

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 132
School District Total Student Enrollment 576
Percent of Students Receiving Special Education 22.9

Steering Committee

Name	Position/Role	Building	Email
Dr. John T. Kimmel	Superintendent	Union SD	kimmeljt@unionsd.net
Dr. Elena B. Steidinger	Director of Special Education	Union SD	steidingereb@unionsd.net
Ms. Kris Glosser	Building Principal	Union HS	glosserkw@unionsd.net
Mr. Thomas Minick	Building Principal	Sligo El Sch	minicktj@unionsd.net
Mr. David Louder	General Education Teacher	Union SD	louderde@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
Ms. Heather Smith	Parent	Sligo El Sch	smithhd@unionsd.net
Ms. Kristen Smith	Parent	Union SD	smithkr@unionsd.net
Ms. Tressa Smith	Parent	Union HS	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
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

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. 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. There would be minimal barriers to limit the District's ability to provide an education for its special education students under Section 1306 of the Public School Code. However one barrier that could occur would be the limited amount of services available in the Union School District community for special needs students. The search for services is often difficult due to the nature of our rural and small community. Occasionally, obtaining student records or gaining parental permission may also prove to be difficult. Should this occur, the District would draw upon available resources, to reach the parent/guardian to secure all necessary permissions. In the event that a parent is not available or part of the student's life, an educational surrogate may need to be secured. The district communicates regularly by phone, email, and in person meetings with the 1306 facility. Continuing a strong relationship with the facility allows for better student services, ease of successful transitions, 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.

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).
Union School District does not have any such facility located within its borders at this time. However, upon notification from the Host District or Juvenile Facility, the district assumes all financial responsibility, as well as providing for the provisions of FAPE for a student who has been identified eligible to receive special education or related services. Furthermore, if a student is "thought to be exceptional", the District would begin the MDE process. The School District has designated the Director of Special Education as the contact person/liaison to ensure that all special education records are provided to the Host District in a timely manner. The Director of Special Education also acts as the LEA and would attend all meetings relating to addressing the needs of its Special Education students.

Least Restrictive Environment

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

Union School District utilizes procedures, which insure that students with disabilities, including those in out-of-district placements, are educated with non-disabled peers, to the maximum extent possible, and that removal from the general education environment only occurs when education in that setting, with supplementary aids and services, does not enable students to receive a free and appropriate education, in the least restrictive environment. According to the 2020-2021 Special Education Data Report, Union School District had 123 students enrolled in Special Education out of 579 total district enrollment. Union had 21.2% of students enrolled in Special Education, which is higher than the Pennsylvania state 18.1% in Special Education. Union School District seeks to keep the special education teachers' caseloads relatively low, so that special education teachers can provide tailored programming for special education students. Additionally, the district employs 15 paraprofessionals to provide support to eligible students within the general education environment. 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 parents and team to ensure that the least restrictive practices are implemented. According to the 2020-2021 Special Education Data Report, we were above the 14% state average, with 26% of students being identified with a Speech and Language disability. 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 are supported through the MTSS articulation process. Additionally the SLP provides language support once every three days to all Kindergarten classes via a Speech and Language special. When considering educational placement, Union School District met targets for students being educated in the general education classroom, with 61.9% of students being educated for 80% or more in the general education setting. Union School District had too small of a group size in 2020-2021 to compare data for Special Education placement settings. The overall team's goal is to provide for the student's educational and emotional needs in the least restrictive educational setting with their non-disabled peers to the maximum extent possible. All supplementary aids and services are considered prior to and during the process. A comprehensive range of programs and services is available for identified students in the Union School District, collaboratively with private schools and within multiple district programs operated by the Riverview Intermediate Unit #6. All decisions concerning appropriate Special Education supports, services and programming will be based upon the following practices. The placement decision will be made by the IEP team at the IEP meeting. The student's full range of needs will be considered including social emotional needs. All placement options will be reviewed and considered. 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. 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 re-evaluation will occur, prior to the change of placement to ensure that all of the students' needs are being met. Collaboration between special education and general education teachers is used to develop and provide supplementary aids and services for students' supports. Within the general education setting. These supports not only benefit the special education students, but all students overall.

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 Systems 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 student's parent(s), Director of Special Education, Elementary School Principal, MTSS Coordinator, ELA Intervention teacher, Math Intervention teacher, Elementary School Counselor, Special Education teacher and when appropriate, the Speech and Language Pathologist. The team meets three times weekly to review student referrals with the classroom teacher to ensure that students' who are not responding to Tier 1 interventions receive additional support through Tiers 2 and 3. Each student who is referred to the MTSS team is monitored for a six week period, after which time the team convenes a meeting with the classroom teacher to discuss the student's progress and determine if the student needs to be exited from the MTSS, requires another six-week round of support or requires additional interventions or a higher level of support at a Tier 3 level. After three (3), six (6) week rounds of MTSS support a decision is made to determine if the student should be evaluated for special education. The District is currently refining the MTSS framework at the secondary level. At the elementary level Union School District uses The Zones of Regulation curriculum to foster self-regulation and emotional control in students K-5. Social emotional lessons are supplemented with the PATHS program. A half hour of time daily is allocated to the instruction and implementation of these levels. At the secondary level, social emotional lessons are delivered to six through eighth grade students by the contracted Therapeutic Counselor. These lessons are thematic in nature and typically last between 6-8 weeks.

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. Identified students are supported in the general education curriculum, through the use of two Resource Rooms, one at the middle school level and one at the high school level. This support enables identified students to remain in general education classrooms, while receiving encouragement, support for test-taking; studying, and completion of assignments. All teachers in grades K-12 will 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, and following IDEA guidelines. Additional professional development will be targeted to the faculty and staff on Universal Design for Learning. With the exception of a teacher hired during the 2021-2022 school year, all special education teachers in the Union District have received training from the Riverview Intermediate Unit #6 on IEP writing. In addition to this professional development, one faculty member of the Union School District Special Education department has been identified as the Transition Coordinator for the school district. This faculty member interacts with all students of transition age, advocates for the integration of agency supports, and assists the students and their families to prepare for the transition from school to adult life. 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 annual Individualized Education Plan meetings, team members discuss the individual student's needs to determine the appropriate aids and services needed for students 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, ASL interpreters, after-hour paraprofessionals, and specialized transportation. Our students with disabilities proudly participate in a wide range of school activities including Art Club, band, cheer, homecoming, plays, prom, prom committee, 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 strives to educate students with disabilities educated in private institutions, to the maximum extent possible, with their non-disabled peers and to ensure that students with disabilities educated in private institutions have the opportunity to participate in District sponsored extracurricular activities. Removal from the general education environment to a private institution occurs only when the student in that setting is not able to achieve satisfactorily through the use of supplementary aids and services. Placement decisions are team driven and are decided upon based on the most appropriate support and interventions that a program offers that would meet the student's needs. All placement decisions are made at the IEP meeting by the IEP team with the least restrictive environment approach considered prior to any more restrictive placement being offered. Parent input, student needs, progress monitoring, FBA's, behavior plans, discipline referrals and manifestation meetings are all considered prior to removing a student from the general education setting. For students who may have needs that cannot be met within Union School District, the first consideration is to educate these students in district-operated programs, or programs operated by IU6 in district-run facilities. When that is not feasible due to the needs of the student, 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 lead extracurricular activities. This is accomplished by continuing to maintain student emails for students being educated outside of their neighborhood school. In this way students are kept abreast of District extracurricular activities in which they can participate. The transition back to district programming is part of all conversations regarding out-of-district students, and is always reviewed at students' annual IEP meetings. When a student is ready to transition back to Union School District, the IEP team determines the best way in which to titrate 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 the need to build capacity and expand our programs and services to provide a continuum of services to meet the needs of our students. 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 counseling support are provided through a contracted Therapeutic Counselor. Other related services such as vision and hearing impaired services, occupational and physical therapy, are provided to our students by IU6. Due to an increased need for emotional support services at the elementary level, the District initiated an Emotional Support program for identified students. In this way, the District is able to maximize the Least Restrictive Environment (LRE) for its students. The District will be exploring the possibility of developing an Emotional Support classroom at the secondary level so that students being educated in out-of-district programs can return to their neighborhood school. Additionally, it will allow students currently enrolled in our elementary emotional support program to matriculate to the secondary ES program, should the need arise. Additional initiatives include developing a Multidisciplinary Team System of Support (MTSS) approach for articulation, and providing language instruction as a special for Kindergarten students during the 2021-2022 school year.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
St. Stephen's Academy	Licensed Private Academic		Glade Run Lutheran Services	Emotional Support	2
Soaring Heights	Licensed Private Academic		Soaring Heights	Autistic Support	1
New Story	Licensed Private Academic		New Story	Autistic Support	1
IU6 Middle School Emotional Support	Other	West Forest School District	IU6	Emotional Support	3
IU6 High School Emotional Support	Other	Keystone High School	IU6	Emotional Support	2

Positive Behavior Support

Date of Approval

2022-03-17

Uploaded Files

USD 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.

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 control acute or episodic aggressive behavior 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 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
.95	Multiple	Full-time (1.0)	05/31/2022 07:06 PM

Building Name		
Union HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 16
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.18

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)		50
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.77

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.73	Elementary	Full-time (1.0)	05/31/2022 06:39 PM

Building Name		
Sligo El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.06

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 7
Age Range Justification		FTE %
		0.25

Building Name		
Sligo El Sch		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.66	Elementary	Full-time (1.0)	05/31/2022 06:23 PM

Building Name		
Sligo El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.04

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%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.67	Secondary	Full-time (1.0)	05/31/2022 06:07 PM

Building Name		
Union HS		
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	Secondary	15 to 15
Age Range Justification		FTE %
		0.02

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%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.71	Multiple	Full-time (1.0)	05/31/2022 06:02 PM

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	10 to 10
Age Range Justification		FTE %
		0.25

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%)		4
Identify Classroom	Classroom Location	Age Range

School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.2

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 17
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.46	Secondary	Full-time (1.0)	05/31/2022 05:45 PM

Building Name		
Union HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %

The teacher only provides instruction to students in age-appropriate groups	0.28
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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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups		0.25

Building Name		
Union SD		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.45	Secondary	Full-time (1.0)	05/31/2022 07:07 PM

Building Name		
Union HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 11
Age Range Justification		FTE %
		0.15

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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.3

Special Education Facilities

Building Name		Room #
Sligo El Sch		Wilson
School Building		Building Description
Elementary		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		
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	

Building Name		Room #
Sligo El Sch		Renfew
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 10 feet, 0 inches	150sqft	5
Implementation Date		
2022-06-06		
Uploaded Files		

Assurance Check

A s s u r a n c e C h e c k	Y e s	N o
T h e c l a s s i f i c a t i o n i s m a i n t a i n e d a s	Y e s	

cl o s e a s a p p r o p r i a t e t o t h e e b b a n d f l o w o f u s u a l s		
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c h o o l a c t i v i t i e s		
T h e c l a s s i l o c a t e d w h e r e n o i s e w	Y e s	

il l n o t i n t e r f e r e w i t h i n s t r u c t i o n		
T h e d a s s i l o c a	Y e s	

t e d o n l y i n s p a c e t h a t i s d e s i g n e d f o r p u r p o s e s o		
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f i n s t r u c t i o n		
T h e c l a s s i s r e a d i l y a c c e s s i b l e	Y e s	
T h e c l	Y e s	

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Building Name	Room #
Sligo El Sch	K i f e r 2 0 2 1 - 2 2
School Building	Building Description

	t i o n
Elementary	A b u i l d i n g i n w h i c h g e n e r a l e d u c a t i o n p r o g r a

		m s a r e o p e r a t e d
C l a s s r o o m M e a s u r e m e n t s	C l a s s r o o m A r e a M e a s u r e m e n t	M a x # o f s t u d e n t s i n c l a s s r o o m

28 feet, 0 inches	504 sq ft	18
Implementation Date		
2022-06-06		
Uploaded Files		

Assurance Check

A s s u r a n c e C h e c k	Y e s	N o
T h e c l a s s i f i c a t i o n i s c o r r e c t	Y e s	

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o o l a c t i v i t i e s		
T h e c l a s s i f i c a t e d w h e r e n o i s e w i l	Y e s	

n o t i n t e r f e r e w i t h i n s t r u c t i o n		
T h e c l a s s i f i c a t e	Y e s	

d o n l y i n s p a c e t h a t i s d e s i g n e d f o r p u r p o s e s o f i		
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n s t r u c t i o n		
T h e c l a s s i s r e a d i l y a c c e s s i b l e	Y e s	
T h e c l a s s	Y e s	

s i s c o m p o s e d o f a t l e a s t 2 8 s q u a r e f e e t p e r s t u d		
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Build ing Nam e	R o o m #
Unio n HS	G r o s s
Scho ol Build ing	B u i l d i n g D e s c r i p t i o n
JR/SR High	A b u i l d

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r
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		r a t e d
C l a s s r o o m M e a s u r e m e n t s	C l a s s r o o m A r e a M e a s u r e m e n t	M a x # o f s t u d e n t s i n c l a s s r o o m
3 0 f e e t, 0 i	6 6 0 s q ft	2 3

n c h e s x 2 2 f e e t, 0 i n c h e s		
Impleme ntation Date		
2022-06- 06		
Uploade d Files		

Assurance Check

A s s u r a	Y e s	N o
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n c e C h e c k		
T h e c l a s s i s m a i n t a i n e d a s c l o s e a s a p p r	Y e s	

o p r i a t e t o t h e e b b a n d f l o w o f u s u a l s c h o o l a c t i v i t		
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i e s		
T h e c l a s s i f i c a t e d w h e r e n o i s e w i l l n o t i n t e r f	Y e s	

e r e w i t h i n s t r u c t i o n		
T h e c l a s s i f i c a t e d o n l y i n s	Y e s	

p a c e t h a t i s d e s i g n e d f o r p u r p o s e s o f i n s t r u c t i o		
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n		
The class is readable	Yes	
The class is accessible	Yes	
The class is comfortable		

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Build	R
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ing Nam e	o m #
Unio n HS	P e t r o c y
Scho ol Build ing	B u i l d i n g D e s c r i p t i o n
JR/SR High	A b u i l d i n g i n w

h i c h g e n e r a l e d u c a t i o n p r o g r a m s a r e o p e r a t e d		
C	C	M

l a s s r o o m M e a s u r e m e n t s	l a s s r o o m A r e a M e a s u r e m e n t	a x # o f s t u d e n t s i n c l a s s r o o m
3 0 f e e t, 0 i n c h e s x	6 6 0 s q ft	2 3

2 2 f e e t, 0 i n c h e s		
Implementation Date		
2022-06-06		
Uploaded Files		

[Assurance Check](#)

A s s u r a n c e C h e	Y e s	N o
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c k		
T h e c l a s s i s m a i n t a i n e d a s c l o s e a s a p p r o p r i a t e	Y e s	

t o t h e e b b a n d f l o w o f u s u a l s c h o o l a c t i v i t i e s		
T h e	Y e s	

cl a s s i s l o c a t e d w h e r e n o i s e w i l l n o t i n t e r f e r e w i t h		
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i n s t r u c t i o n		
T h e c l a s s i f i c a t e d o n l y i n s p a c e t h	Y e s	

a t i s d e s i g n e d f o r p u r p o s e s o f i n s t r u c t i o n		
T h e c l a	Y e s	

s s i r e a d i l y a c c e s s i b l e		
T h e c l a s s i c o m p o s e d o f a t	Y e s	

l e a s t 2 8 s q u a r e f e e t p e r s t u d e n t		
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Build ing Nam e	R o o m #
Unio n HS	E l

	d e r
School Building	B u i l d i n g D e s c r i p t i o n
JR/SR High	A b u i l d i n g i n w h i c h g e n e r

			a l e d u c a t i o n p r o g r a m s a r e o p e r a t e d
C l a s s r o o m	C l a s s r o o m	M a x # o f s t u	

Measurements	Area Measurements	Dimensions
37 feet, 0 inches	814 sq ft	29

n c h e s		
Impleme ntation Date		
2022-06- 06		
Uploade d Files		

Assurance Check

A s s u r a n c e C h e c k	Y e s	N o
T h e c l a s	Y e s	

s is m a i n t a i n e d a s c l o s e a s a p p r o p r i a t e t o t h e e b b		
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a n d f l o w o f u s u a l s c h o o l a c t i v i t i e s		
T h e c l a s s i s l o c	Y e s	

a t e d w h e r e n o i s e w i l l n o t i n t e r f e r e w i t h i n s t r u c t i		
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o n		
T h e c l a s s i f i c a t e d o n l y i n s p a c e t h a t i s d e s i g n	Y e s	

e d f o r p u r p o s e s o f i n s t r u c t i o n		
T h e c l a s s i s r e a d i l	Y e s	

Y a c c e s s i b l e		
T h e c l a s s i s c o m p o s e d o f a t l e a s t 2 8 s	Y e s	

q u a r e f e e t p e r s t u d e n t		
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Build ing Nam e	R o o m #
Unio n HS	H i b b a r d
Scho ol Build	B u il

ing	d i n g D e s c r i p t i o n
JR/SR High	A b u i l d i n g i n w h i c h g e n e r a l e d u c

		a t i o n p r o g r a m s a r e o p e r a t e d
C l a s s r o o m M e a s u r	C l a s s r o o m A r e a M e	M a x # o f s t u d e n t s i

e m e n t s	a s u r e m e n t	n c l a s s r o o m
3 0 f e e t, 0 i n c h e s x 2 2 f e e t, 0 i n c h e s	6 6 0 s q ft	2 3
Impleme		

ntation Date
2022-06-06
Uploade d Files

Assurance Check

A s s u r a n c e C h e c k	Y e s	N o
T h e c l a s s i f i c a t i o n	Y e s	

t a i n e d a s c l o s e a s a p p r o p r i a t e t o t h e e b b a n d f l o w		
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O f u s u a l s c h o o l a c t i v i t i e s		
T h e c l a s s i f i c a t e d w h	Y e s	

e r e n o i s e w i l l n o t i n t e r f e r e w i t h i n s t r u c t i o n		
T h e c l	Y e s	

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u r p o s e s o f i n s t r u c t i o n		
T h e c l a s s i s r e a d i l y a c c e s	Y e s	

si b l e		
T h e c l a s s i c o m p o s e d o f a t l e a s t 2 8 s q u a r e f	Y e s	

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t		
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e		
n		
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Special Education Support Services

Special Education Support Services

S p e c i a l E d u c a t i o n S u p p o r t S e r v i c e s	N u m e r i c a l V a l u e	P r i m a r y L o c a t i o n	C o n t r a c t o r o r D i s t r i c t
D i r e c t	1	D i s t r i c t	D i s t r i c t

o r o f S p e c i a l E d u c a t i o n		t W i d e	t
T r a n s i t i o n C o o r d i n a t o r	1	D i s t r i c t W i d e	D i s t r i c t
P	1	E	D

a r a p r o f e s s i o n a l s		l e m e n t a r y	i s t r i c t
P a r a p r o f e s s i o n a l s	1	E l e m e n t a r y	D i s t r i c t
P a r a p r o f e	1	E l e m e n t a r	D i s t r i c t

s s i o n a l s		y	
P a r a p 	1	E l e m e 	D i s t r i c t
P a r a p r o f e s s i o n a l s	1	E l e m e 	D i s t r i c t
P a	1	E l	D i s

r a p r o f e s s i o n a l s		e m e n t a r y	t r i c t
P a r a p r o f e s s i o n a l s	1	E l e m e n t a r y	D i s t r i c t
P a r a p r o f e s s	1	S e c o n d a r y	D i s t r i c t

si o n a ls			
P a r a p r o f e s s i o n a ls	1	S e c o n d a r y	D i s t r i c t
P a r a p r o f e s s i o n a ls	1	S e c o n d a r y	D i s t r i c t
P a r	1	E l e	D i s t

a p r o f e s s i o n a l s		m e n t a r y	r i c t
P a r a p r o f e s s i o n a l s	1	S e c o n d a r y	D i s t r i c t
P a r a p r o f e s s i	1	E l e m e n t a r y	D i s t r i c t

o n a l s			
P a r a p 	1	E l e m e 	D i s t r i c t
P a r a p r o f e s s i o n a l s	1	S e c o n 	D i s t r i c t
G u i d	1	S e c o	D i s t r i

a n c e C o u n s e l o r		n d a r y	c t
G u i d a n c e C o u n s e l o r	1	E l e m e n t a r y	D i s t r i c t
S c h o o l P s	1	D i s t r i c t W i	D i s t r i c t

y c h o l o g i s t		d e	
O c c u p a t i o n a l T h e r a p i s t	. 5	D i s t r i c t W i d e	D i s t r i c t
P h y s i c a l T h e	. 5	D i s t r i c t W i d e	D i s t r i c t

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Special Education Personnel Development

Autism

Description of Training			
Autism Consult - Autism Support/VB Mapp			
Lead Person/Position		Year of Training	
Amy Wilson, Director of Special Education		2021-2022	
H	N	P	A
o	u	r	u
u	m	o	d
r	b	v	i
s	e	i	e
P	r	d	n
e	o	e	c
r	f	r	e
T	S		
r	e		
a	s		
i	si		

n i n g	o n s		
2 . 0	8	P a T T A N	G e n e r a l E d u c a t i o n T e a c h e r s

Positive Behavior Support

Description of Training	
PBIS Module 1 Training	
Lead	Year

Person/Position		of Training	
Rachel Caputo/Jefferon County Head Start		2021	
Hours per Training	Number of Sessions	Provider	Audience
1	1	Other	General

			d u c c a t i o n T e a c h e r s S p e c i a l E d u c a t i o n T e a c h e r s
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Description of Training			
Zones of Regulation Behavior Regulation Training			
Lead Person/Position		Year of Training	
Joan Sharrow/Riverview IU6		2021, 2022	
H	N	P	A
o	u	r	u
r	m	o	d
s	b	v	i
p	e	i	e
e	r	d	n
T	S	e	c
r	e	r	e
a	s	e	n
i	s	r	c
n	i	e	e
n	o	n	e
g	n	s	e
3	1	D	G

5 m i n u t e s	8	is t r i c t l i n t e r m e d i a t e U n i t	e n e r g y E d u c a t i o n T e a c h e r s P a r a p r o f e s s i o n a l s
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			p e c i a l E d u c a t i o n T e a c h e r s
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Description of Training	
Zones of Regulation Behavior Regulation Training	
Lead Person/Position	Year of Training
Joan	2021

Sharr ow/R ivervi ew IU6			
H o u r s P e r T r a i n i n g	N u m b e r o f S e s s i o n s	P r o v i d e r	A u d i e n c e
30 m i n u t e s	1	O t h e r	G e n e r a l E d u c a t i o n T e

			a c h e r s s p e c i a l E d u c a t i o n T e a c h e r s
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Description of Training	
Trauma Informed Care	
Lead	Year

Person/Position		of Training	
Joan Sharrow/Riverview IU6		2021	
Hours per Training	Number of Sessions	Provider	Audience
2	1	Discretionary	Central Office

		e d i a t e U n i t	d m i n i s t r a t o r s G e n e r a l E d u c a t i o n T e a c h e r s P a r
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			a p r o f e s s i o n a l s S p e c i a l E d u c a t i o n T e a c h e r s
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Description of Training			
Trauma Informed Care			
Lead Person/Position		Year of Training	
River view IU6		2021	
H	N	P	A
o	u	r	u
r	m	o	d
s	b	v	i
p	e	i	e
e	r	d	n
T	S	e	c
r	e	r	e
a	s		
i	s		
n	i		
n	n		
g	s		
1	1		B u i l d i n g A d

			m i n i s t r a t o r s C e n t r a l O f f i c e A d m i n i s t r a t o r s G e n
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			e r a l E d u c a t i o n T e a c h e r s P a r a p r o f e s s i o n a l S p e
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			ci a l E d u c a t i o n T e a c h e r s
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Description of Training	
SWPBIS	
Lead Person/Position	Year of Training
Thomas Minick/Buiding Principal	2021

Hours Per Training	Number of Sessions	Provider	Audience
2.5	1	District PATTA	Building Adm Instructors

			n e r a l E d u c a t i o n T e a c h e r s P a r a p r o f e s s i o n a l S p
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			e c i a l E d u c a t i o n T e a c h e r s
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Paraprofessional

Description of Training	
Special Education Overview/Differentiation/De-escalation Strategies	
Lead Person/Positi	Year of Training

on			
Elena Steidinger/ Director of Special Education	2021		
H o u r s P e r T r a i n i n g	N u m b e r o f S e s s i o n s	P r o v i d e r	A u d i e n c e
30	1	Dis t r i c t	P a r a p r o f e s s i o

			n a ls
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Description of Training			
Special Education Overview, Roles, Professional Development			
Lead Person/Position	Year of Training		
Elena Steidinger/Director of Special Education	2021		
H o u r s P e r T	N u m b e r o f S	P r o v i d e n c e	A u d i e n c e

r a i n i n g	e s s i o n s		
1	1	D i s t r i c t	P a r a p r o f e s s i o n a l s

Description of Training	
SWPBIS/Zone s of Regulation	
Lead Person/Position	Year of Training
Joan Sharr	2021

ow/R ivervi ew IU6			
H o u r s P e r T r a i n i n g	N u m b e r o f S e s s i o n s	P r o v i d e r	A u d i e n c e
2	1	I n t e r m e d i a t e U n i t	P a r a p r o f e s s i o n a l s

Description of Training			
CPR and First Aid			
Lead Person/Position		Year of Training	
Ms. Lacey Magagnotti/CPR Trainer		2021	
H	N	P	A
o	u	r	u
r	m	o	d
s	b	r	i
p	e	o	e
e	r	f	n
r	s	s	c
T	e	i	e
r	r	d	n
a	s	e	c
i	i	r	e
n	n		
i	s		
n	o		
n	n		
g	s		
2	1	D	P
		i	a
		s	r
		t	a
		r	p
		c	r
		t	

			o f e s s i o n a l s
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Description of Training			
Power of Our Words book study			
Lead Person/Position	Year of Training		
Elena Steidinger/ Director of Special Education	2021		
H o u r s P	N u m b e r	P r o v i d	A u d i e n c

e r T r a i n i n g	o f S e s s i o n s	e r	c e
1 0	1	D i s t r i c t	P a r a p r o f e s s i o n a l s

Transition

Description of Training	
Transition Council Meetings	
Lead Pers	Year of

on/Position		Training	
Amy Smit h/Riveriew IU6		2021, 2022	
Hours Per Training	Number of Sessions	Provider	Audience
5	2	Intermedial Education	Speci al Edu catio

		n it	n T e a c h e r s
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Science of Literacy

Description of Training			
How to Enhance Instruction with Star Assessments			
Lead Person/Position	Year of Training		
Jennifer Monnoyer/Reading Interventionist	2021		
H o	N u	P r	A u

u r s P e r T r a i n i n g	m b e r o f S e s s i o n s	o v i d e r	d i e n c e
1	1	D i s t r i c t	G e n e r a l E d u c a t i o n T e a c h e r s S

			p e c i a l E d u c a t i o n T e a c h e r s
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Description of Training	
SPIRE Reading Intervention	
Lead Person/Position	Year of Training
Jennifer Mon	2021

noyer/Reading Interventionist			
H	N	P	A
o	u	r	u
r	m	o	d
s	b	v	i
p	e	i	e
e	r	d	
r	o	e	
T	f	r	
r	S	a	
a	e	i	
i	s	n	
n	i	n	
i	n	g	
g			
5	2	D	G
.		i	e
5		s	n
		t	e
		r	r
		i	a
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			e a c h e r s S p e c i a l E d u c a t i o n T e a c h e r s
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Description of Training
myON Personalized Digital

Training			
Lead Person/Position		Year of Training	
Tom Carlson/Residence		2022	
Hours Provided	Number of Sessions	Provider	Audience
1	1	Other	Building Adm

			i n i s t r a t o r s G e n e r a l E d u c a t i o n T e a c h e r s P a r a p
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**Description
of Training**

Freckle by Renaissance			
Lead Person/Position		Year of Training	
Tom Carls o/Renaissance		2022	
H	N	P	A
o	u	r	u
r	m	o	d
s	b	r	i
p	e	o	e
e	r	v	n
T	S	i	c
r	e	d	e
a	s	e	
i	s	r	
n	i		
i	n		
g	s		
1	1	O	B
.		t	u
5		h	i
		e	d
		r	i
			n
			g
			A
			d
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**Description
of Training**

Unique by Design			
Lead Person/Position		Year of Training	
Robin Fillman		2021, 2022	
H	N	P	A
o	u	r	u
r	m	o	d
s	b	r	i
p	e	o	e
e	r	f	n
r	s	s	c
T	e	i	e
r	s	d	n
a	i	e	c
i	n	r	e
n	s	e	n
i	o	s	c
n	n	e	e
g	s	r	n
2	2	I	G
		n	e
		t	n
		e	r
		r	a
		m	l
		e	E
		d	d
		i	u
		a	c
		t	

		e U n i t	a t i o n T e a c h e r s S p e c i a l E d u c a t i o n T e a c h e r s
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Description of Training			
Universal Design for Learning Grant Cohort			
Lead Person/Position		Year of Training	
Elaine Neugebauer/PATTA N		2021, 2022	
H	N	P	A
o	u	r	u
r	m	o	d
s	b	r	i
p	e	o	e
e	r	v	n
r	o	i	c
T	f	d	e
r	S	e	n
a	e	r	c
i	s	e	e
n	i	r	n
i	n	e	c
n	g	r	e
g	s	e	n
2	7	P a T T	B u i l d

			A N	i n g A d m i n i s t r a t o r s C e n t r a l O f f i c e A d m i n i s t r a t o
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			r s G e n e r a l E d u c a t i o n T e a c h e r s
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Description of Training	
Unique Learning System	
Lead Person/Positi	Year of Training

on			
Deena Croyle/Riverview IU6		2021	
H o u r s P e r T r a i n i n g	N u m b e r o f S e s s i o n s	P r o v i d e r	A u d i e n c e
3	1	I n t e r m e d i a t e U n	S p e c i a l E d u c a t i o n

		it	T e a c h e r s
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Parent Training

Description of Training			
STEP Program			
Lead Person/Position		Year of Training	
Clari on County Promise		2021	
H	N	P	A
o	u	r	u
r	m	o	d
s	e	i	e
P	r	d	n
e	o	e	c
r	f	r	e
T	S		

r a i n i n g	e s s i o n s		
2	7	O t h e r	P a r e n t s

Description of Training			
Title I Parent and Family Engagement			
Lead Person/Position	Year of Training		
Thomas Minick/Buiding Principal	2022		
H o u m	N u m	P o r o	A u d

r s P e r T r a i n i n g	b e r o f S e s s i o n s	v i d e r	i e n c e
1 . 5	1	D i s t r i c t	P a r e n t s

Description of Training	
Helping Our Children Succeed	
Lead Person/Position	Year of Training
Karen Addison-	2022

Williams/P A Department of Education - State Parent Advisory Council			
H	N	P	A
o	u	r	u
r	m	o	d
s	b	v	i
p	e	i	e
e	r	d	n
T	S	e	c
r	e	s	e
a	s	i	n
i	s	r	c
n	o		e
i	n		
n	s		
g			
2	1	O t h e r	P a r e n t

			S
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IEP Development

Description of Training			
IEP Writing			
Lead Person/Position	Year of Training		
Meggan Matson	2020		
Hours per Training	Number of Sessions	Provider	Audience
2.5	1	Int	Spe

		er m e d i a t e U n it	ci a l E d u c a t i o n T e a c h e r s
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Description of Training	
Union Special Education Teachers BiWeekly Meetings	
Lead Person/Position	Year of Training
Elena Steidinger/	2021, 2022

Director of Special Education			
H o u r s P e r T r a i n i n g	N u m b e r o f S e s s i o n s	P r o v i d e r	A u d i e n c e
.5	14	District	Special Education Tentative

			a c h e r s
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Signatures & Affirmations

Approval Date

2022-07-14

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

2022-07-14

