

Profile and Plan Essentials

LEA Name		AUN	
Farrell Area SD		104432503	
Address 1			
1600 Roemer Blvd			
Address 2			
City	State	Zip	
Farrell	PA	16121	
Director of Special Education Name			
Keirnan Grill			
Director of Special Education Email			
kgrill@farrellareaschools.com			
Director of Special Education Phone Number		Director of Special Education Ext	
724-509-1216			
Chief Administrator Name			
Dr Lora A Adams-King			
Chief Administrator Email			
ladams-king@farrellareaschools.com			

Special Education Students

Total Number of Students Receiving Special Education 208

School District Total Student Enrollment 717

Percent of Students Receiving Special Education 29

Steering Committee

Name	Position/Role	Building	Email
Karla Wheeler	Special Education Teacher	Farrell Area HS/UMS	kwheeler@farrellareaschooldistrict.com
Keirnan Grill	Director of Special Education	Farrell Area SD	kgrill@farrellareaschools.com
Emily Clare	Director of Curriculum	Farrell Area SD	eclare@farrellareaschools.com
Lora Adams-King	Superintendent	Farrell Area SD	ladams-king@farrellareaschools.com
Brian Veccia	Other	Farrell Area HS/UMS	bveccia@farrellareaschools.com
Neall Jones	Building Principal	Russell C. Phillips El Sch	njones@farrellareaschools.com
Jennifer Simitoski	Special Education Teacher	Russell C. Phillips El Sch	jsimitoski@farrellareaschools.com
Nicolas Hanahan	General Education Teacher	Farrell Area HS/UMS	nhanahan@farrellareaschools.com
Nicole Lombardi	General Education Teacher	Russell C. Phillips El Sch	nlombardi@farrellareaschools.com
Deanna Thomas	Parent	Farrell Area SD	
Allison Zreliak	Other	Farrell Area HS/UMS	azreliak@farrellareaschools.com
Sue Rado	Board Member	Farrell Area SD	
Jordan Snyder	Other	Russell C. Phillips El Sch	jsnyder@farrellareaschools.com
Candace Thompson	Other	Farrell Area SD	cthompson@farrellareaschools.com

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)

Improvement and Planning Activity
ELA 8 - The district strives to improve it's plan for make up exams in the case that students are absent during initial testing. This includes increasing communication between parents and guardians when a student is absent during a testing window.

Education Environments (Indicator 5)

Improvement and Planning Activity
The district hired a new Director of Special Education who is working with staff to examine student schedules to determine where the students can increase their participation in the general education environment.
The district has hired a new psychologist to review student records and reevaluate students when necessary to determine if an increase in general education time or an exit from special education is appropriate.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Non-Resident Students Oversight

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

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Crossroads Group Home	Residential Setting		Licensed Private Academic	8

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

The Farrell Area School District is committed to providing FAPE to any eligible student residing in the District. When the district is made aware of a student who is in need of Special Education, or thought to be in need of Special Education, the District procedures are followed/Chapter 14 procedures are initiated, as they would be for any other student. The evaluation process would be initiated and an Individualized Education Plan (IEP), if required, would be generated, based on the Evaluation Report (ER). Programming, location, related service and Specially Designed Instruction would be addressed to ensure the student's educational performance is offered in the Least Restrictive Environment (LRE). Farrell Area School District has not encountered any barriers, or obstacles that would limit its obligations of the PA Public School Code under 24 P.S. § 13-1306.

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

Placement considerations are a team decision and based on a student's individual needs; in-house and outside programming are utilized based on individual student needs. The Farrell Area School District has a procedure for 1306 students to contact the host district and/or facility within 1 business day of student enrollment. The host district submits PDE 4605 to the school district of residence and requests educational records for enrollment. The host district convenes the IEP team to determine educational placement always considering education in the least restrictive environment (public school) first, unless it is determined by the team that more restrictive environment is needed. The host district is responsible for FAPE, child find, reporting progress, appointing a surrogate and communicating with the school district of residence.

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.**

The Farrell Area School District is constantly working towards achieving performance targets of students in the regular education setting to reach the Future Ready Index standards in elementary, middle and high school. The district has been addressing this through data review meetings held with the teachers, administration, meetings within grade-levels, content areas, and cross-curricular areas with discussions focused on analyzing student performance data collected from MAP and other local assessments. Interventions are planned and monitored at each level. The Farrell Area School District is looking closely at student growth data to continue growth from the performance levels previously achieved. Professional Development is an on-going initiative throughout the district, providing teachers, specialists, and paraprofessionals with the tools and strategies needed to instruct each student individually. Moreover, and more specifically to special education services, the target for performance of students 80% or more receiving services, 40% or less receiving services is progress monitored closely. The state average for students with special needs educated in regular education environments for over 80% of the school day is 61.6%. The district's percentage, in comparison, is 62.4%. For students with IEPs educated in regular education settings less than 40% of the school day is 10.9%. The district's percentage, in comparison, is 9.6%. These comparisons show that the Farrell Area School District was just shy of meeting the requirement.

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?**

The Farrell Area School District adheres to the guidelines and procedures as outlined in Chapter 14 for servicing students in the Least Restrictive Environment (LRE) to the maximum extent appropriate. Coordinated within the general education setting are accommodations, modifications, Child Study Team (CST) interventions, ESAP, SAP, Community-Based Supports, School-Wide Positive Behavior Program supports, SEL (Tier 1 and 2) supports, and Leveled-Interventions, prior to any referral for multi-disciplinary evaluation/re-evaluation. Upon a student qualifying as eligible for Special Education services, the IEP Team begins to systematically discuss possible placements beginning with the incorporation of Special Education supports within the general education classroom. The team reviews both the benefits and the non-benefits of each incremental level of restriction, including the consideration of any unanticipated consequences. An open discussion ensues of the student's needs, parental concerns, goals, and expectations, including the district's continuum of services including supplementary supports and aids. Before a student would receive services outside of the general education classroom, there must be a demonstration that education in that setting could not satisfactorily be met even with supplementary aids. IDEA's full requirement for identifying the supplementary aids and services a child will need will be specified in his or her IEP. This appears at §300.320(a)(4) and stipulates that each child's IEP must contain: A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to

enable the child— (i) To advance appropriately toward attaining the annual goals; (ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other 14 nonacademic activities; and (iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this section... [§300.320(a)(4)] The IEP team considers what services the child needs and the detail with which the team specifies them in the IEP.

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 Farrell Area School District currently supports students at the Itinerant, Supplemental, and Full-time Levels. Prior to any student placement outside of the Farrell Area District, all district resources, including specialized services, evaluations, and consultation provided by the Midwestern Intermediate Unit IV, have been completely exhausted. The district has students placed in Intermediate Unit operated multi-district programs, as well as students placed in Approved Licensed Private Academic Schools. Regardless of the student's program the district encourages participation with same age peers in the general education setting for nonacademic and extra-curricular activities. Decisions, by every member of the IEP Team, are data -based. The Director of Special Education makes every attempt to attend each IEP meeting. If the Director should become unavailable the principal, or Assistant Superintendent would then act as the LEA. The Farrell Area School District employs highly qualified teachers and staff and assurance of continuing education and professional development is maintained. Professional Development on inclusive practices, Partnership with PATTAN and MIU IV, who works with students, teachers, paraprofessionals and families provides on-going training in co-teaching, behavioral interventions, and inclusive practices, differentiated instruction, and meeting student's needs within the various disability categories ensure that students receive FAPE in the LRE.

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

Supplementary aids and services are often critical elements in supporting the education of children with disabilities in regular classes and their participation in a range of another school activities. IDEA's definition of this term (at §300.42) reads: Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate. To ensure that students receive services while being educated in regular education settings, with non-disabled children to the maximum extent appropriate, the fact that supplementary aids and services often play a decisive role in whether or not the child can be satisfactorily educated in the regular educational environment makes it all the more important that the school provide this. If the IEP team has determined that the child can be satisfactorily educated in the regular classroom, with the support of a given supplementary aid or service, those aids or services must be specified in the child's IEP and must be provided to the

child. (71 Fed Reg. 46588) Supplementary aids and services can be accommodations and modifications to the curriculum under study or the manner in which that content is presented, or a child's progress is measured. Supplementary aids and services can also include: Direct services and supports to the child, support and training for staff who work with that child, and this would always include the parent/guardian. The IEP team determines which Supplementary Aids and services are required for the student. Supplementary aids and services can include, but are not limited to the following: Supports to address environmental needs (e.g., preferential seating; chair height; planned seating on the bus or van, in the classroom, at lunch, in the auditorium, and in other locations; altered physical room arrangement) Levels of staff support (e.g., consultation, stop-in support, classroom companion, one-on-one assistance; type of personnel support: behavior specialist, personal care assistant, instructional support assistant, CNA, LPN, co-teaching, instructional coaches, MIU IV related service providers for Physical and Occupational Therapy, Dysphagia Consultants, Vision Specialists, Hearing Impairment) Planning time provided for collaboration by staff, specialized equipment (e.g., wheelchair, standers, computer, software, voice synthesizers, augmentative communication devices, eye-gaze devices, Velcro-strips, pencil-grips, weighted equipment, wiggle seats, fidgets, headphones, resistance bands, utensils/cups/plates, restroom equipment, adaptive physical education equipment, furniture arrangement, seating arrangements, adjustments to sensory inputs (lights, sounds, fabrics, etc.), environmental aids such as, acoustics, heating, ventilation) Pacing of instruction (e.g., breaks, extended time, materials for home use, picture schedules, home set of materials, alternative presentation methods) Presentation of subject matter (e.g., Google Classroom access, taped lectures, sign language, primary language, paired reading and writing, researched-based supplementary materials, provision of ESL services), Materials (e.g., tests and assignments through Google classroom, scanned tests and notes into computer, material on tape, shared notetaking, large print or Braille, Assistive technology, such as, touch screens, iPads, kindles, netbooks, chrome books, laptops, think pads, study guides, and adaptive computers), Assignment modification (e.g., shorter assignments, chunked assignments, taped lessons, instructions broken down into steps, allow student to record or type assignment, allow oral versus written responses, access to teacher notes through Google classroom) Self-management and/or follow-through (e.g., student planner, Dojo, parent/teacher communication journal, checklists, positive behavior charts, school website, calendars, Parent Square, teach study skills, functional skills presented in context of typical daily routines in general education setting) Testing adaptations (e.g., read test to child, modify format, extend time, separate setting, small group, transcribing, scribing, alternative assessment) Social interaction support (e.g., cooperative learning groups, teach social skills, social-emotional learning, Lion's Quest, PATHS, counseling supports, Behavioral Improvement Plans (BIPs), modifications of rules/expectations, School-Wide Positive Behaviors) Training for all staff to continue to develop and deliver Standards Aligned Systems (SAS) in the Least Restrictive Environment. Also, bullying prevention lessons, suicide prevention, ALICE training, ACT 126-mandated reporter training. Extracurricular and nonacademic-- Consistent with the inclusive nature of the legislation, regulations have added the phrase "in extracurricular and nonacademic settings" to the definition of supplementary aids and services and, thus, enlarged the scope of where supplementary aids and services must be provided, as appropriate to the

child's needs. Considering the supplementary aids and supports that a child would need should take into account the academic, extracurricular, and nonacademic environments available to, and of interest to, the child. The Farrell Area School District covers the gamut of school settings where children might be engaged in learning, interaction, and development for every student receiving services.

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?**

Farrell Area School District students are strongly encouraged to participate in and compete in nonacademic and extracurricular activities. Students with IEPs have the same opportunity to participate in academic and extracurricular activities as peers who are non-disabled. This topic has been discussed at IEP team meetings. Students are informed by the teachers and other staff regarding the participation of activities as they become available for extracurricular activities. Students with disabilities participate along with their general education peers in school athletics, clubs, organizations, the school play and talent show, as well as before and after school programs as they may desire. No child is denied an equal opportunity to participate.

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)**

The Farrell Area School District utilizes several out of district placements for students in need of intensive support. Challenging behaviors and other circumstances may warrant exploration of these facilities when the home school is not able to meet the student's needs. A need for consideration is behavior support which is closer in distance to the home school. Currently, the district utilizes facilities located in Beaver and Butler counties. The ultimate goal when students are placed outside of the district is to get the students to a point where the Farrell Area School District is able to meet the needs and provide a Free Appropriate Public Education at the home school.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Glade Run	Licensed Private Academic		Glade Run Lutheran Services	Emotional Support	5
Crossroads Group Home	Licensed Private Academic		Crossroads, Inc.	Emotional Support	0
New Horizons	Other	Center School	Beaver Valley IU #27	Autistic Support	3
Sharpsville Autism Support	Other	Public School	Sharpsville Area SD	Autistic Support	2
New Horizons	Other	Center School	Beaver Valley IU #27	Multiple Disabilities Support	1
New Horizons	Other	Center School	Beaver Valley IU #27	Emotional Support	3

Positive Behavior Support

Date of Approval

2013-10-14

Uploaded Files

Behavior Support_6523bf8d.pdf

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

The district has emotional support programs in both the elementary and high school levels. Students receive behavioral and academic support as per student IEP for those who qualify. For students who demonstrate a greater need for behavioral support where the district is unable to support him or her, outside placements are utilized as needed. At Farrell positive behavior support plans (PBSP) for students with disabilities and eligible young children who require effective practices, specific interventions, and strategies to address behavior that interferes with learning are developed by a team. They are written based on a Functional Behavioral Assessment (FBA): interviewing people that observed the behaviors, data collection, and analysis of information. A FBA is also used to determine the nature and extent of the special education and related services that a child needs, including a need for a BIP. A plan is then written (BIP) which includes methods that utilize positive reinforcement and other positive techniques to shape a child's behavior. The goal is to replace the negative behavior with a positive behavior through the use of positive reinforcement and positive techniques. A FBA/BIP is done if the team decides that the behavior is impeding the child's ability to learn or impedes the learning of others. The team reviews the evaluation, re-evaluation, the IEP present educational levels, and input from the parent and teachers to see if the behavior is impeding the child's learning. If behavior issues are identified a PBSP is completed. If it is decided by the team the PBSP is not required to receive FAPE the reasons are documented in the IEP's present educational levels.

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.**

Training for special education staff includes Safety Care Management, where de-escalation strategies are utilized. When a change of placement due to disciplinary removal of a student occurs, the district holds a team meeting (manifestation determination to determine if the behavior was due to the child's disability or to the IEP not being implemented), conducts an FBA and develops a PBSP or if a plan is in place, reviews and modifies the plan to prevent a recurrence of the behavior. The disciplinary change of placement occurs when a student is removed for more than 10 consecutive days, 15 cumulative days in a school year, even one day for a student with ID, up to 45

days to an interim placement due to violations involving weapons, drugs or serious bodily injury. A hearing is also scheduled. At the secondary level the district employs the use of progressive discipline. Reassignment is used as an alternative setting for students who are continually disruptive. Every attempt is made to keep students in the school setting before a more restrictive exclusion of students is employed. Special education students are always provided the services of a certified special education teacher when receiving either in or out of school suspension. Students receive in school suspension with the services of a special education teacher or out of school suspension only after a manifestation determination has been done to determine if the students behavior was due to his/her disability and if it was due to the districts failure to implement the IEP. If a student is ID they cannot be suspended without the permission from the state/chief state advisor. If the student has brought a weapon, drugs or is a threat to himself or others a manifest must be done to determine placement (45 days) . The district has a policy number 218. Board policies and the student code of conduct are in place. Also in the handbook there is a section for bullying which states any cases of bullying, intimidation, or harassment should be reported to an administrator. Proven cases can result in warnings, detention, parent phone calls, suspensions, disciplinary hearings, and even charges being filed with the police department.

3. Describe the district positive school wide support programs.

The district participates in the School-Wide Positive Behavior Support initiative. A SWPBS team is in place, and data is reviewed periodically so that interventions may be implemented. This also includes students with disabilities. The district has been in the process of implementing a School Wide Positive Behavior Support program. The elementary has successfully completed Tier 1. The high school continues to build its program to meet Tier 1 requirements. To date the district has established a team, had several meetings with the IU4, had a meeting with staff to present and to get a buy in, came up with an acronym for the district (BLUE and Gold, B Be Respectful, L Live responsible, U Uphold integrity, Encourage others), completed a behavior matrix, presented to the PTO, and worked on the discipline referral so all is aligned to the plan. The system is reviewed in behavior data meetings on a regular basis to analyze effectiveness, identify target areas, and to make modifications as necessary. As part of the School Wide Positive Behavior Program, students have the opportunity to earn Living Blue tickets in both the Elementary and High school. In the Elementary school, each teacher is given 5 tickets a week to be handed out throughout the week. Students can earn these by "Living Blue" and upholding the values of the program. The names of the students get entered into a random drawing and each student earns a small reward (Prize or Snack Shack Coupon). Each month 10 names are pulled at random for a Party with the Principal (activities vary each month). At the end of the nine week, the class with the highest amount of tickets on each floor get to choose a class party (Donuts, cookies, etc). The student in the nine weeks that has earned the most golden tickets gets prize (\$5 in Snack Shack, McDonald's gift card, etc). The names of the winners are posted on a bulletin board in the main hall, as well as shown in a slide show in the classrooms. At the high school, each day 2 teachers on the 1st floor as well as 2 teachers on the 2nd floor are given 2 tickets to hand out. Students can earn these by "Living Blue" and upholding the values of the program. The students who earn tickets are given a small prize of their choice (Pencils,

water bottles, key chains, chap stick, snack shack coupons, etc) and their name is put onto a large "Living Blue" board. The students also sign the "100 Club" book. At the end of each month, there is a "Party with the Principal" (Pizza and Bingo) with 10 random names chosen from the board through a name generator. Winners are announced over the announcements and a personal invite is sent to the students. In addition, a teacher is chosen randomly based off of the 10 random chosen students. The teacher gets a gift card or is invited to the "Party with the Principal".

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

Farrell has a SAP team and has begun a pre-referral process and a SCORE program, strengthening concepts and opportunities with re-education. It is a collaborative effort between the district and Mercer County Behavioral Health. Goals are to promote behavioral change in the classroom, increase academic performance, enhance self esteem, build upon strengths, foster and cultivate relationships, reduce disciplinary problems, integrate families and improve coping skills. A psychiatric staffing is held for a student when there is a concern (behavioral) which could warrant a change of placement. The SAP liaison is usually present as the liaison between the district and parents. The district has also provided Social Emotional Learning to all elementary students through the hiring of a teacher to teach a Social Emotional Learning class within the weekly specials rotation. The district has also continued its contract for a full time Tier 2 Social Emotional Learning (SEL) teacher to float between the elementary and middle schools. This teacher works with targeted students in need of additional behavioral support. In addition, the district hired a social worker who provides individual counseling. Students are often referred through the SAP program, guidance counselors, teachers, parents, and self-referrals. Another role of the social worker is providing crisis-response within the school building.

5. Describe the district restraint procedure.

Restraints are used as a last resort in order to keep students and staff safe. When a student becomes a danger to him/herself or to that of others, physical restraints may be used to as a response to the safety and welfare of all involved. Restraints - application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following: 1) Briefly holding a student, without force, to calm or comfort him/her. 2) Guiding a student to an appropriate activity. 3) Holding a student's hand to escort him/her safely from one area to another. 4) Hand-over-hand assistance with feeding or task completion. 5) Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP. 6) Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices. If a Safety-Care level of restraint is initiated, the parents are notified by the end of the school day, a restraint form is filled out by the participating staff, and it is logged for state reporting.

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.

In cases where severe behavior is not able to be supported in the home district, the IEP team considers options outside of the regular school environment. These options include, but are not limited to, Crossroads Group Home (APS), Glade Run (APS), or New Horizons (Center-based). In circumstances where placement options are not available, assistance is sought through the Midwestern IU #4 for Intensive Interagency Coordination. 1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category the Farrell School District will elicit the support of Midwestern Intermediate Unit IV in Grove City, Pennsylvania. Services that are available within our District include, itinerant, supplemental, and full-time learning support, itinerant, supplemental, and full-time life skills support, itinerant, supplemental and full time emotional support, and itinerant speech and language support. With the assistance of the Midwestern Intermediate Unit IV we have also been able to provide itinerant, and supplemental vision support, itinerant and supplemental hearing support, along with itinerant, supplemental and full-time interpreter services when necessary. The District also utilizes the Midwestern IU IV to service our Occupational and Physical Therapy needs. When specific needs of our students cannot be met through the District or the support of the Midwestern Intermediate Unit IV, we contract with other educational entities. All placement and programming decisions are a team approach. For mental health needs, the district refers students to Bethesda or Pathfinders (Partial Hospitalization). If a student is accepted to this program, the district provides transportation to and from the facility. At this time, Farrell Area School District has one student who is on Instruction in the Home. There has not been any concerns for students waiting more than 30 days for an appropriate educational placement.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #5	Elementary	Full-time (1.0)	02/21/2025 03:25 PM

Building Name		
Russell C. Phillips El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		0
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Parents of students outside of age-range are notified and waivers signed		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #14	Elementary	Full-time (1.0)	02/21/2025 03:12 PM

Building Name		
Russell C. Phillips El Sch		
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%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Parents of students outside of age-range are notified and waivers signed		0.35

Building Name		
Russell C. Phillips El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Parents of students outside of age-range are notified and waivers signed		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #8	Secondary	Full-time (1.0)	02/21/2025 12:59 PM

Building Name		
Farrell Area HS/UMS		
Support Type		

Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 19
Age Range Justification		FTE %
Parents of students outside of age-range are notified and waivers signed		0.07

Building Name		
Farrell Area HS/UMS		
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%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 19
Age Range Justification		FTE %
Parents of students outside of age-range are notified and waivers signed		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #2	Elementary	Full-time (1.0)	02/21/2025 12:57 PM

Building Name		
Russell C. Phillips El Sch		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Parents of students outside of age-range are notified and waivers signed		0.6

Building Name		
Russell C. Phillips El Sch		
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	Elementary	8 to 11
Age Range Justification		FTE %
Parents of students outside of age-range are notified and waivers signed		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #13	Multiple	Full-time (1.0)	02/21/2025 12:45 PM

Building Name

Farrell Area SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 12
Age Range Justification		FTE %
IEP age waivers are signed by parents in acknowledgement that their child will be serviced in this classroom along with other students outside of the age range. It is also noted in present levels of functional performance in each child's IEP. Academic scheduling is completed with age differences in mind to prevent students from receiving instruction with peers outside of the age range.		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position #3	Elementary	Full-time (1.0)	02/21/2025 03:23 PM

Building Name	
Russell C. Phillips El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	6

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Parents of students outside of age-range are notified and waivers signed		0.3

Building Name		
Russell C. Phillips El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Parents of students outside of age-range are notified and waivers signed		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #7	Secondary	Full-time (1.0)	02/21/2025 01:50 PM

Building Name	
Farrell Area HS/UMS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	Case

Supplemental (Less Than 80% but More Than 20%)		Load
		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 19
Age Range Justification		FTE %
IEP age waivers are signed by parents in acknowledgement that their child will be serviced in this classroom along with other students outside of the age range. It is also noted in present levels of functional performance in each child's IEP. Academic scheduling is completed with age differences in mind to prevent students from receiving instruction with peers outside of the age range.		0.55

Building Name		
Farrell Area HS/UMS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 19
Age Range Justification		FTE %
Parents of students outside of age-range are notified and waivers signed		0.16

Building Name		
Farrell Area HS/UMS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		2

Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 19
Age Range Justification		FTE %
Parents of students outside of age-range are notified and waivers signed		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #10	Secondary	Full-time (1.0)	02/21/2025 01:52 PM

Building Name		
Farrell Area HS/UMS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 19
Age Range Justification		FTE %
Parents of students outside of age-range are notified and waivers signed		0.5

Building Name		
Farrell Area HS/UMS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 19
Age Range Justification		FTE %
Parents of students outside of age-range are notified and waivers signed		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #4	Elementary	Full-time (1.0)	02/21/2025 01:55 PM

Building Name		
Russell C. Phillips El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Parents notified via waivers of age differences, reflected in IEPs		0.08

Building Name		
Russell C. Phillips El Sch		
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%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Parents notified via waivers of age differences, reflected in IEPs		0.35

Building Name		
Russell C. Phillips El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Parents of students outside of age-range are notified and waivers signed		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #9	Secondary	Full-time (1.0)	02/21/2025 03:14 PM

Building Name	
Farrell Area HS/UMS	
Support Type	
Learning Support	
Support Sub-Type	

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16
Age Range Justification		FTE %
IEP age waivers are signed by parents in acknowledgement that their child will be serviced in this classroom along with other students outside of the age range. It is also noted in present levels of functional performance in each child's IEP. Academic scheduling is completed with age differences in mind to prevent students from receiving instruction with peers outside of the age range.		0.55

Building Name		
Farrell Area HS/UMS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 19
Age Range Justification		FTE %
Parents of students outside of age-range are notified and waivers signed		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #1	Elementary	Full-time (1.0)	02/21/2025 03:16 PM

Building Name		
Russell C. Phillips El Sch		
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	Elementary	8 to 12
Age Range Justification		FTE %
Parents of students outside of age-range are notified and waivers signed		0.45

Building Name		
Russell C. Phillips El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Parents of students outside of age-range are notified and waivers signed		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #12	Elementary	Full-time (1.0)	02/21/2025 03:18 PM

Building Name		
Farrell Area SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 13
Age Range Justification		FTE %
IEP age waivers are signed by parents in acknowledgement that their child will be serviced in this classroom along with other students outside of the age range. It is also noted in present levels of functional performance in each child's IEP. Academic scheduling is completed with age differences in mind to prevent students from receiving instruction with peers outside of the age range.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #6	Elementary	Full-time (1.0)	02/21/2025 03:24 PM

Building Name
Russell C. Phillips El Sch
Support Type

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Parents of students outside of age-range are notified and waivers signed		0.3

Building Name		
Russell C. Phillips El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 13
Age Range Justification		FTE %
Parents of students outside of age-range are notified and waivers signed		0.08

Building Name		
Russell C. Phillips El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 12
Age Range Justification		FTE %
Parents of students outside of age-range are notified and waivers signed		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position #11	Elementary	Full-time (1.0)	02/21/2025 03:23 PM

Building Name		
Russell C. Phillips El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 12
Age Range Justification		FTE %
IEP age waivers are signed by parents in acknowledgement that their child will be serviced in this classroom along with other students outside of the age range. It is also noted in present levels of functional performance in each child's IEP. Academic scheduling is completed with age differences in mind to prevent students from receiving instruction with peers outside of the age range.		0.62

Special Education Facilities

Building Name		Room #
Farrell Area HS/UMS		114
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		
2022-06-10		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Russell C. Phillips El Sch		316
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		

2022-06-10
Uploaded Files

2Assurance 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 #
Farrell Area HS/UMS		223
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		
2022-06-10		
Uploaded Files		

3Assurance Check

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

Building Name		Room #
Russell C. Phillips El Sch		112
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		
2022-06-10		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Farrell Area HS/UMS		206
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 28 feet, 0 inches	840sqft	30
Implementation Date		
2022-06-10		
Uploaded Files		

5Assurance 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 #
Russell C. Phillips El Sch		110
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		
2022-06-10		
Uploaded Files		

6Assurance 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 #
Russell C. Phillips El Sch		215
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 10 feet, 0 inches	220sqft	7
Implementation Date		
2022-06-10		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Russell C. Phillips El Sch		311
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		
2022-06-10		
Uploaded Files		

8Assurance Check

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

Building Name		Room #
Farrell Area HS/UMS		208
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 30 feet, 0 inches	900sqft	32
Implementation Date		
2022-06-10		
Uploaded Files		

9Assurance 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 #
Russell C. Phillips El Sch		217
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 10 feet, 0 inches	220sqft	7
Implementation Date		
2022-06-10		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Russell C. Phillips El Sch		207
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		
2022-06-10		
Uploaded Files		

11Assurance Check

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

Building Name		Room #
Russell C. Phillips 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
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
Implementation Date		
2022-06-10		
Uploaded Files		

12Assurance 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 #
Russell C. Phillips El Sch		107
School Building		Building Description
Elementary		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		
2024-08-26		
Uploaded Files		

13Assurance Check

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

Building Name		Room #
Russell C. Phillips El Sch		202
School Building		Building Description
Elementary		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 40 feet, 0 inches	880sqft	31
Implementation Date		
2025-03-12		
Uploaded Files		

14Assurance 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

15Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	District
Paraprofessionals	6	District Wide	District
School Psychologist	2	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Social Worker	1	District Wide	District
Guidance Counselor	2	District Wide	District
Other	1	District Wide	District
Paraprofessionals	3	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Autism Spectrum Disorder (ASD) is a range of complex neurodevelopment disorders, characterized by social impairments, communication difficulties, and restricted, repetitive, and stereotyped patterns of behavior. Autistic disorder, sometimes called autism or classical ASD, is the most severe form of ASD, while other conditions along the spectrum include a milder form known as Asperger syndrome, and childhood disintegrative disorder and pervasive developmental disorder not otherwise specified (usually referred to as PDD-NOS). Although ASD varies significantly in character and severity, it occurs in all ethnic and socioeconomic groups and affects every age group. The TaC Educational Consultants can assist teams through training, classroom consultation and individual student consultation. Please contact us for more information or to request support from the TaC Educational Consultants.			
Lead Person/Position		Year of Training	
Director of Special Education		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training	
Staff will learn the use of appropriate de-escalation techniques and Safe Care Management, along with implementation and proper maintenance of the School Wide Positive Behavior Program. The District plans to have special education staff trained in the use of Safe Care Management at Midwestern Intermediate Unit which instructs on proper de-escalation and restraint techniques. The initial training is a two-day in-service. Participants then need to go yearly for updated training. The District has a schedule of events that occur to implement the School Wide Positive Behavior Program: • Monthly data team meetings • Fall/Winter/Spring All Staff "refreshers" • Monthly grade level refreshers with grade level team members • School Safety Evaluations/Survey and results review (team meeting) • Benchmarks of Quality (BOQ) assessment (data team) • Yearly student refreshers (4x per year) in the form of assemblies • New Staff Orientation	
Lead Person/Position	Year of Training

Director of Special Education		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	35	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Understanding what an FBA is and what they can tell us. Functional Behavioral Assessment (FBA) is a process for identifying problem behaviors and developing interventions to improve or eliminate those behaviors. A FBA consists of information-gathering procedures that result in a hypothesis about the function(s) that the behavior is serving for the student.			
Lead Person/Position		Year of Training	
Director of Special Education		2026	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training
Understanding what an FBA is and what they can tell us. Functional Behavioral Assessment (FBA) is a process for identifying problem behaviors and developing interventions to improve or eliminate those behaviors. A FBA consists of information-gathering procedures that result in a hypothesis about the function(s) that the behavior is serving for the student.

Lead Person/Position		Year of Training	
Director of Special Education		2026	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Paraprofessionals Special Education Teachers

Transition

Description of Training			
SEL Curriculum - New SEL curriculum to be implemented in the elementary life skills and emotional support classrooms, with yearly refreshers and additional supplemental			
Lead Person/Position		Year of Training	
Director of Special Education		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Paraprofessionals Special Education Teachers

Description of Training	
Parent training	
Lead Person/Position	Year of Training
Director of Special Education	2025
	2026
	2027

		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Paraprofessionals

Science of Literacy

Description of Training			
Scarborough's Reading Rope Refresher - he Science of Reading uncovers the intricate ways that our brains learn to read. Scarborough's Reading Rope is one of the most approachable ways to better understand the complex processes of what is happening in our brains as we are learning to read. The Reading Rope model offers a clear framework to help us better understand the intricacies of reading.			
Lead Person/Position		Year of Training	
Director of Curriculum and Instruction		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training
Overview of special education process and school/parent responsibilities

Lead Person/Position		Year of Training	
Director of Special Education		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

IEP Development

Description of Training			
Scarborough's Reading Rope Refresher - The Science of Reading uncovers the intricate ways that our brains learn to read. Scarborough's Reading Rope is one of the most approachable ways to better understand the complex processes of what is happening in our brains as we are learning to read. The Reading Rope model offers a clear framework to help us better understand the intricacies of reading.			
Lead Person/Position		Year of Training	
Dr. Emily Clare / Director of Curriculum and Instruction		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Other	General Education Teachers Paraprofessionals Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

