

Uniontown Area SD
Special Education Plan Report
07/01/2018 - 06/30/2021

District Profile

Demographics

205 Wilson Avenue
 Uniontown, PA 15401
 (724)438-4501
 Superintendent: Charles Machesky
 Director of Special Education: Kelly Swartz

Planning Committee

Name	Role
Daniel Bosnic	Administrator : Professional Education Special Education
Mindy Harris	Administrator : Professional Education Special Education
Kelly Swartz	Administrator : Professional Education Special Education
Patty Kelly	Ed Specialist - School Psychologist : Professional Education Special Education
Jennifer Wingrove	High School Teacher - Special Education : Special Education
Mindy Harris	Instructional Coach/Mentor Librarian : Professional Education Special Education
Linda Ruda	Instructional Coach/Mentor Librarian : Professional Education Special Education
Kim Bizik	Middle School Teacher - Regular Education : Professional Education Special Education
Aleta Griffin	Transition Coordinator : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 522

Identification Method

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

Uniontown Area School District recognizes and implements intervention and data-driven instructional strategies which reflect the Response to Instruction and Intervention (RtII) model and utilizes this data as part of the evaluation process. The Pennsylvania Special Education Regulations §14.125 outline the criteria, derived from the federal IDEA regulations (§300.309), for the determination of SLD when a student fails to respond to scientific, research-based interventions. The law allows for students to be identified as having a specific learning disability (SLD) using one of two evaluation models. Identification can occur through either the use of a discrepancy model or the use of an RtII model. Documentation required for the evaluation report in these two models differs slightly; however, much of the information that is required for purpose of identification applies to either model.

At this time, the Uniontown Area School District utilizes data indicating a severe discrepancy between "normal" intellectual ability and academic achievement in one or more of the following areas in order to qualify a student as a child with a learning disability; oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculations, and mathematics problem solving.

The evaluation report that is used as documentation to determine if a student does qualify for special education services under the category of *specific learning disability* will contain information on eight separate topic areas. These areas are as follows:

1. The relevant behavior noted during the observation of the child.
2. The relationship of that behavior to the child's academic functioning.
3. Any educationally relevant medical findings.
4. The effects of the student's environment, culture or economic background.
5. Documentation supporting that prior to the referral for evaluation the student was provided with appropriate instruction by highly qualified personnel. Students with Limited English Proficiency require documentation that the English as a Second Language program and general education were aligned with the student's English proficiency level.

6. Data-based documentation, given to the parents, of repeated assessments at reasonable intervals reflecting progress.
7. An observation in the student's learning environment, including the general education classroom setting, documenting academic performance and behaviors in the area or areas of difficulty.
8. Documentation regarding the rule-out statements. The district utilizes a variety of assessment tools in order to determine that the discrepancy is not the result of: vision, hearing or motor problems; economic disadvantage, environmental factors, or cultural differences; intellectual disabilities; emotional disturbance; or limited English proficiency. In addition, the evaluation will review data to determine if the student's presenting academic and/or performance issues are not the result of lack of instruction or other disabilities or conditions.

When utilizing the discrepancy model, the multidisciplinary evaluation team must document the following:

1. The extent to which the student is not achieving relative to age or state grade-level standards, and
2. Whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability, achievement, or relative to age or grade.

In regards to the first criterion, the team should document all data collected on the student's level of academic achievement, including state tests (e.g. PSSA, Keystone Assessments), local assessments, results of universal screening, and norm-referenced tests of academic achievement.

For the second criterion, the team must follow one of two procedures. The first would be to use the discrepancy model in which the student is found to demonstrate a severe discrepancy between ability (documented by administration of a standardized intelligence test) and achievement (demonstrated by administration of a standardized achievement test). The second possible procedure would be to identify a pattern of strengths and weaknesses in achievement, performance, or both, relative to age or grade expectations. This might be demonstrated by a significant pattern of high and low scores on a standardized achievement test or some other form of pattern analysis.

Enrollment

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

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

In reviewing the most recent available Special Education Data Report (2016-2017), the district population does not reflect more than a 10% discrepancy in any disability category. In order to stay

under 10%, district personnel reviews our evaluation procedures and criteria utilized by the multidisciplinary team (MDT) to determine if a student is eligible for services under this category. The district utilizes a variety of assessment tools; IQ testing, achievement testing, adaptive scales, behavioral scales, observations, input from teachers, parents, and outside sources. In addition, the team is cognizant in exploring other physical, social, and cultural factors that impact student performance. In addition, the use of Tiered Instruction and Student Improvement Plans have been instrumental in addressing the needs of struggling students prior to the decision to move ahead with a referral for special education evaluations.

Non-Resident Students Oversight

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

The district is not currently a host district for any non-educational residential programs. When a student from Uniontown Area School District is placed in a non-educational residential program, UASD meets the financial obligations of educating the student, transfers required student records in a timely manner (within 10 business days), and monitors student progress and educational planning. When discharged from the non-educational residential program, the district meets with the student and family and prepares to transition the student to an appropriate educational program as offered by the home school district.

Incarcerated Students Oversight

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

The Commonwealth has delegated to school districts the operational responsibility to offer FAPE to each student who is eligible for special education, until the student is 21. Students who turn 21 during the school term are entitled to finish that school term.

The Uniontown Area School District complies fully with the requirements of IDEA and Chapter 14 regarding the identification, evaluation, placement, and provision of special education services to all eligible school-age individuals housed in the Fayette County Prison, within the borders of Uniontown Area School District. UASD will ensure that a free and appropriate public education is provided to any incarcerated student who is eligible for special education services, according to Pennsylvania Chapter 14 Regulations. As part of our child find activities, the annual public notice is

sent to the warden of the correctional facility each year. Initially, the assigned teacher is in daily contact with the warden of the Fayette County Correctional Facility. The teacher gathers information on any recently admitted individuals under 21 years of age, determining if educational services are needed. The district liaison contacts the resident school district to determine if the student is eligible for special education services. If so, Uniontown Area School District will request current educational documents. The district also obtains information from the Department's PennData database to determine whether school-age inmates have been identified as eligible for special education. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial, and after they have been convicted of a criminal offense. Specifically, Uniontown Area School District:

1. complies with the "child-find" obligations of IDEA by providing the Fayette County Prison with copies of the annual public notice outlining services available through Uniontown Area School District.
2. utilizes appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates;
3. implements, timely review and/or develops Individualized Education Programs ("IEPs") for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and
4. provides FAPE in conformity with the IEP to the fullest extent possible under the guidelines of the Fayette County Prison.

Uniontown Area School district provides educational services and materials to ensure a free and appropriate public education to incarcerated youth according to the student's individual education plan within the restrictions and regulations of the Fayette County Prison.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

Uniontown Area School District has developed procedures for all MDT/IEP meetings that ensure and protect a student's right to an education with supplemental aids and services needed as outlined in the student's IEP in the least restrictive environment. After reviewing all relevant data gathered for the student, establishing the student's strengths and needs, developing goals/objectives, determining the related services required, and outlining the specially designed instruction that would be needed to meet the student's educational/behavioral needs, the team then determines the appropriate type and level of service required to meet each student's identified individual needs. The first option considered for every student is the regular education setting with specific supplementary aids and services that would adequately support the student. Should the team analysis of the data collected indicate that the student requires a more intensive level of support than could be provided in the regular education setting, the team considers the continuum of services available until the team is in agreement of the most appropriate educational environment for the student. The special education programs of Uniontown Area School District utilize the inclusion model in order to provide support in the least restrictive environment. In each building, special education teachers and paraprofessionals provide support for students with special needs in the general education setting. General education teachers and special education teachers work collaboratively incorporating a co-teaching instructional model. In addition, students are provided with additional instruction during resource time to provide specific academic or behavioral interventions and remediate any needed skills.

Uniontown Area School District provides a continuum of services within the district, which provides students with educational supports most often in their home school. The provision of such programs such as learning support, life skills support, autistic support, multiple disabilities, and a variety of related services allows students to remain in the least restrictive educational environment. When an appropriate educational program cannot be implemented within the regular education setting, even with supplementary aids and supports, the team explores alternative settings that can best meet the student's unique educational, emotional, and/or physical needs. When a student is placed in an educational setting outside of the district, the district continues to participate in all meetings, review student progress, and continues to work with the educational facility, parents, and student to make gains towards educational goals. UASD provides extended school year services within the district for our students, enabling students with severe needs to attend programs within their own district and allowing district personnel to monitor student progress, growth, and needs.

Uniontown School District also works collaboratively with mental health agencies in order to bring needed counseling, therapeutic, and psychiatric services to the student's school, enabling the student to continue to participate in the general education setting to the fullest extent possible. Ongoing professional development provides opportunities for the special education staff to expand their knowledge and improve their skills in the pedagogy of instructing students with disabilities. In addition, training opportunities allow for the general education staff to become more familiar with student specific needs and strategies utilized to assist with academic success. District staff participates in training provided through IU1, PaTTAN, PDE, Fayette County Behavioral Health, Fayette County Drug and Alcohol, Chestnut Ridge Counseling Services, and other educationally

sponsored programs. Some of the training topics include school-wide positive behavior support, bullying, autism, phonemic awareness, DIBELS, transition services, monthly LEA networking, training on childhood mental health issues, RTII, Asperger's Syndrome, strategies for students with ADHD/ADD, assistive technology, progress monitoring, Check & Connect, inclusionary practices, support for improving graduation rates, early warning systems, and other educational topics as the need arises. Staff is sent to observe programs developed in alternative settings in order to become familiar with and to develop the capacity to replicate the strategies, programs, and supports needed for our most fragile and involved students.

When an IEP team is considering a placement outside of the general education environment, specific procedures are followed to ensure that the student is receiving educational services in the least restrictive environment. Initially, when any identified student is demonstrating academic or behavioral difficulty, the team meets to discuss student concerns and review current IEP. The IEP is revised as necessary to ensure that student is receiving all specially designed instruction and related services necessary to address student issues. Should the student continue to demonstrate lack of progress academically or behaviorally, a reevaluation may be requested. Parents are issued Prior Written Notice (PWN) informing parents of the planned reevaluation. The reevaluation report documents current data and requests any additional data or testing that may be necessary to better understand student needs (observations, functional behavioral assessments, achievement testing, etc). The district also seeks parental input in regards to student progress, strengths, and needs. The MDT makes recommendations based on most current data. If the recommendations cannot be addressed in the regular school setting, a specialized setting may be considered. The IEP team, including the parent/guardian of the child, then meets to discuss student strengths, needs, specially designed instruction, and educational placement that can best meet student needs. Should the team agree that the student's needs are best met in a specialized setting outside of the regular school environment, parents are again issued PWN indicating that the district is planning on recommending an outside placement. Procedural safeguards are provided to the parent prior to the reevaluation and prior to the recommendation of a change in educational placement. Should the change of placement be the result of a disciplinary action or a pattern of student behavior, a manifestation determination is also completed prior to any change of placement. If the student has a positive behavior support plan (PBSP), it is reviewed and revised. If a student does not have a PBSP, a functional behavioral assessment is completed and a PBSP is developed and implemented. Once placed in a specialized setting, the district participates in student meetings, reviews student progress, and when appropriate, develops a transition plan to assist student with returning to the regular school setting.

Indicator 5 Educational Environments of the SPP targets indicate that for the 2016-2017 school year, Uniontown Area School District met the target for educating students inside the regular class 80% or more, exceeding the state average (LEA 73.3%, State 62.4%) as well as Inside the Regular class less than 40% (LEA 6.5%, State 9.0%). The district fell slightly short for SE in other settings (LEA 6.1%, State 4.9%). Currently, the district has approximately 33 students placed in outside educational settings. Some of these placements have been determined by outside agencies such a juvenile probation or mental health agencies. In such situations, the district monitors student progress and the completion of special education documentation. In other situations, the student may move into the district while already placed in an outside program. In such situations, the district meets with

parents, student (if appropriate) and service providers to determine if supports are in place in order for the student to meet with success with district programs. If the team agrees that the student continues to require the supports provided in the outside setting, procedures are followed to ensure that the student is receiving the best educational services available in the least restrictive environment based on student needs.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

The Uniontown Area School District Board of Directors have adopted the Intermediate Unit One Positive Behavior Support Policy. The policy supports that positive rather than negative measures must form the basis of behavior support programs to ensure that all students are free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraints. In order to provide support for students experiencing behavioral and emotional issues, Uniontown Area School District utilizes a variety of research-based techniques and strategies that promote positive school social skills and behaviors. Universal screenings and data are utilized to target students at-risk for behavioral issues. Uniontown Area School District provides school based mental health services throughout each of our buildings. The district offers services through the Raiders Assistance Program (RAP). Chestnut Ridge Counseling Services provides school-based mental health services at all district schools: Uniontown High School, Menallen, Franklin, Lafayette Elementary, Lafayette Middle, AJ McMullen, Marclay and Ben Franklin. In addition, the district has 3 full-time social workers and 2 full-time psychologists to assist with student emotional and behavioral needs. Uniontown Area School district personnel also have a close working relationship with Fayette County Drug and Alcohol, Fayette County Behavioral Health, and several local counseling agencies that provide wrap-around and therapeutic support services for families and students. Students with disabilities who are subject to disciplinary action due to behavior are disciplined according to their IEP, Positive Behavior Intervention Plans, and board policy. All disciplinary actions are in compliance with IDEA, federal, and state regulations. A manifestation determination is conducted for any student with disabilities who is suspended for 10 consecutive days, 15 cumulative days, or for any removal from school for a student diagnosed with intellectual disabilities. If the team determines that the conduct is a manifestation of the student's disability, a functional behavioral assessment and behavior intervention plan is developed. The student is returned to his/her previous placement unless the parent and LEA agree to a change placement as part of the modification of the behavior intervention plan or if the situation involved drugs, weapons, or serious bodily injury. The district utilizes the same procedure indicated above for students who have not yet been identified as a student with a disability but is "thought to be exceptional."

Training regarding positive behavioral supports are ongoing. Annually, all district staff are trained regarding district behavior support policy and procedures. District administration receive training to address policies and procedures regarding the discipline of students with disabilities. Special education staff are trained to conduct functional behavioral assessments and to develop positive behavior intervention plans. Trainings are also provided on classroom management, de-escalation techniques, and progress monitoring of behavioral interventions. District staff are also training in policies, procedures, and reporting of student restraints.

Students who are placed in specialized programs outside of the regular school setting due to behavioral/emotional issues are closely monitored and transitioned back to their home school setting as progress is made and students develop the necessary skills to enable them to be successful in the regular education environment.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

Uniontown Area School District has been successful in providing FAPE for all students, including those with disabilities. There is no particular category that has been difficult for ensuring FAPE, although it has been necessary to research and collaborate with neighboring school districts, IU1, AIU, and private schools in order to accommodate some students' unique needs. When it is determined that Uniontown Area School District cannot meet a student's needs with programs established within the district, Uniontown Area School District will seek services of programs provided by neighboring school districts, IU1, AIU, private and alternative providers. Interagency collaboration has provided a means to access community services and to utilize those services to increase student success in the educational setting. In the event that a particular student's needs cannot be met in any established program and the student has been waiting for an extended amount of time for an appropriate educational placement (30 days or more), the student will receive Instruction in the Home as the district continues to seek an appropriate educational setting. The district will report the necessary information to the Pennsylvania Department of Education regarding temporary homebound instruction as well as students who receive Instruction in the Home.

The personnel of Uniontown School District are extremely cognizant of the benefits of educating students in the least restrictive environment. This is evidenced by the district's Special Education Data Report. As of the most recently published report (2106-2017), Uniontown Area School District educates 73.3% of our special education population in the least restrictive environment of special

education services provided inside the regular education class 80% or more. When compared with neighboring districts in the county, Uniontown Area School District educates the highest percentage of their special education population in the LRE of the general education setting. The district is slightly higher than the state average for students educated in other settings (1.2%). In order to move forward to address this issue, Uniontown Area School District is planning to review the need for secondary special education content courses, including Language!Live.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The Uniontown Area School District (UASD) is dedicated to providing sufficient resources, experiences and opportunities to permit all of their students to achieve to their fullest potential. The Uniontown Area School District Mission is to provide comprehensive rigorous programs in a course of study for all students within a supportive learning environment that will equip them for life, college, and career success. The district's mission statement is the foundation for the educational programs and curriculum provided by Uniontown Area School District. The Special Education Programs of Uniontown Area School District reflect the comprehensive efforts of district administration and personnel to meet the challenge of providing high standard educational programs for students with special needs.

Special Education services are of no value if students with special needs are not identified. Uniontown Area School District's screening and student study process focuses on prevention and early intervention strategies with the goal of reducing inappropriate referrals to special education. Child find information is disseminated through public awareness activities including pamphlets, district website, newspaper, and district publications. Brochures are available in all schools and the district administration building. During kindergarten registration each spring, screenings are conducted to assess cognitive, motor, and speech/language development for all students. The district participates in early intervention transition meetings in order to be prepared to meet to meet the needs of students transitioning from early intervention to school age programs. Each building has established student study teams. These teams consist of building principals, administrators, guidance counselor, psychologist, special and regular educators, and parents. When students demonstrate academic or behavioral difficulties, the team meets to develop and implement research-based interventions. The student progress is monitored and data collected regarding the student's response to the interventions implemented. The team again meets to determine if interventions were successful, if additional interventions are needed, or if child should be referred for an evaluation. Routine health screenings are utilized to identify any needs for further evaluations in the areas of hearing or vision. Data is collected through referrals and surveys to determine the effectiveness of the district's Child Find efforts. A free and appropriate public education (FAPE) is provided for all students in the Uniontown Area School District. All students with disabilities within the Uniontown School District, including those in the Fayette County Prison, will continue to receive a FAPE in the least restrictive environment with supplemental aids and services as deemed

appropriate by the multidisciplinary team and/or the IEP team.

The Uniontown Area School District provides a continuum of services for students with special needs. In implementing special education services, Uniontown Area School District advocates inclusionary educational practices to the fullest extent possible. Itinerant special education support services addressing the diversity of disabilities that impact student achievement are provided in each building. At the building level, a variety of services are available. Classes are co-taught by special and regular education staff. Resource time is available to provide students with special needs with drill, practice, and reinforcement of skills taught in the regular education setting when needed. In addition, utilizing district and Intermediate Unit personnel, the district provides a continuum of services for students in need of emotional support, life skills, multiple disabilities, autistic support, vision support, hearing support, and physical support. The district has dedicated additional resources to provide students with the most extensive needs with quality educational opportunities in the least restrictive environment. With the provision of specialized classrooms, personal care assistants, and related services, students are able to reach their full potential while participating in activities with their nondisabled peers to the fullest extent possible. Several schools or classrooms are equipped with sensory areas and research based strategies that have been established as being effective in providing students with the level of support needed to make educational progress towards their individualized goals. The secondary life skills program has access to the *Practical Assessment Exploration System* (PAES) program, which provides pre vocational assessment and training needed to meet transitional goals. Related services are provided for students by district personnel, Intermediate Unit personnel, and through contracted services. Students are placed outside of the school that he/she would attend if not exceptional only in the event that the student requires an intensive educational program that could not be delivered in the regular school setting, even with the use of supplementary aids and services. Students placed outside of the district are closely monitored. As students make progress, transition planning takes place. Through the IEP process, the student is returned to a less restrictive environment when the multidisciplinary team agrees that it is appropriate.

Students with emotional/behavioral needs can be challenging. The district provides services for these students in the regular education setting to the fullest extent possible. These students are supported by providing services of guidance counselors, social work services, mental health professionals, paraprofessional support, and emotional support special education settings. The district works closely with mental health agencies providing wrap around support, therapeutic support services, and mobile therapy. Staff is provided with behavior support training and training in Non-violent Crisis Intervention/Safety Care. In addition, the district provides alternative education services through district and contracted programs. For students with intensive needs, these services include therapeutic emotional support, alternative education settings, and partial hospitalization programs provided by Intermediate Unit 1, private academic schools, and mental health agencies.

Transition services for students with special needs are provided as the students approach several educational milestones. During the spring of each school year, the district participates in multidisciplinary and IEP meetings for students who require transitional services as they exit early intervention programs and advance to school age programs. The district LEA collaborates with Head Start, Intermediate Unit I Early Intervention Programs, outside agencies, and parents to ensure that

required special education services are in place for students when they enter kindergarten. At the secondary level, transitional services are an integral component of the district's special education program. The district employs a full time transition coordinator to provide services for district students. In addition, the district utilizes Intermediate Unit One transition services to provide training and to assist with students placed in district and IU programs. Students are provided with instruction and information pertaining to careers through elective courses such as: Career Exploration, Occupational Education, and Vocational Training. The district also has a work experience program to assist students in finding employment and enabling students to gain work experience while earning credit towards graduation. Data is collected to determine student interests, aptitudes, and needs through instruments such as transitional surveys, interviews, and vocational testing. The special education teachers at Uniontown High School and Fayette Area Vocational Technical School collaborate to support students with disabilities and to ensure that students meet with success in their educational settings. Students are transitioned from the educational to employment settings through cooperative work programs, community-based work experience, and Pre-Employment Transition Service programs. The Uniontown Area School District seeks out and forms collaborative partnerships with higher education, outside agencies and businesses in order to provide the academic, social, and vocational opportunities needed for our students with disabilities to continue to reach their full potential. The district has formed partnerships with and utilize personnel from the special education department of California University of Pennsylvania, Penn State University Fayette Campus, the Uniontown Area YMCA, Fayette County Career Link, Office of Vocational Rehabilitation, Fayette County Behavioral Health Administration, the Local Interagency Council, the Southwestern Pennsylvania Task Force, LEA Networking through IU 1, and numerous businesses throughout our area that host students participating in the school to work programs, job fairs, job shadowing, and career exploration.

The need for continuing staff development activities to address technical skills, attitudes, and responsibilities for our professional staff is supported by Uniontown School District. District personnel have received training on a variety of educational topics that enhance educational technical skills. Professional development for special and general education staff has focused on curriculum-mapping, inclusionary practices, co-teaching, school-based mental health, response to intervention, data-driven instruction, progress monitoring, positive behavior interventions, low incidence disabilities such as autism, and special education regulations. Training opportunities are available through conferences, distance learning, video conferences, and on-site training. Annually, all district personnel are trained in behavior support and confidentiality. Annually, Act 80 days are utilized for staff development and parent conferencing. In addition, Uniontown Area School District works cooperatively with neighboring districts within Fayette County and community partners to develop a series of training opportunities for parents, staff, and community members.

Through *Community Connections*, The Uniontown Area School District partners with Fayette County public schools to provide training for parents through monthly meetings at various locations in the community. Guest speakers present information on current topics in education, such as positive behavior interventions, the Student Study Team process/Special Education referral process, Keystone Assessments, Student Study Team process/ Special Education referral process, Brain Steps, Assistive technology for low incidence disabilities, transition services, and confidentiality. Uniontown Area School District has established a staff of over 30 highly qualified paraprofessionals

to assist in supporting students with special needs in the least restrictive environment. District employed paraprofessionals attend training that is developed specifically to enhance their skills in areas such as positive behavior support, reading and math instruction, assistive technology, non-violent crisis intervention/safety care, first-aid/CPR, autism, braille and vision support, communication skills, data collection, roles and responsibilities of the paraprofessional, and district policies and procedures. In addition, paraprofessionals continue to receive the supervision, on-site collaboration, and the support needed to meet the needs of the students they are assigned to support. The district administration, special education core team, administrative assistants, and principals will continue to assist regular educators in working with students with special needs in inclusive settings. The administrative staff will provide updates and training explaining new and revised regulations and requirements. The district is committed to keeping all staff informed of the latest issues in special education and providing each student with educational opportunities in the least restrictive environment. The Uniontown Area School District board of school directors and district administration has given total support to the provision of a continuum of special education services to meet the needs of the district's exceptional learners. By utilizing district special education services, services provided through Intermediate Unit 1, contracted services, approved private schools, and alternate settings if needed, Uniontown Area School District has been able to meet the vast needs of a diverse population of students with special needs. The district special education staff has demonstrated a willingness to work collaboratively with each other as well as regular education classroom teachers in making adaptations and providing accommodations for students, enabling them to access the general education curriculum and meet with success. Our educational facilities provide an environment that is conducive to learning and all special education classrooms are physically attractive, well maintained, and are part of the ebb and flow of the school environment.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Fayette County Prison	Incarcerated	School District	3

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Children's Institute	Approved Private Schools	MDS	3
New Directions	Other	therapeutic emotional support/learning support services	9
Intermediate Unit One Educational Campus at Colonial	Other	therapeutic emotional support/learning support services	9
Western Pennsylvania School for the Blind	Approved Private Schools	Blind/Visually Impaired	1
NHS School	Other	Autistic Support	2
Adelphoi Village	Other	therapeutic emotional support/learning support services	1
Woods School	Approved Private Schools	Residential	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 11	6	0.75
Justification: Although students exceed the three year age range, instruction is individualized and based on goals and objectives of student IEPs. Students are not grouped with students exceeding the age range for instructional purposes.				
Locations:				
Menallen	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 11	2	0.25
Justification: Although students exceed the three year age range, instruction is individualized and based on goals and objectives of student IEPs. Students are not grouped with students exceeding the age range for instructional purposes.				
Locations:				

Menallen	An Elementary School Building	A building in which General Education programs are operated		
----------	-------------------------------	---	--	--

Program Position #2*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 11	10	0.5
Justification: Although students exceed the three year age range, instruction is individualized and based on goals and objectives of student IEPs. Students are not grouped with students exceeding the age range for instructional purposes.				
Locations:				
Menallen	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 11	4	0.5
Justification: Although students exceed the three year age range, instruction is individualized and based on goals and objectives of student IEPs. Students are not grouped with students exceeding the age range for instructional purposes.				
Locations:				
Menallen	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	15	0.3
Justification: Although students exceed the three year age range, instruction is individualized and based on goals and objectives of student IEPs. Students are not grouped with students exceeding the age range for instructional purposes.				
Locations:				
Menallen	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 11	4	0.2
Justification: Although students exceed the three year age range, instruction is individualized and based on goals and objectives of student IEPs. Students are not grouped with students exceeding the age range for instructional purposes.				

Locations:				
Menallen	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 11	7	0.15
Justification: Although students exceed the three year age range, instruction is individualized and based on goals and objectives of student IEPs. Students are not grouped with students exceeding the age range for instructional purposes.				
Locations:				
Menallen	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 11	7	0.35
Justification: Although students exceed the three year age range, instruction is individualized and based on goals and objectives of student IEPs. Students are not grouped with students exceeding the age range for instructional purposes.				
Locations:				
Menallen	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: February 26, 2018

Reason for the proposed change: Proposed change reflects needs of student population.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	21	0.42
Locations:				
Menallen	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	4	0.2
Locations:				
Menallen	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 13	7	0.15

Locations:				
Menallen	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 13	4	0.2
Locations:				
Menallen	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Physical Support	10 to 13	1	0.03
Locations:				
Menallen	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 13	22	0.45
Justification: Although students exceed the three year age range, instruction is individualized and based on goals and objectives of student IEPs. Students are not grouped with students exceeding the age range for instructional purposes.				
Locations:				
Franklin	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 13	5	0.25
Justification: Although students exceed the three year age range, instruction is individualized and based on goals and objectives of student IEPs. Students are not grouped with students exceeding the age range for instructional purposes.				
Locations:				
Franklin	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 13	7	0.15
Justification: Although students exceed the three year age range, instruction is individualized and based on goals and objectives of student IEPs. Students are not grouped with students exceeding the age range for instructional purposes.				
Locations:				

Franklin	An Elementary School Building	A building in which General Education programs are operated		
----------	-------------------------------	---	--	--

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 13	3	0.15
Justification: Although students exceed the three year age range, instruction is individualized and based on goals and objectives of student IEPs. Students are not grouped with students exceeding the age range for instructional purposes.				
Locations:				
Franklin	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: February 26, 2018

Reason for the proposed change: The changes in types of service and caseloads are reflective of student population needs.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 12	25	0.5
Justification: Although students exceed the three year age range, instruction is individualized and based on goals and objectives of student IEPs. Students are not grouped with students exceeding the age range for instructional purposes.				
Locations:				
Marclay	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	5	0.25
Justification: Although students exceed the three year age range, instruction is individualized and based on goals and objectives of student IEPs. Students are not grouped with students exceeding the age range for instructional purposes.				
Locations:				
Marclay	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 12	5	0.1
Justification: Although students exceed the three year age range, instruction is individualized and based on goals and objectives of student IEPs. Students are not grouped with students exceeding the age range for instructional purposes.				
Locations:				
Marclay	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 12	3	0.15
Justification: Although students exceed the three year age range, instruction is individualized and based on goals and objectives of student IEPs. Students are not grouped with students exceeding the age range for instructional purposes.				
Locations:				
Marclay	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 12	22	0.45
Justification: Although students exceed the three year age range, instruction is individualized and based on goals and objectives of student IEPs. Students are not grouped with students exceeding the age range for instructional purposes.				
Locations:				
Wharton	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	5	0.25
Justification: Although students exceed the three year age range, instruction is individualized and based on goals and objectives of student IEPs. Students are not grouped with students exceeding the age range for instructional purposes.				
Locations:				
Wharton	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 12	7	0.15
Justification: Although students exceed the three year age range, instruction is individualized and based on goals and objectives of student IEPs. Students are not grouped with students exceeding the age range for instructional purposes.				
Locations:				
Wharton	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 12	3	0.15

Justification: Although students exceed the three year age range, instruction is individualized and based on goals and objectives of student IEPs. Students are not grouped with students exceeding the age range for instructional purposes.				
Locations:				
Wharton	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	22	0.45
Justification: Although students are grouped beyond the three year age span for case management purposes, students are grouped with peers within the three year age range for instructional purposes.				
Locations:				
Lafayette Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	5	0.25
Justification: Although students are grouped beyond the three year age span for case management purposes, students are grouped with peers within the three year age range for instructional purposes.				
Locations:				
Lafayette Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 10	7	0.15
Justification: Although students are grouped beyond the three year age span for case management purposes, students are grouped with peers within the three year age range for instructional purposes.				
Locations:				
Lafayette Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 10	3	0.15
Justification: Although students are grouped beyond the three year age span for case management purposes, students are grouped with peers within the three year age range for instructional purposes.				
Locations:				
Lafayette Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District

PROGRAM DETAILS*Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	22	0.45
Locations:				
Lafayette Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	5	0.25
Locations:				
Lafayette Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 12	7	0.15
Locations:				
Lafayette Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 12	3	0.15
Locations:				
Lafayette Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 8, 2016*Reason for the proposed change:* The proposed change is necessary to reflect the changing needs of the school population.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 11	9	0.45
Justification: Although the teacher's caseload may exceed the three year age range, students are instructed in groups in accordance with the appropriate age range and the student's IEPs.				
Locations:				
Lafayette Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
-----------------	------------------	-----------	----------	-----

Full-Time Special Education Class	Life Skills Support	9 to 12	2	0.2
Locations:				
Lafayette Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 10	1	0.2
Locations:				
Lafayette Elem	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	3	0.15
Locations:				
Lafayette Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	22	0.45
Locations:				
Lafayette Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	6	0.3
Locations:				
Lafayette Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	7	0.15
Locations:				
Lafayette Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	2	0.1
Locations:				

Lafayette Middle	A Middle School Building	A building in which General Education programs are operated		
------------------	--------------------------	---	--	--

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	22	0.45
Locations:				
Lafayette Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	4	0.25
Locations:				
Lafayette Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 15	7	0.15
Locations:				
Lafayette Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	3	0.15
Locations:				
Lafayette Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 28, 2017*Reason for the proposed change:* Change is proposed to reflect student population**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	15	0.3
Justification: Although students are grouped beyond the three year age span for case management purposes, students are grouped with peers within the three year age range for instructional purposes.				
Locations:				
Ben Franklin	An Elementary School	A building in which General Education		

	Building	programs are operated		
--	----------	-----------------------	--	--

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	8	0.4
Justification: Although students are grouped beyond the three year age span for case management purposes, students are grouped with peers within the three year age range for instructional purposes.				
Locations:				
Ben Franklin	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 10	5	0.1
Locations:				
Ben Franklin	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 10	4	0.2
Locations:				
Ben Franklin	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 14	15	0.3
Locations:				
Ben Franklin	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 14	5	0.1
Locations:				
Ben Franklin	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 14	8	0.4

Locations:				
Ben Franklin	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 14	4	0.2
Locations:				
Ben Franklin	A Middle School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	22	0.45
Locations:				
Ben Franklin	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	5	0.25
Locations:				
Ben Franklin	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	7	0.15
Locations:				
Ben Franklin	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	3	0.15
Locations:				
Ben Franklin	A Middle School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:*

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	7	0.15
Locations:				
Ben Franklin	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	10	0.5
Locations:				
Ben Franklin	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	3	0.07
Locations:				
Ben Franklin	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	2	0.14
Locations:				
Ben Franklin	A Middle School Building	A building in which General Education programs are operated		

Program Position #17

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	22	0.45
Locations:				
AJ McMullen	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	5	0.25
Locations:				
AJ McMullen	A Middle School	A building in which General		

	Building	Education programs are operated		
--	----------	---------------------------------	--	--

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	7	0.15
Locations:				
AJ McMullen	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	3	0.15
Locations:				
AJ McMullen	A Middle School Building	A building in which General Education programs are operated		

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	22	0.45
Locations:				
AJ McMullen	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	5	0.25
Locations:				
AJ McMullen	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	7	0.15
Locations:				
AJ McMullen	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	3	0.15
Locations:				
AJ McMullen	A Middle School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 4, 2016*Reason for the proposed change:* Change reflects the need of student population**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 15	12	0.6
Locations:				
AJ McMullen	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 15	2	0.2
Locations:				
AJ McMullen	A Middle School Building	A building in which General Education programs are operated		

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 4, 2016*Reason for the proposed change:* Changes in type of service and caseloads are reflective of student population needs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	15 to 21	3	0.4
Justification: Although students are grouped beyond the three year age span for case management purposes, students are grouped with peers within the three year age range for instructional purposes.				
Locations:				
Uniontown High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
-----------------	------------------	-----------	----------	-----

Full-Time Special Education Class	Multiple Disabilities Support	15 to 22	1	0.2
Justification: Although students are grouped beyond the three year age span for case management purposes, students are grouped with peers within the three year age range for instructional purposes.				
Locations:				
Uniontown High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	2	0.1
Justification: Although students are grouped beyond the three year age span for case management purposes, students are grouped with peers within the three year age range for instructional purposes.				
Locations:				
Uniontown High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 21	4	0.3
Justification: Although students are grouped beyond the 3 year age span for case management purposes, students are grouped with peers within the 3 year age range for instructional purposes.				
Locations:				
Uniontown High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #21

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 27, 2018

Reason for the proposed change: The proposed change is necessary to reflect the changing needs of the school population.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 22	8	0.4
Justification: Although students are grouped beyond the four year age span for case management purposes, students are grouped with peers within the three year age range for instructional purposes.				
Locations:				
Uniontown High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 22	5	0.4
Justification: Although students are grouped beyond the four year age span for case management purposes, students are grouped with peers within the three year age range for instructional purposes.				
Locations:				
Uniontown High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 22	4	0.2
Justification: Although students are grouped beyond the 4 year age span, for case management purposes, students are grouped with peers within the 3 year age range.				
Locations:				
Uniontown High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	22	0.45
Locations:				
Uniontown High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.25
Locations:				
Uniontown Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	7	0.15
Locations:				
Uniontown Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	3	0.15
Locations:				
Uniontown Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 26, 2018*Reason for the proposed change:* Changes in types of service and caseloads are reflective of student population needs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	20	0.4
Locations:				
Uniontown Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	15	0.2
Locations:				
Uniontown Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	8	0.4
Locations:				
Uniontown High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 26, 2018*Reason for the proposed change:* Teacher is half time special education.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	1
Locations:				
Uniontown Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	22	0.45
Locations:				
Uniontown Area School District	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.25
Locations:				

Uniontown Area High School	A Senior High School Building	A building in which General Education programs are operated		
----------------------------	-------------------------------	---	--	--

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	7	0.15
Locations:				
Uniontown Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	3	0.15
Locations:				
Uniontown Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 22	22	0.45
Justification: Although students are grouped beyond the three year age span for case management purposes, students are grouped with peers within the three year age range for instructional purposes.				
Locations:				
Uniontown Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 22	5	0.25
Justification: Although students are grouped beyond the three year age span for case management purposes, students are grouped with peers within the three year age range for instructional purposes.				
Locations:				
Uniontown Area School District	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 22	7	0.15
Justification: Although students are grouped beyond the three year age span for case management purposes, students are grouped with peers within the three year age range for instructional purposes.				
Locations:				
Uniontown Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 22	3	0.15

Justification: Although students are grouped beyond the three year age span for case management purposes, students are grouped with peers within the three year age range for instructional purposes.				
Locations:				
Uniontown Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 22	22	0.45
Justification: Although students are grouped beyond the three year age span for case management purposes, students are grouped with peers within the three year age range for instructional purposes.				
Locations:				
Uniontown Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 22	5	0.25
Justification: Although students are grouped beyond the three year age span for case management purposes, students are grouped with peers within the three year age range for instructional purposes.				
Locations:				
Uniontown Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 22	7	0.15
Justification: Although students are grouped beyond the three year age span for case management purposes, students are grouped with peers within the three year age range for instructional purposes.				
Locations:				
Uniontown Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 22	3	0.15
Justification: Although students are grouped beyond the three year age span for case management purposes, students are grouped with peers within the three year age range for instructional purposes.				
Locations:				
Uniontown Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #28*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 22	15	0.75
Justification: Although students are grouped beyond the three year age span for case management purposes, students are grouped with peers within the three year age range for instructional purposes.				
Locations:				
Uniontown Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 22	5	0.25
Justification: Although students are grouped beyond the three year age span for case management purposes, students are grouped with peers within the three year age range for instructional purposes.				
Locations:				
Uniontown Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #29*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 4, 2016*Reason for the proposed change:* Teacher FTE has changed to meet student population needs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	29	0.45
Justification: Although students are grouped beyond the three year age span for case management purposes, students are grouped with peers within the three year age range for instructional purposes.				
Locations:				
Ben Franklin	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	13	0.2
Locations:				
Ben Franklin	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	22	0.35
Justification: Although students are grouped beyond the three year age span for case management purposes, students are grouped with peers within the three year age range for instructional purposes.				

Locations:				
Franklin School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* January 4, 2016*Reason for the proposed change:* Speech teachers have realigned their assignments**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	35	0.54
Justification: Although the speech and language therapist's caseload extends beyond the required three year age span, the therapist provides instruction in age appropriate groups that do not exceed the three year age span				
Locations:				
Lafayette Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 21	15	0.23
Justification: Although students are grouped beyond the three year age span for case management purposes, students are grouped with peers within the three year age range for instructional purposes.				
Locations:				
Uniontown High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	15	0.23
Locations:				
Lafayette Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #31*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* January 4, 2016*Reason for the proposed change:* Speech teachers have realigned building which they serve**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	52	1
Justification: Although the speech and language therapist's caseload extends beyond the required three year				

age span, the therapist provides instruction in age appropriate groups that do not exceed the three year age span				
Locations:				
Menallen	An Elementary School Building	A building in which General Education programs are operated		

Program Position #32*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	31	0.48
Justification: Although the speech and language therapist's caseload extends beyond the required three year age span, the therapist provides instruction in age appropriate groups that do not exceed the three year age span				
Locations:				
Wharton Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	23	0.36
Justification: Although the speech and language therapist's caseload extends beyond the required three year age span, the therapist provides instruction in age appropriate groups that do not exceed the three year age span				
Locations:				
Marclay	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	10	0.16
Locations:				
AJ McMullen	A Middle School Building	A building in which General Education programs are operated		

Program Position #33*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* January 4, 2016*Reason for the proposed change:* Newly identified students needing hearing services**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	10 to 10	1	0.01

Locations:				
Lafayette Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	17 to 17	1	0.01
Locations:				
Uniontown Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 9	2	0.05
Locations:				
Menallen	An Elementary School Building	A building in which General Education programs are operated		

Program Position #35*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* January 4, 2016*Reason for the proposed change:* Newly identified students requiring vision services**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	10 to 12	2	0.04
Locations:				
Lafayette Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	15 to 15	1	0.01
Locations:				
Ben Franklin	A Middle School Building	A building in which General Education programs are operated		

Program Position #36*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* November 17, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 12	12	0.6

Justification: This is a district-wide class that may at times exceed the 3 year age range. If so, students are grouped for instruction with peers within the three year age range. Parents are also informed of the possibility of exceeding the age range through the IEP.				
Locations:				
Menallen	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 12	8	0.4
Justification: This is a district-wide class that may at times exceed the 3 year age range. If so, students are grouped for instruction with peers that are within the three year age range. Parents are also informed of the possibility of exceeding the age range through the IEP.				
Locations:				
Menallen	An Elementary School Building	A building in which General Education programs are operated		

Program Position #37*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

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

Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor of Special Education	All buildings	1
Special Education Administrative Assistant	Central Administration	1
School Psychologist	Central Administration	2
Transition Support Coordinator	Uniontown High School, Ben Franklin, AJ McMullen, Lafayette Middle School	1
Paraprofessionals	Menallen	10
Paraprofessionals	Marclay	1
Paraprofessionals	Franklin	2
Paraprofessionals	Wharton	1
Paraprofessionals	Lafayette Elementary	4

Paraprofessionals	Lafayette Middle School	2
Paraprofessionals	Ben Franklin	3
Paraprofessionals	AJ McMullen	3
Paraprofessional	Uniontown High School	3
ACCESS Coordinator	Central Administration	1
Social Worker	School District	3

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapists	Outside Contractor	5 Hours
Physical Therapists	Outside Contractor	5 Hours
Certified Occupational Therapist Assistant (COTA)	Outside Contractor	20 Hours
Nursing	Outside Contractor	5 Days
Nursing	Outside Contractor	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	Training will be provided for district staff, administration, and parents regarding the identification, characteristics, and appropriate behavioral and academic interventions developed specifically to address the needs of children with autism.
Person Responsible	Supervisor of Special Education
Start Date	8/1/2018
End Date	6/1/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	25
Provider	District staff, IU1 TaC Staff, PDE
Provider Type	IU
PDE Approved	No
Knowledge Gain	To develop the necessary skills to appropriately meet the academic and behavioral needs of students with autism in the least restrictive environment
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students

	are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Series of Workshops School Whole Group Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Behavior Support

Description	Uniontown Area School District has adopted Intermediate Unit One Positive Behavior Support Policy. District administration, regular education teachers, special education teachers, guidance counselors, paraprofessionals, and support personnel receive annual training regarding positive behavior support techniques. In addition, school supports include anti-bullying training and programs, school-based mental health services, and social work services. Select staff are also trained in de-escalation techniques and passive non-violent restraints, based on the needs of their student population. Staff also receives training in utilizing functional behavioral assessments in order to guide the development and implementation of positive behavior support
--------------------	--

	plans. Evidence of action plan will include documentation of training participation, teacher evaluation forms, decrease in student inappropriate behaviors and decrease in discipline of students with disabilities.
Person Responsible	Supervisor of Special Education
Start Date	8/18/2018
End Date	6/1/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	5
# of Participants Per Session	30
Provider	IU TaC consultant, district personnel, outside agencies
Provider Type	IU, school entity, PaTTAN, Individual, school entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p>

	Paraprofessional Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Use of positive behavior and de-escalation techniques when student behavior warrants use of strategies

Paraprofessional

Description	Paraprofessional support is an integral component to the provision of special education services. In order to meet state requirements and to provide district paraprofessional staff with the tools required to meet the diverse needs of our special education student population, the following training opportunities are offered: building level policies and procedures, role and responsibilities of the paraprofessional, positive behavior support and de-escalation techniques, confidentiality, reading/math instructional strategies, overview of special education services, overview of disability categories and characteristics, autism, ACCESS billing, inclusive strategies, additional training topics based on student population needs.
Person Responsible	Supervisor of Special Education
Start Date	8/18/2018
End Date	6/1/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	15
# of Participants Per Session	25
Provider	IU TaC consultant, district personnel, outside agencies
Provider Type	district personnel, IU, PaTTAN, outside agencies
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Series of Workshops
Participant Roles	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p>

	Journaling and reflecting
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p> <p>Review of written reports summarizing instructional activity</p>

Reading NCLB #1

Description	<p>The District's plan for instruction and learning in the areas of reading, writing, speaking and listening, language, and literacy in history/social studies, science, and technical subjects is a shared responsibility with a school. Because of this Special Education personnel receive professional development for English Language Arts along with general education teachers who are also responsible for the RtII framework and integrated interdisciplinary approach to literacy. As the implementation step, the Curriculum Coordinator, District literacy coaches, Special Education Supervisor, and principals make plans to address areas of need associated with the District's new K-12 common core reading programs, increased rigor of the PA Core Standards, formative, diagnostic, and summative assessments, and data analysis. The ultimate goal of planned professional development is teacher understanding and application of differentiation to daily targeted instruction in order to address individual student needs and increase academic growth. As evidence of the action step, a planned schedule of intended professional development activities and areas to be addressed throughout the plan will be produced and implemented.</p>
Person Responsible	Curriculum Coordinator
Start Date	8/1/2018
End Date	6/1/2021
Program Area(s)	Professional Education, Special Education, Gifted Education, Educational Technology

Professional Development Details

Hours Per Session	3.0
# of Sessions	15
# of Participants Per Session	30
Provider	Uniontown Area School District - District Literacy Coaches
Provider Type	School Entity
PDE Approved	Yes

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

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p> <p>Journaling and reflecting</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p> <p>Portfolio</p>

Transition

Description	<p>Uniontown Area School District is dedicated to providing transition services for students in order to assist with a smooth transition from high school to adult life, addressing secondary education, independent living, and employment goals. Parents, teachers, and related service personnel participate in training to provide the technical assistance needed to continually improve graduation rates, decrease drop out rates, and to provide the skills and community relationships necessary to properly prepare our students to begin to meet their goals for post-high school activities. In addition, training is provided for district personnel in order to ensure that IEP development focuses on student transition needs beginning at age 14.</p>
Person Responsible	Supervisor of Special Education
Start Date	8/18/2018
End Date	6/1/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	30

Provider	school district
Provider Type	district personnel, IU, PaTTAN, outside agencies
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>

Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of written reports summarizing instructional activity file reviews, parent/student surveys

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer