

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 151
School District Total Student Enrollment 734
Percent of Students Receiving Special Education 20.6

Steering Committee

Name	Position/Role	Building	Email
Mrs. Marisa Federici	Director of Special Education	Union Memorial El Sch	m_federici@union.k12.pa.us
Dr. Michael Ross	Superintendent	Union Area SD	m_ross@union.k12.pa.us
Dr. Scott O'Donnell	Director of Curriculum	Union Area SD	s_odonnell@union.k12.pa.us
Mr. Rob Nogay	Building Principal	Union Area HS	r_nogay@union.k12.pa.us
Mrs. Linda O'Neill	Building Principal	Union Memorial El Sch	l_oneill@union.k12.pa.us
Mrs. Lori Bowen	Special Education Teacher	Union Area HS	l_bowen@union.k12.pa.us
Mr. Jake Trinca	General Education Teacher	Union Area MS	j_trinca@union.k12.paus
Mrs. Amy Ryan	Parent	Union Area MS	a_ryan@union.k12.pa.us
Dr. Mike Hink	Board Member	Union Area SD	mhink1@verizon.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)

Improvement and Planning Activity

Implementation of MTSS at the elementary school. Adoption of new Special Education evaluation procedures Implementation of co-teaching ELA in grades 7-8 (All LS students will receive at least 1 period of gen ed English) Improve paraprofessional knowledge of inclusionary practices (dates TBD for 21-22, scheduled for inservice days waiting to hear back from MIU4) IEP teams will use the SAS Toolkit to assist with accommodations in general education when students initially qualify for special education, and when the student is reevaluated.

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

Corrective Action	Improvement and Planning Activities
Implementation of MTSS at the elementary school.	MTSS team consults with Edna (ongoing since 19-20 school year) Curriculum Director and Sped Director revise elementary schedule to include reading/math intervention Apply for Pattan RTI for SLD Determination Grant (May 2021) Hire Intervention teacher (Summer 2021) Fall benchmarks and data team meetings (Sept 2021) Staff training on MTSS (Sept 2021) Start MTSS (group based upon benchmarking data) Winter benchmarking and data team meetings (Jan 2022) Check in with Edna (Jan 2022) Spring benchmarking and data (May 2022) Purchase Foundations to be used in K-5 ELA (Summer 2022) Edna will provide training in multi-sensory phonics lessons (August 2022) Continue to implement MTSS and include Foundations into ELA curriculum (2022-2023 school year)
Adoption of new Special Education evaluation procedures	Special Ed Director and School Psychologist create a special education evaluation procedures and referral form (Summer 2021) Creation of MTSS Tier Movement Document by Special Ed Director and Curriculum Director (Summer 2021) Implementation of MTSS (Fall 2021) Data Team Meetings (Fall, Winter, Spring)--will be used to make special ed referrals (2021-2022)
Implementation of co-teaching ELA in grades 7-8 (All LS students will receive at least 1 period of gen ed English)	Co-teaching training (March 12, 2021 and August 16, 2021) Implement co-teaching (Fall 2021) Check in with Edna & Karen--they will complete an observation (Jan 2022)
Improve paraprofessional knowledge of inclusionary practices (dates TBD for 21-22, scheduled for inservice days waiting to hear back from MIU4)	IEP Awareness Accommodations/Modifications in General Education Basic Autism Training PBSP in General Education

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.)
There are currently no facilities located in the District. If a facility were to locate within the District, we would contact the facility and become the LEA which would require the review of any student records of children with disabilities, evaluate "thought to be exceptional" students, re-evaluate currently identified students with IEPs, and set up and conduct IEP meetings with parents (or surrogates) so as to ensure provision of FAPE (either at our campus or in some other facility as determined by the IEP team).
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
The Union 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 as would be for any other student. An evaluation process would be initiated and an IEP, if eligible, would be generated, based on the Evaluation Report. Programming, location, related services, and specially designed instruction would be addressed to ensure the student's educational success. The District has not encountered any barriers that would limit its obligations under Section 1306 of the Public School Code. However, the District would ensure the timely and persistent request for records and make sure to utilize educational records from student's home school district and also facilitate parent involvement and participation in the delivery of FAPE.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?
No

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

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.
Analysis of Indicator 5 (Educational Environments) indicate that the district did not meet the state performance plan targets, based on the 2019-2020 Special Education Data Report. With a state average of 61.5% of students in regular education environments 80% of the time or more, the district was at 49.7%. This indicator has been a focused area of improvement over the past three years. Improvements have included implementation of MTSS at the elementary level, the adoption of new special education evaluation procedures, implementation of co-taught English classes at the middle school, improvement of paraprofessional knowledge of inclusionary practices, and IEP teams will use the SAS Toolkit to assist with accommodations in general education when students initially qualify for special education, and when the student is reevaluated.
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?
Effective the 21-22 school year, MTSS was adopted at the elementary school (K-5). An additional intervention teacher was hired and Tier 2 and 3 research-based intervention curriculum was purchased (SPIRE, PALS, IXL, iReady). Students are benchmarked three times per year using AIMSWEB or iReady and students are tiered at data team meetings. Students who receive Tier 2 or 3 interventions are monitored for progress, biweekly and weekly, respectively. Data is monitored by the administrative team and students and tier movement is determined by an adopted flowchart. If a student is not making meaningful progress, the team intensifies the intervention and continues to monitor. If after 12 data points are collected and the student has been unresponsive to interventions, then a special education evaluation is recommended. The elementary school data team also participated in Pattan's RTI for SLD Series with the long-term goal of applying to the state to utilize this determination to identify special education students. The district is also in the process of reviewing new reading curriculum to be purchased for the 23-24 school year. The elementary also utilizes school-wide positive behavior supports, The Scottie Way. At data team meetings, students who are in need of social/emotional interventions are also discussed and a plan is put in place to address their needs. At the middle/high school, the district utilizes the SAP team to create and assist with academic and social/emotional interventions. SAP team also creates Student Attendance Improvement Plans. After school tutoring is available for grades 6-12. At the middle school, grades 6-8, for the 21-22 school year, the district has adopted an SEL curriculum, RIPPLE, utilized in grades 6-8. The district is also reviving the middle school's school-wide PBIS, Union PROUD. Students are benchmarked three times per year using Study Island in order to determine student progress, or lack thereof. The district hired a school social worker (19-20 school year) and a full-time school psychologist (21-22 school year) as an additional support for students and their families. The district is utilizing a school safety grant to create a multi-sensory "chill down" space for students at both buildings.
3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum. UASD strives to have special education students educated in the least restrictive environment. All instructional decisions are individualized and discussed at the IEP meeting. The team always considers regular education first with a variety of supplementary aids and services when addressing students' needs. Prior to removing the student from the regular education environment, there must be a demonstration that education in that setting could not be satisfactorily met even with supplementary aids and services. All general education teachers are able to request an observation by the school psychologist or special education director to assist with adaptations and modification to their curriculum. All special education students in grades 7-8 participate in a co-taught English class with their non-disabled peers. The general and special education teachers participated in a multi-day training on co-teaching practices. In various general education classes grades 6-12, a paraprofessional or special education teacher is utilized in an inclusion manner as a support for special education students. Paraprofessionals have been trained on inclusionary practices, IEPs, autism, and positive behavior supports. Adapted specials have been utilized for Life Skills students, as well as a course audit for academics.
4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.
At the IEP meeting, the team will identify possible barriers to access extracurriculars. The team will identify supplementary aids and services to eliminate these barriers to allow for the meaningful participation of students with disabilities in extracurricular activities. For example, a hearing support student needed his ASL interpreter to attend a choir concert and the appropriate measures were taken to make the arrangements. For the 2021-2022 school year, a varsity bocce team was created through the Special Olympics Unified Sports. In conjunction with this, an inclusionary club, U Belong, was created to promote school-wide inclusion.
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?
Students residing in the UASD that are placed outside of the district have access to the same district lead extracurricular activities that are offered to the students receiving their education in the district. This is reiterated to students and families at the IEP meeting.
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) All decisions concerning appropriate Special Education Services and Programs for students, including consideration of services and programs in the home school will be based upon the following guidelines: 1) The school will assure that the placement decision is made at the IEP meeting with parent participation. 2) The student's full range of needs will be examined, including behavioral and socialization needs. 3) A full range of placement options will be available and considered, including supplemental aids and services. 4) Prior to a removal from the regular education environment, there will be evidence and documentation that education in that environment could not satisfactorily

occur, even with supplemental aids and services.5) The justifications given for any restrictions that might be placed on the student will be educational justifications and not administrative convenience.6) Efforts will be made to integrate students as much as possible into regular education environments. Efforts will be made to provide programs within the district. 7) Placement options are determined at the time of each individual student's IEP. Special Education students are served in regular education classes whenever it is deemed appropriate. When special needs students are placed in regular education programs, supplemental aids and services are provided as determined by the IEP team.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Lawrence County Career and Technical Center	Other	Career & Technical Center	LCCTC	Learning Support	9
McGuire Memorial School	Approved Private School (APS)	Cyber School	McGuire Memorial School	Autistic Support	3
Cray Education Center	Licensed Private Academic		Cray Education Center	Emotional Support	4
PA School for the Deaf	Approved Private School (APS)		PA School for the Deaf	Deaf and Hard of Hearing Support	1
Mohawk Vocational Agricultural Program	Other	Public School	Mohawk Area SD	Learning Support	1
UPMC Project Search	Other	Private education Center	Cray Education Center	Life Skills Support	1
Laurel Elementary School	Other	Public School	Laurel SD	Life Skills Support	4

Positive Behavior Support

Date of Approval
2015-10-21

Uploaded Files
behavior supports.docx

1. How does the district support the emotional, social needs of students with disabilities?
UASD provides itinerant emotional and autistic support services to students who have an identified social emotional need. The ES teacher instructs students on coping skills and/or social skills, with an identified goal in their IEP. Students are monitored for progress weekly using a district-created rubric assessing executive functioning skills. For students whose needs cannot be met at an itinerant level with all the available supplementary aids and services, an outside placement may be pursued with approval from the IEP team. For students who may be in need of these services, UASD or a parent can initiate a reevaluation to determine if social emotional services are a need.
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. Staff are to follow the following procedures when in a crisis situation.1.Prevent crisis behaviors by eliminating known antecedents/triggers.2.When trigger occurs, remove vulnerable peers and potentially dangerous objects.3.Attempt de-escalation (talk quietly, stay calm, control verbal behaviors, facial expression, reinforce safe, desirable behaviors, use help, prompt, wait).4.Call for assistance from the administration or resource officer via radio.5.Follow criteria for physical management: There must be imminent risk of serious harm to the agitated person or someone else. There must be no other practical way to prevent that harm without physical management. The risk of not intervening must be greater than the risk of intervening.***All special education staff is trained in Safety Care management techniques--follow physical management, release, and debriefing procedures.1.If a physical management technique is used, contact the parent. Fill out UASD Restraint Notification Form and submit to the Special Education Supervisor. Complete and distribute Restraint Notification Form to parent. An IEP meeting must be held within 10 days unless the parent waives the meeting using the Restraint Notification Form.2.If a student does not have PBSP, obtain parental consent to conduct an FBA. If a student has a PBSP, the team should evaluate its procedures and effectiveness.
3. Describe the district positive school wide support programs.
1.UASD's behavioral management policy consists of a school-wide positive behavior intervention support (SWPBIS), which is referred to as the "Scottie Way". It is implemented at the elementary, middle, and high school. The goal is to maintain a positive school environment and reward desired behaviors. The expected behaviors are Be Great! Be Responsible! Be Respectful! Be Ready! The mission of the Union Area Scottie Way is to promote Great, Responsible, Respectful and Ready students and to create and maintain an effective learning environment by establishing behavioral supports and the social culture needed for all students in our school to achieve social, emotional, and academic success. The Scottie Way was first implemented in the 2013-2014 school year, but was not implemented with fidelity, nor was state recognition received. For the 2022-2023 school year, the Behavior Team worked with MIU4 in order to work towards implementing Tier 1 with fidelity and earn state recognition at the middle school level. Middle school students also receive SEL instruction two times per month. The district is committed to implement all three tiers with fidelity over the next five years. Currently, the team is collecting staff and student data, rebuilding the behavior matrix, and creating lesson plans to teach expectations to students in all grade levels.Tier 1All students in the district will learn and practice Scottie Way expectations through district-created lesson plans. Teachers will maintain appropriate classroom management and effective instruction in their own classrooms. Effective classroom management activities involve the establishment and maintenance of a productive learning environment that fosters high levels of student engagement and prevention of student disruptions. The effectiveness of behavioral control strategies will be maximized when used in conjunction with preventive methods. Without proactive management methods, behavior-change interventions will have limited long-term effectiveness. Research evidence has revealed that engaging students at their instructional level will decrease negative behavior. The district has also adopted the use of Owleus Bullying Prevention Program in grades PreK-8 and implemented Drug and Alcohol Awareness Presentations for grades K-12. Students that demonstrate Scottie Way behaviors are given a GRRR card. These cards are to be placed in a Scottie Way box located in each building. The cards are drawn weekly and students are rewarded with weekly or monthly incentives. Tier 2A small percentage of students do not respond to the first level of support and are in need of additional interventions. A student may then be referred to the Student Assistance Program (SAP) team. The SAP team will use school resources to assist in the student's success. The SAP team is also used to identify problems with alcohol, tobacco, drugs, and mental health issues. The student may receive social skills and/or coping skills instruction from a certified teacher using age-appropriate social-emotional curriculum. Tier 3If the 2nd tier of intervention is not successful, then the student may need to be evaluated for an Emotional Disturbance or Positive Behavior Support Plans (PBSP). PBSPs are based upon a Functional Behavioral Assessment (FBA). Parent permission is obtained; observations are conducted within a variety of settings and over a period of several weeks. The obtained student data is analyzed and a plan developed at an IEP Meeting. Progress is then monitored after implementation and the plan is revised as needed. The underlying assumption of any behavioral intervention is that students' behavioral problems represent either deficit in adaptive behavior or excesses in behavior

that proves maladaptive in the student's environment. If a student is unable to carry out a required task or behavior because of deficits in prerequisite skills, the task of instruction may be to develop the lacking skills. In contrast, a student may be capable of performing a target skill or behavior, but may for some reason, not demonstrate the skill at an acceptable level. In addition to basic acquisition or performance deficits, consideration must be given to other potential interfering behaviors. The student may receive social skills and/or coping skills instruction from a certified teacher using age-appropriate social-emotional curriculum.

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

In March 2020, the district was awarded a School Safety Grant to engage in a pilot program using the social worker as one mechanism to support students across the district. The pilot program was a success, and the district continues to employ the school social worker. The social worker works with students and families identified as being at-risk and can serve as a point of contact for students who show early signs of mental health needs. The social worker assists families seek both school-related services and outside services that are essential to help them remove barriers to school attendance, learning, appropriate social interactions and help students meet their basic physical and emotional needs. The district has also employed a full-time school psychologist effective the 21-22 school year. The school psychologist is able to provide individual and group counseling, peer mediation, threat assessments, and respond to mental health crisis situations. The school social worker and school psychologist are able to provide home visits, crisis interventions, social skills training, and counseling services that were previously not offered in our district. UASD also partners with the Human Services Center to provide school-based therapy to students who are eligible and would benefit from the service. Once enrolled, the HSC therapist, given permission, may consult with UASD staff regarding the student's social and emotional status at school. The frequency and duration of the services is determined by HSC, the parent, and student. UASD provides a safe space at school in which the therapy sessions can occur.

5. Describe the district restraint procedure.

Physical Restraints 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.[1]The Special Education Supervisor 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.[1] 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 only if:[1]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. Behavior Support Plan includes efforts to eliminate the use of restraints.Mechanical RestraintsMechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians.[1] Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.SeclusionThe district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative.The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.[1] Aversive TechniquesThe following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:[1]Corporal punishment. Punishment for a manifestation of a student's disability. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit. Noxious substances. Deprivation of basic human rights, such as withholding meals, water or fresh air. Suspensions constituting a pattern as defined in state regulations.[12] Treatment of a demeaning nature. Electric shock. Methods implemented by untrained personnel. Prone restraints, which are restraints by which a student is held face down on the floor.

Intensive Interagency

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

The District does not have any students who are placed on, or any concerns regarding, Instruction Conducted in the Home or students who are at a substantial risk of waiting more than 30 days for an appropriate educational placement. Over the last year, the school district has transitioned back the two Instruction in the Home students.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP	Multiple	Full-time (1.0)	02/15/2023 04:02 PM

Building Name			
Union Area SD			
Support Type			
Speech And Language Support			
Support Sub-Type			
Speech And Language Support			
Level of Support			Case Load
Itinerant (20% or Less)			65
Identify Classroom	Classroom Location		Age Range
School District	Multiple		5 to 21
Age Range Justification			FTE %
Students are serviced with classroom peers in their grade level			1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS2	Secondary	Full-time (1.0)	02/15/2023 04:01 PM

Building Name			
Union Area 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%)			20
Identify Classroom	Classroom Location		Age Range
School District	Secondary		13 to 21
Age Range Justification			FTE %
Students have varying disabilities and may choose to stay until 21. Waivers have been signed by parents.			1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS1	Secondary	Full-time (1.0)	02/16/2023 12:06 PM

Building Name			
Union Area 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%)			20
Identify Classroom		Classroom Location	Age Range
School District		Secondary	13 to 21
Age Range Justification			FTE %
Students have varying needs and may stay until they are 21. Waivers are signed by parents.			1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UHS2	Secondary	Full-time (1.0)	02/15/2023 03:53 PM

Building Name			
Union Area HS			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Itinerant (20% or Less)			25
Identify Classroom		Classroom Location	Age Range
School District		Secondary	16 to 19
Age Range Justification			FTE %
			0.5

Building Name			
Union Area HS			
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	16 to 19
Age Range Justification			FTE %
			0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UHS1	Secondary	Full-time (1.0)	02/15/2023 03:50 PM

Building Name			
Union Area HS			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Itinerant (20% or Less)			25
Identify Classroom	Classroom Location		Age Range
School District	Secondary		13 to 16
Age Range Justification			FTE %
			0.5

Building Name			
Union Area HS			
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 16
Age Range Justification			FTE %
			0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
USMS78	Secondary	Full-time (1.0)	02/15/2023 03:47 PM

Building Name			
Union Area MS			
Support Type			
Learning Support			
Support Sub-Type			

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	12 to 14
Age Range Justification		FTE %
		0.4

Building Name		
Union Area MS		
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	Secondary	12 to 14
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UMS6	Multiple	Full-time (1.0)	02/15/2023 03:43 PM

Building Name		
Union Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.2

Building Name		
Union Area MS		
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	11 to 12
Age Range Justification		FTE %
		0.5

Building Name		
Union Memorial El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.14

Building Name		
Union Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 11
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UES2	Elementary	Full-time (1.0)	02/15/2023 03:31 PM

Building Name		
Union Memorial El Sch		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.24

Building Name		
Union Memorial El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UES1	Elementary	Full-time (1.0)	02/15/2023 02:33 PM

Building Name		
Union Memorial 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	5 to 10
Age Range Justification		FTE %
Students are educated according to grade level, not ability level.		0.26

Building Name		
Union Memorial El Sch		

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	Elementary	5 to 10
Age Range Justification		FTE %
Students are educated according to grade level, not ability level.		0.65

Building Name		
Union Memorial El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Students are educated according to grade level, not ability level.		0.08

Special Education Facilities

Building Name		Room #
Union Area HS		200
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 25 feet, 0 inches	400sqft	14
Implementation Date		
2023-02-15		
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 #
Union Area HS		205
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 28 feet, 0 inches	700sqft	25
Implementation Date		
2023-02-15		
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 #
Union Area MS		406
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 25 feet, 0 inches	700sqft	25
Implementation Date		
2023-02-15		
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 #
Union Area MS		306
School Building		Building Description

JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 40 feet, 0 inches	1000sqft	35
Implementation Date		
2023-02-16		
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 #
Union Area MS		300
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 36 feet, 0 inches	900sqft	32
Implementation Date		
2023-02-16		
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 #
Union Area HS		163
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
74 feet, 0 inches x 45 feet, 0 inches	3330sqft	118
Implementation Date		
2023-02-16		
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 #
Union Area MS		401
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 16 feet, 0 inches	416sqft	14
Implementation Date		
2023-02-16		

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 #
Union Memorial El Sch		98
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 15 feet, 0 inches	330sqft	11
Implementation Date		
2023-02-16		
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 #
Union Memorial El Sch		100
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 15 feet, 0 inches	330sqft	11
Implementation Date		
2023-02-16		
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 #
Union Memorial El Sch		96
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 8 feet, 0 inches	176sqft	6
Implementation Date		
2023-02-16		
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	

Special Education Support Services

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	District
Social Worker	1	District Wide	Contractor
Guidance Counselor	2	Secondary	District
Paraprofessionals	4	Elementary	District
Paraprofessionals	6	Secondary	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Intermediate & Advanced Verbal Programs for Students with Autism			
Lead Person/Position		Year of Training	
Amiris Dipuglia			
Hours Per Training	Number of Sessions	Provider	Audience
8	2	PaTTAN	Special Education Teachers

Positive Behavior Support

Description of Training			
Safety Care Certification/Recertification			
Lead Person/Position		Year of Training	
Kayla Radachy, Safety Care Trainer			
Hours Per Training	Number of Sessions	Provider	Audience
7	2	District	Building Administrators Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Inclusive Practices			
Lead Person/Position		Year of Training	
Marisa Federici, Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience
2	8	District Intermediate Unit	Paraprofessionals

Transition

Description of Training			
Secondary Transition Council			

Lead Person/Position		Year of Training	
Karen Chambers & Jon Wetherby, Educational Consultants			
Hours Per Training	Number of Sessions	Provider	Audience
2	16	Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training			
Science of Reading			
Lead Person/Position		Year of Training	
Edna Black, Educational Consultant			
Hours Per Training	Number of Sessions	Provider	Audience
2	4	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Senior Staffings			
Lead Person/Position		Year of Training	
Marisa Federici, Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Intermediate Unit Other	Parents

IEP Development

Description of Training			
Writing Compliant IEPs			
Lead Person/Position		Year of Training	
Marisa Federici, Special Education Director			
Hours Per Training	Number of Sessions	Provider	Audience

1	4	District	Special Education Teachers
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Signatures & Affirmations

Approval Date

Uploaded Files

- xThere 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.
- xThe 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.
- xThe 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.
- xThe school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- xThe 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.
- xThe 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