sligo El Sch	wilsonar@unionsd.net
Mr. Stephen Petrocy	Parent	Union HS	petrocysj@unionsd.net
Ms. Kristen Smith	Parent	Union SD	smithkr@unionsd.net
Ms. Tressa Smith	Board Member	Union SD	tsmith@unionsd.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
---------------	-----	---------------	-----	------------------

Non-Resident Students Oversight

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

No

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.)**

Union School District is not a host district for a 1306 facility. If however Union School District was, we would adhere to the following procedures. If a student residing in a children's institution is found to be exceptional, the Union School District would be responsible for providing the student with a free and appropriate program of special education and training consistent with Chapter 14 and Chapter 342 of the Pennsylvania regulations and standards. Union School District would be responsible for ensuring providing a certified special education teacher to case manage the student in the facility. Upon entrance, a new student would be registered at the appropriate neighborhood school (Elementary, Middle or High School) within one business day. All relevant educational records would be reviewed or requested from the previous school district by Union School District Special Education Department. If the student is an identified special education student, all documents would be reviewed by the Special Education Director. Within that one business day Union would also request records from the student's previous educational institution. The Individualized Education Planning team would be gathered to discuss the current IEP from the previous school. The team would also review all relevant documents to determine the most appropriate services to meet the student's needs, make any necessary revisions to the current IEP, and issue a NOREP to initiate district services. Union School District would follow guiding questions for IEP meetings to ensure that students are educated in the least restrictive environment. Frequent communication would occur between the 1306 facility and the Special Education Director. Once enrolled, the district would then submit the PDE 4605 to the school district of residence. Special consideration for evaluation is given to students who had been receiving Early Intervention services and are now transitioning into School Age services or have undergone a recent medical crisis that has fundamentally altered the student's basic everyday functioning. Any training that may need to be provided to personnel due to the unique needs of students from the 1306 facility would be provided through partnerships with the Riverview Intermediate Unit #6, PaTTAN, or other agencies available to meet the training needs of the appropriate personnel. Union School District assumes the responsibility for FAPE, child find, reporting progress, appointing a surrogate and communicating with the student's school district of residence.

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

Union School District would designate the Director of Special Education as the contact/liaison to ensure that special education services are provided in a timely manner. Union School District would be able to meet non-resident student needs through collaboration, partnerships and networking with parents of residents and facility staff. The district communicates regularly by phone, email, and in person meetings with the 1306 facility. Continuing consistent communication with the facility allows for oversight of effective student services, successful transitions back to school, and a collaborative working relationship that benefits all stakeholders. Regular meetings, IEP team meetings, follow up, and check-ins allow for successful transitions and educational gains. Progress reports, data collection, and team reviews allow for strategic planning on an individual basis to provide the best services and support for

students. Students returning back to school might need additional support from school personnel such as school counselors and social workers to assist in returning to the routines of the public school environment.

Incarcerated Students Oversight

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

No

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

Least Restrictive Environment

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

Union School District implements strategies and procedures to ensure that students with disabilities are educated with non-disabled peers to the maximum extent possible. The decision to remove students from the general education environment only occurs when data clearly indicates that students are unable to successfully access the curriculum in that setting when specially designed instruction and supplementary aids and services are provided. Least Restrictive Environment has been a particular focus of the district over the last two school years with concentrated efforts to review student programming and time spent in the special education setting. According to the 2023-2024 Special Education Data Report, Union School District had 127 students enrolled in Special Education out of 517 in the total district enrollment. Per the report, Union had 24.6% of students enrolled in Special Education, which is higher than Pennsylvania's state percentage of 20.1% in Special Education. When considering educational placement, Union School District had 48% of Special Education students being educated in the general education setting 80% of the time or more compared to the state's 61.1%. The district has incorporated paraprofessionals in the general education setting to support special education students in accessing the curriculum in that environment. The district currently employs 15 paraprofessionals and 13 of them provide push in support for Learning Support students for at least part of their work day. The district has also made revisions to the scheduling to allow time for Learning Support teachers to push into the general education setting. This school year, one senior high learning support teacher and one junior high learning support teacher each push into the general education setting for one period each school day. Eligible students, to the maximum extent possible, remain in the general education environment with supplementary aids, support and materials, and are monitored biweekly to determine their ability to succeed in the general education classroom. We will continue to examine each student's full range of needs, appropriately manage supplementary aids and services in the general education setting, and review data with the IEP team to ensure that the least restrictive practices are implemented. According to the 2023-2024 Special Education Data Report, Union School District was above the the 13.9% Pennsylvania state average for students identified with a Speech and Language Disability with 16.5% of Union students being identified with this disability. This is a 9.5% decrease for Union from our last Special Education Plan; however, the district continues to work to improve this percentage. To provide struggling students with support and to reduce the number of students being identified with a Speech and Language Disability, all students are screened as part of our Kindergarten screening process prior to Kindergarten students' arrival to begin the school year. Students who are identified with articulation errors or language needs are initially supported through the MTSS process. Additionally, the Speech and Language Pathologist provides speech support to students who need it within the WIN groups. A continuum of programs and services is available for identified students in Union School District. The district works collaboratively with private schools and the Riverview Intermediate Unit #6 to provide appropriate and effective programming for all students. All decisions concerning appropriate Special Education Supports, Services, and Programmimg will be based upon the following practices: 1. The placement decision will be made by the IEP team at the IEP meeting. 2. The student's full range of needs will be considered including social emotional needs. 3. All placement options will be reviewed and considered. 4. Before a student is removed from the general education environment, a meeting will be convened to discuss the appropriateness of the general education setting with supplementary aids and services. 5. Placement options are typically determined at the student's annual IEP meeting; however, in the event that a change of placement needs to occur, due to the student's needs, a meeting will be convened prior to the change of placement to ensure that all of the student's needs are being met.

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?

Union School District utilizes a Multi-Tiered System of Support (MTSS) framework to provide support to struggling elementary students. As part of the framework we use student data to drive our academic and support programs and practices. Our MTSS team is composed of the students' parents(s), Elementary School Principal, Special Education Director, English Language Arts Intervention Teacher, Elementary School Counselor, Special Education Teacher, General Education Teacher, and the Speech and Language Pathologist. The team meets three times weekly to review student referrals to determine student progress and potential need for supports through Tiers 2 and 3. Each student who is referred to the MTSS team is monitored for a six week period. At the end of the six week period, the team will meet to discuss the student progress and determine if they are ready to be exited from MTSS or require an additional 6 week round. At the secondary level, the district has recently implemented an MTSS program as well. At the high school, the MTSS team meets monthly for each grade level in grades six through eight. At Sligo Elementary School, the district continues to utilize the Zones of Regulation curriculum to foster self-regulation and emotional control in students in grades Kindergarten to fifth grade. A half our of time daily is allocated to the instruction and implementation of this program. Additionally, the elementary school counselor runs a variety of small, weekly social groups with the students who show some of the highest level of need in this area. At Union High School, social emotional lessons are delivered to students in grades six through eight by the high school counselor. In addition to these small groups, the School Psychologist implements the Botvins curriculum weekly to students in grade six for the first semester of the school year. The district began implementing the Squabbles program during the 2024-2025 school year to support students in learning social skills and ways to cope with and address peer conflict. The district implements a SWPBIS program in both the elementary school and high school. The students earn quarterly incentives that include on campus and off campus activities by following the school-wide expectations during the school day.

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

The District provides all special education staff with on-going training on effective IEP writing and planning. This training provides the staff with valuable tools and strategies that can be utilized to assist in building an appropriate and meaningful academic program for each student. When developing a student's IEP, the first consideration is to have the student included in the general education curriculum, with accommodations, modifications and specially designed instruction to the greatest extent possible. At the secondary level, identified students are supported in the general education curriculum, through the use of three Resource Rooms. This support enables identified students to remain in general education classrooms, while receiving support in accessing the curriculum through encouragement, support for test-taking, studying, and completion of assignments. All teachers in grades K-12 participate in Special Education training during the District Professional Development Days. This training will focus on working with students who have special needs, differentiating instruction, following IDEA guidelines, and any changes/updates to Special Education regulations. As the district has seen a significant increase in students with emotional support needs, all teachers in grades K-12 received training on Trauma Informed Care. The Special Education Department meets monthly for the purposes of professional development, strategic planning, review of updates/revisions to special education regulations or district level needs/expectations. To the greatest extent possible, paraprofessionals are used K-12 to provide support to identified students in the general education setting. Targeted paraprofessional professional development continues to be done for all support staff in the district. This professional development exceeds the 20 hours per year to include quarterly and annual professional development. The topics included in this professional development mirror the Credential of Competency for Special Education Paraeducators in Pennsylvania outlined by PaTTAN.

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

Union School District works collaboratively with students, parents/guardians, teachers, paraprofessionals, administrators, and coaches to provide appropriate supplementary aids and services to students with disabilities. During the annual IEP meetings, team members discuss the individual student's

needs to determine the appropriate aids and services required for the student to successfully participate in extracurricular activities. Supplementary aids and services that are used to enable students with disabilities to participate in extracurricular activities include private nursing, after hour paraprofessionals, and specialized transportation. Our students with disabilities proudly participate in a wide range of school activities including Art Club, Band, Cheerleading, Homecoming, Musicals, Prom, Sports, Travel Club, Yearbook, etc.

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

Union School District recognizes the value of special education students receiving as much time as possible in the general education environment with their non-disabled peers in academics and extracurricular activities. The decision for placement in private institutions outside of the general education environment is made only after every least restrictive alternative has been attempted by the district and the student has still not been able to make satisfactory progress academically and/or behaviorally. Placement decisions are made at the IEP meeting by the team. Parent input, student needs, progress monitoring, behavior plans, discipline referrals and manifestation meetings are all considered prior to removing a student from the general education setting. When it is determined that a student's needs exceed what can be met within Union School District, the first consideration is to educate these students in district-operated programs or programs operated by Riverview IU #6. When the student's needs cannot be effectively met within one of these programs, students are placed in private institutions where students' progress is monitored regularly. Union School District works diligently with students and parents to ensure that they are aware of the opportunities to participate in district run extracurricular activities. This is accomplished by continuing to maintain student emails for students being educated outside of their neighborhood school and by reaching out directly to the parents regarding upcoming activities such as dances, sports, etc. The transition back to district programming is reviewed during every annual IEP meeting for out-of-district students. When a student is ready to transition back to Union School District, the IEP team determines the most effective way in which to reincorporate the student back to the district, to ensure student success.

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

Union School District recognizes that in order to meet the needs of all students there must be a continuum of services and programs available for students within the district. The district evaluates programs annually based on the needs of current students and those expected for the coming year. The district provides Speech and Language Therapy, Life Skills Support, Learning Support, Emotional Support, Autistic Support, and Gifted Support to identified students. Related services such as Occupational Therapy, Physical Therapy, and Vision and Hearing Impaired Services are contracted through the Riverview IU#6 and provided to our students by their therapists and teachers. Counseling Support is contracted through an outside mental health agency.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students
---------------	---------------	-------	-------------	--------------	--------------------

					Placed
IU6 Elementary School Emotional Support	Other	Clarion-Limestone Elementary School	Riverview IU6	Emotional Support	2
IU6 High School Emotional Support	Other	Keystone High School	Riverview IU6	Emotional Support	2
IU6 Elementary School Emotional Support	Other	AC Valley Elementary School	Riverview IU6	Emotional Support	1
IU6 High School Emotional Support	Other	North Clarion High School	Riverview IU6	Emotional Support	1
IU6 Elementary School Life Skills Support	Other	Keystone Elementary School	Riverview IU6	Life Skills Support	1
IU6 Elementary School Autism Support	Other	Keystone Elementary School	Riverview IU6	Autistic Support	1
Longmore Academy	Approved Private School (APS)		Mars Home for Youth-Longmore Academy	Autistic Support	2

Positive Behavior Support

Date of Approval

2022-03-17

Uploaded Files

UN Behavior Support Policy.pdf

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

Union School District promotes effective teaching practices in the areas of both classroom management and behavioral management. Training is provided through Professional Development workshops and in-service training.. The district recognizes that effective learning outcomes take place in an appropriately managed classroom where an effective and consistent approach is implemented for all students. When the student's (regular education or special education) behavior interferes with their learning and/or the learning of others, data is collected to determine the antecedent, the interfering behavior, and the resulting function of the student's behavior. Taking into consideration any academic or social/emotional deficits, a behavior intervention plan is developed. If the student fails to respond to the behavior intervention plan, the student will be referred to the MTSS team for further support, both academically and behaviorally. Interventions for students with emotional and/or social needs can include daily emotional regulation instruction at the elementary level, referral to the Student Assistance Program (SAP) for a behavioral health assessment at both the elementary and secondary level, and counseling support via the school counselor or the contracted therapeutic counselor. Crisis Prevention Institute certification and recertification training has been provided to all faculty, staff, and administration. The Special Education Director reports to the state and maintains data on any of its students that require restraints by way of the RISC system. Union School District developed a School Wide Positive Intervention Behavior Support plan for students enrolled in grades Kindergarten through eighth grade. This implementation has been guided by collaboration with the Riverview Intermediate Unit #6. Each building has gone through the process of development, use, analysis, and adjustment to ensure efficiency. At the high school level (grades 9-12), positive student expectations are outlined in the student handbook and are reviewed annually at the start of the 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.**

Crisis Prevention Institute certification and recertification training is provided to all professional and support staff annually prior to the start of the school year. CPI training provides solutions that empower educators to de-escalate challenging situations and/or situations that may require immediate intervention. In the event that a student expresses an intention to self-harm, the student will meet with the school counselor who will determine if CRISIS needs to be called to conduct a threat assessment.

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

In collaboration with Riverview IU6 the STAR school wide positive behavior support program was developed and implemented at Sligo Elementary School within the Union School District. The SWPBIS collaboratively worked with students, parents, the intermediate unit, etc. to utilize positive reinforcement to shape student behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards. Classroom token

economy systems, a building-wide token economy system, verbal praise, parental involvement, STAR cards, class rewards, building-wide assemblies and celebrations, positive phone calls/notes home, etc. are used creatively to support positive behavior from K-5. The team continues to refine, provide deliberate activities to support students, and systematically establish behavior changing techniques. The building principal budgets for specific rewards that are unique to students' needs. Students earn quarterly incentives such as on-campus activities and off-campus field trips through the SWPBIS at both the elementary and secondary levels. Students are able to earn these incentives by consistently adhering to the school-wide behavior expectations.

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

Through a combination of school-based counselors, a contracted therapeutic counselor, and SAP programs at both the elementary and secondary level, Union School District has school-based behavioral health services. These in-house resources collaborate with our local mental health agencies, to provide behavioral health services to K-12 students in need.

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

Union School District maintains that restraints to maintain the safety of the student may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The district implements the Crisis Prevention Institute program for all physical holds in-district and ensures all out of district placements in which Union School District students are educated utilize similarly approved programs. 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. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP with parental consent only if: The restraint is used with specific component elements of a Positive Behavior Support Plan. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. Staff are authorized to use the restraint and have received appropriate training. Positive Behavior Support Plan includes efforts to eliminate the use of restraints.

Intensive Interagency

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

Union School District has not experienced any difficulty placing students that are in need of a specialized curriculum. The district collaborates with neighboring Special Education programs that are utilized for students with distinct needs. This includes students that exhibit severe emotional disturbance, medically fragile students, students with significant cognitive disabilities, non-communicative students and severely handicapped students. This collaboration has allowed our students to be provided with programming that meets their needs and ensures that a Free and Appropriate Public Education is being provided. Our district has successfully provided students with programming through interagency collaboration. Presently, there are no students and/or disability categories in which the district is experiencing difficulty ensuring a Free and Appropriate Education (FAPE). However, should a situation present itself that results in difficulty ensuring FAPE for a student, the district would take a team approach to resolve the issue. The Director of Special Education would notify all appropriate agencies and would coordinate the inter-agency meeting. Utilizing the team approach Union School District would contact the Riverview Intermediate Unit 6, Center for Community Resources, Clarion County CASSP Coordinator, Clarion County Children's and Youth Services, and/or Clarion County Directors of Special Education, should a placement need to be located for a special education student with complex needs.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech	Multiple	Full-time (1.0)	04/01/2025 10:25 AM

Building Name		
Sligo El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		39
Identify Classroom	Classroom Location	Age Range
School District	Multiple	6 to 18
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups. The age range of students within any give class is discussed at IEP meetings, and the Age Range Variance Waiver is signed by parent(s)/guardian(s).		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Sligo LS Inter	Elementary	Full-time (1.0)	04/01/2025 10:25 AM

Building Name		
Sligo El Sch		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	
School District	Elementary	
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups. The age range of students within any give class is discussed at IEP meetings, and the Age Range Variance Waiver is signed by parent(s)/guardian(s).		0.8

Building Name		
Sligo El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Sligo LS Prim	Elementary	Full-time (1.0)	04/01/2025 10:25 AM

Building Name
Sligo El 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	6 to 9
Age Range Justification		FTE %
		0.12

Building Name		
Sligo El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.25

Building Name		
Sligo El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %

	0.08
--	------

Building Name		
Sligo El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.08

Building Name		
Sligo El Sch		
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	Elementary	6 to 6
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Union LS Multi	Secondary	Full-time (1.0)	04/01/2025 10:25 AM

Building Name		
Union HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.45

Building Name		
Union 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	13 to 16
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Union LSSH	Secondary	Full-time (1.0)	04/01/2025 10:25 AM

Building Name		
Union 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	16 to 18
Age Range Justification		FTE %
		0.15

Building Name		
Union HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Union LSJH	Secondary	Full-time (1.0)	04/01/2025 10:25 AM

Building Name		
Union 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	11 to 12
Age Range Justification		FTE %
		0.3

Building Name		
Union HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Union LSS	Secondary	Full-time (1.0)	04/01/2025 11:46 AM

Building Name		
Union 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%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.55

Special Education Facilities

Building Name		Room #
Union HS		109
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
Implementation Date		
2022-06-06		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Sligo El Sch		109
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 18 feet, 0 inches	504sqft	18
Implementation Date		
2021-08-25		
Uploaded Files		

--

Assurance Check

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

Building Name		Room #
Sligo El Sch		136
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 30 feet, 0 inches	960sqft	34
Implementation Date		
2020-08-26		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Union HS		103
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 0 inches x 22 feet, 0 inches	814sqft	29
Implementation Date		
2018-08-22		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Union HS		111
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
Implementation Date		
2020-08-26		

Uploaded Files

Assurance Check

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

Building Name		Room #
Sligo El Sch		Renfew
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2023-08-23		
Uploaded Files		

Assurance Check

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

The location of the class has been maintained for at least 3 school years.		No
--	--	----

Building Name		Room #
Union HS		215
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
Implementation Date		
2020-08-26		
Uploaded Files		

Assurance Check

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

Building Name		Room #
Union HS		Lib Room 2
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
11 feet, 9 inches x 12 feet, 9 inches	149sqft	5
Implementation Date		

2022-08-24
Uploaded Files

Assurance Check

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

Special Education Support Services

Special 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	District Wide	District
Paraprofessionals	1	Elementary	District
Paraprofessionals	1	Elementary	District
Paraprofessionals	1	Elementary	District
Paraprofessionals	1	Elementary	District
Paraprofessionals	1	Elementary	District
Paraprofessionals	1	Elementary	District
Paraprofessionals	1	Elementary	District
Paraprofessionals	1	Elementary	District
Paraprofessionals	1	Elementary	District
Paraprofessionals	1	Secondary	District
Paraprofessionals	1	Secondary	District
Paraprofessionals	1	Secondary	District
Paraprofessionals	1	Secondary	Contractor
Paraprofessionals	1	Secondary	District
Paraprofessionals	1	Secondary	District
Guidance Counselor	1	Secondary	District
Guidance Counselor	1	Elementary	District
School Psychologist	1	District Wide	District
Occupational Therapist	.5	District Wide	Contractor
Physical Therapist	.5	District Wide	Contractor
Other	.5	District Wide	Contractor
Social Worker	.5	Secondary	Contractor
Social Worker	.5	Elementary	Contractor

Special Education Personnel Development

Autism

Description of Training			
Autism Consult			
Lead Person/Position		Year of Training	
Kayla Simpson/Riverview IU6		2025 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2.0	8	Intermediate Unit	Special Education Teachers

Positive Behavior Support

Description of Training			
Setting Positive Behavior Support Plan Expectations			
Lead Person/Position		Year of Training	
Dr. Eva Allen, PaTTAN		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	PaTTAN	Building Administrators General Education Teachers Special Education Teachers

Paraprofessional

Description of Training	
CPR and First Aid	
Lead Person/Position	Year of Training

Ms. Lacey Magagnotti/CPR Trainer		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Paraprofessionals

Description of Training			
Special Education/Paraprofessional Roles and Responsibilities			
Lead Person/Position		Year of Training	
Lindsey Cookson/Director of Special Education		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Paraprofessionals

Description of Training			
Bureau of Special Education Paraprofessional Credential of Competency: Entry Level Training Series			
Lead Person/Position		Year of Training	
PaTTAN Online		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	7	District PaTTAN	Paraprofessionals

Transition

Description of Training			
Indicator 13 Coaching Sessions			
Lead Person/Position		Year of Training	
Amy Smith/Riverview IU6		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	8	Intermediate Unit	Special Education Teachers

Description of Training			
Ethical Considerations for Reevaluation of Students with Intellectual and Developmental Disabilities			
Lead Person/Position		Year of Training	
PaTTAN		2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	PaTTAN	Building Administrators Special Education Teachers

Science of Literacy

Description of Training			
Structured Literacy 101			
Lead Person/Position		Year of Training	
Katherine Bacher & Jennifer Wicht, PaTTAN		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	PaTTAN	Building Administrators General Education Teachers

			Special Education Teachers
--	--	--	----------------------------

Parent Training

Description of Training			
Title I Parent and Family Engagement Nights at Sligo Elementary			
Lead Person/Position		Year of Training	
Thomas Minick/Building Principal		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	3	District	Parents

IEP Development

Description of Training			
Union Special Education Teachers Monthly Meetings			
Lead Person/Position		Year of Training	
Lindsey Cookson/Director of Special Education		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
.5	14	District	Special Education Teachers

Signatures & Affirmations

Approval Date

2025-04-10

Uploaded Files

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

Superintendent/Chief Executive Officer

Dr. John T. Kimmel

Date

2025-04-29

