# Profile and Plan Essentials

### Special Education Students

Total Number of Students Receiving Special Education 161  
School District Total Student Enrollment 618  
Percent of Students Receiving Special Education 26.1

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building | Email |
| William Kanich | Superintendent | Blacklick Valley SD | william.kanich@bvsd.k12.pa.us |
| Heather Rhine | Director of Special Education | Blacklick Valley SD | heather.rhine@bvsd.k12.pa.us |
| Jessica Strazisar | General Education Teacher | Blacklick Valley JSHS | jstrazis@bvsd.k12.pa.us |
| Melissa Mehalko | Special Education Teacher | Blacklick Valley JSHS | mmehalko@bvsd.k12.pa us |
| Brianna Yoder | General Education Teacher | Blacklick Valley El Ctr | byoder@bvsd.k12.pa.us |
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| Jennifer Tyree | Other | Blacklick Valley El Ctr | jennifer.tyree@bvvikings.org |
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| Danielle Luko | Parent | Blacklick Valley SD | dluko@bvsd.k12.pa.us |
| Melanie Nedrich | Parent | Blacklick Valley SD | melanie.nedrich@bvsd.k12.pa.us |
| Courtney Hirsch | Other | Blacklick Valley SD | courtney.hirsch@bvsd.k12.pa.us |
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# School District Areas of Improvement and Planning - Indicators

## Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

## Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

## Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

## Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

## Secondary Transition (Indicator 13)

|  |
| --- |
| Improvement and Planning Activity |
| Staff will attend Indicator 13 trainings in order to prepare for the upcoming cyclical monitor. |

## Graduation (Indicator 1)

Indicator not flagged at this time.

## Drop Out (Indicator 2)

Indicator not flagged at this time.

## Assessment (Indicator 3)

Indicator not flagged at this time.

## Education Environments (Indicator 5)

Indicator not flagged at this time.

## Parent Involvement (Indicator 8)

Indicator not flagged at this time.

## Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

## Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

## Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

## Mediation (Indicator 16)

Indicator not flagged at this time.

# School District Areas of Improvement and Planning - Monitoring

|  |  |
| --- | --- |
| Corrective Action | Improvement and Planning Activities |
| FSA 15- Parent Training | ACTION STEPS: 1.) The LEA will develop correspondence that will allow students and their families to request training in the areas of Special Education to include but not limited to: the IEP process; Understanding Learning Disabilities; Positive Behavior Support; Inclusive Practices; Secondary Transition; and Autism. 2.) The LEA will collaborate with the Intermediate Unit and PaTTAN with regards to scheduling biyearly trainings in the areas requested above. 3.) The LEA will disperse informative literature for parents/guardians via the district website, open house events, conferences, and/or other school activities. |
| FSA 17-Public School Enrollment | Action Steps: 1) The LEA will implement a Multi-Tiered System of Supports (MTSS) with regards to Speech in order maintain LRE. 2) LEA’s SPEECH MTSS process: • Initial screening completed • If student qualifies, a permissions letter will be sent home. • Student will receive intervention 1 x per week for 30 minutes, as well as, three 5 minute sessions per week to address deficit/s. This intervention will last 10 weeks. • Activities addressing deficit will be sent home for reinforcement. • After 10 weeks, student will be reassessed to determine the need for speech services. \*\*By engaging in this approach, the LEA intends to increase LRE by decreasing referrals for speech and language services.\*\* |
| FSA 11 -Least Restrictive Environment | Action Steps: 1.) The LEA will review data associated with LRE and SPP Targets. 2.) The LEA will provide professional development for regular and special education teachers regarding Co-teaching and Specially Designed Instruction. 3.) Via the IU8, the LEA will continue to monitor the progress of the already established Multi-Tiered System of Support (MTSS) at both the elementary and secondary level. 4.) Via the IU8, the LEA will continue to monitor the progress of the already established school-wide behavior support program (SWPBIS) 5.) The LEA will collaborate with PaTTAN to adopt the ABA initiative in the elementary Life Skills classroom. |

# Identification Method

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Building Name | AUN | Branch Number | RTI | Approved RTI Use |

# Significant Disproportionality - Placement

Significant Disproportionality  
District Not Flagged for Significant Disproportionality in this area.

|  |  |
| --- | --- |
| **Identify Trends** | **Improvement Planning and Activities** |
|  |  |

# Significant Disproportionality - Discipline

Significant Disproportionality  
District Not Flagged for Significant Disproportionality in this area.

|  |  |
| --- | --- |
| **Identify Trends/Notable Observations** | **Improvement Planning and Activities** |
|  |  |

# Significant Disproportionality - Identification

Significant Disproportionality  
District Not Flagged for Significant Disproportionality in this area.

|  |  |
| --- | --- |
| **Identify Trends/Notable Observations** | **Improvement Planning and Activities** |
|  |  |

# Non-Resident Students Oversight

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 24 P.S. §1306 facilities | | | | |
| **Facility Name** | **Facility Type** | **Facility Type: Other** | **Services Provided By** | **Total Students in Facility** |
| Next Step Care | Residential Setting |  | District | 0 |

1. Describe the host’s educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)  
   Blacklick Valley School District currently has an institution/s that would meet criteria for Section 1306 of the Pennsylvania School Code. Under this code, the Blacklick Valley School District, through its Child Find Process, is responsible for locating and evaluating all Section 1306 students, including those with suspected disabilities. Blacklick Valley School District is responsible for providing educational programs for students in a 1306 facility. For a student with a disability with an IEP or Service Agreement, the Blacklick Valley School District is responsible for providing a free and appropriate public education (FAPE). For students eligible for services under Chapter 14, the Blacklick Valley School District is responsible for making decisions regarding IEP goals, specially designed instruction, and educational placement for each student through the IEP team process.
2. Describe the district’s procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?   
   Blacklick Valley School District is responsible for maintaining contact with the student's resident school as well as his/her family with regards to the student's placement and plans for continuation of services. The LEA will coordinate monthly team meetings to discuss student progress/needs. The meetings will include Blacklick Valley LEA, student, parent, 1306 facility staff, and resident district staff. Furthermore, the director of special education at Blacklick Valley will communicate with the resident school director in order to confirm that all documentation is accurate and a reflection of what needs to occur in order to ensure a smooth and effective transition to the school district of residence.

# Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?  
   No
2. 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).  
   Although no correctional institution is located in the district, if one did exist, the District would comply fully with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed therein. 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, school districts providing special education services to incarcerated school-age individuals are required to: 1. comply with the "child-find" obligations of IDEA 2. utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates; 3. implement timely review and/or develop Individualized Education Programs ("IEPs") for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and 4. provide FAPE in conformity with the IEP Further, if a correctional institution were located in the District, the District would have a responsibility to adopt and use a system to locate and identify all students within the District's jurisdiction who are thought to be eligible and to determine those students' needs through a screening and evaluation process which meets the requirements of Chapter 14. Part of this responsibility is to provide annual public notices under Section 14.121. Districts should send their annual public notice to the warden of each county jail or prison within their jurisdiction. Furthermore, districts in which local correction institutions are located must develop a systematic, on-going means of communicating with these institutions to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated, and, when deemed eligible, offered FAPE. In addition, districts may obtain information from the Department's PennData database to determine whether school-age inmates have been previously identified as eligible for special education by contacting the Records Center at 717-541-8575 or 1-800-945-7854. Finally, Section 614(d)(6)(B) provides that if a child with a disability is convicted as an adult under state law and incarcerated in an adult prison, the child's IEP team may modify the child's IEP or placement notwithstanding the requirements of section 612(a)(5)(A) and 614(d)(1)(A)(least restrictive environment) if a bona fide security or compelling penological interest that cannot otherwise be accommodated is demonstrated. Where the continued delivery of services in a student's IEP is superseded by the duty of the local correction institution to maintain and control security, the school district must conduct an IEP meeting and revise the IEP accordingly, following the usual procedural safeguards provided for under Chapter 14.

# Least Restrictive Environment

1. Review the district’s data for Least Restrictive Environment. Highlight areas of improvement.  
   Due to the implementation of Multi-Tiered System of Supports (MTSS) and School-Wide Positive Behavior Interventions and Supports (SWPBIS) both at the elementary and junior-senior high level, the number of students requiring specially designed instruction through an IEP has decreased over the past two years. School year 2018-2019 -percent of special education enrollment-22.6% School year 2019-2020-percent of special education enrollment-20.9% The district communicates via email, virtually, or in person with the IU8 to ensure implementation fidelity of MTSS and SWPBIS as well as to keep current on best practices for both initiatives.
2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?  
   Multi-Tiered System of Supports (MTSS) -grades K-8 School-Wide Positive Behavior Interventions and Supports-grades K-12 The MTSS and SWPBIS team members closely monitor and analyze student data for 90 days, tweaking interventions when necessary. If limited progress has been made within the 90 day time frame, the student will then be referred to special education for a complete educational evaluation to determine the need for emotional support services through specially designed instruction.
3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.  
   Blacklick Valley School District recognizes the regular education environment as the first option for all students. Students with disabilities are included with non-disabled children to the maximum extent appropriate. These measures are determined by the IEP Team. After determination of which services are appropriate to meet student needs, consideration is given to determine where the services are provided. The first consideration made is to meet the unique needs of children within the regular education environment prior to consideration of other placements. The school district supports the practice of early identification and evaluation of each thought to be exceptional student. The district plans for and implements a continuum of services to provide instructional support to students found to be in need of assistance in order to benefit from regular education programs to the maximum extent possible. Individual district paraprofessionals and/or contracted agency individuals have also been provided for students when such support enables a student to remain in the least restrictive environment. Students with disabilities are included with non-disabled peers for at least homeroom, lunch, library, assemblies, field trips, art, music, physical education and any regular classes deemed appropriate. IEP teams decide the services that students need. In all cases, appropriate services are provided within Blacklick Valley School District with their neighborhood peers in the Least Restrictive Environment. Currently, our number of students with disabilities served in the general education classroom has increased. Blacklick Valley School District serves 91% of its exceptional student population in their home school district. To this end, the district is implementing itinerant supports or inside the regular classroom 80% or more of the time for 68% of its exceptional students from K-12. These students attend regular education classes for the entire day with supports being provided by the special educators and instructional aides through co-teaching or attendance in the regular classes. The provision of supplementary aids and services to meet identified strengths and needs enables the student to be included in the educational and social environment of the neighborhood school. Such assistance includes the provision of study guides, assistive technology such as IPADs, adapted classroom materials and tests, verbal and visual cues to redirect students, behavioral support plans, reading/explaining directions, etc. Inclusion of exceptional students in the regular education class requires the cooperation of the educational community in collaborative planning and service provision. The educational community includes the parent/guardian, regular and special educational staff, involved agency representatives, educational specialists, other persons involved with the student and when appropriate, the student. The school district is committed to the development and implementation of supports that will enable all exceptional students to benefit from education in the regular classroom whenever possible . Blacklick Valley School District is committed to providing training to staff in collaborative planning, educational intervention, and differentiated instruction in the adaptation of materials to meet the unique needs of our students. The district also identifies training needs for staff and students through needs assessments, revised Federal and State mandates, staff discussion and district initiatives. Trainings are provided through PaTTAN, IU08, in-services in-house, conferences outside the district, outside presenters and agency representatives. Opportunities are provided for regular and special education professional and paraprofessional personnel as well as related service providers and parents. Blacklick Valley School District serves 29% of its exceptional student population with supplemental supports. These students are provided one or more replacement classes taught by a special education teacher. A majority of these students are in their home school and have access to the regular curriculum to the greatest extent possible. Students receive a full complement of related services including, but not limited to, speech and language, blindness and visual services, occupational therapy, physical therapy, audiology, itinerant vision and hearing support, personal care aides, assistive technology, autism and behavior support, and transition services.
4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.  
   All students being served within the Blacklick Valley School District, including those students who have IEPs requiring supplemental supports; have opportunities to interact with their same-aged peers. The level of interaction is determined individually through the IEP process. All students in the district participate in non-academic areas in the general education environment. Those with the most severe disabilities spend time with the regular education peers on the playground, at recess, in the cafeteria, and at assemblies and special programs. As mentioned, supplementary aids such as personal care aides, Assistive Technology, & Health Care Assistants are also offered for students with disabilities to be able to access extra-curricular activities.
5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?  
   Decisions to place students out of the district are made by individual IEP teams, based on individual needs. The district collaborates and plans with the local intermediate unit and local school districts in order to provide services to students in the least restrictive environment . The district may seek placement outside the regular school when a student’s needs are so severe that they cannot be met with supplementary aids and services. This may occur when a student presents a danger to himself or others in the regular education setting, or when he or she needs a non-traditional school environment or program, such as an alternative education program for a brief time to address emotional or behavioral needs. In any case, the district strives to maintain the notion of LRE with non-disabled peers. The district Special Education Supervisor participates in all IEP meetings for students who are placed out of the district. Each IEP team discusses the student’s readiness to return to his home school. The Supervisor assists the team in developing a transition plan to successfully implement the student’s return to the district. The philosophy is to return students back to the district within 45 days with the needed supports and strategies to help them to be successful upon their return. To assist with transition to the home district, Blacklick Valley has established an outpatient counseling clinic with support of a local human services agency and Victim Services. These services are funded based upon the medical access card, insurance, or through district funds for students in special education who require this support. In any case, the Blacklick Valley School District strives to maintain the notion of LRE with non-disabled peers for all students, regardless of disability.
6. Discuss the district’s need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)  
   The special education data report did not include students in special education in other settings due to small sample size. This is the result of providing addtional services within the school district by creating a Life Skills Support classroom at both the elementary and high school level. The district also houses an Emotional Support classroom at the junior/senior high school. The LEA continues to monitor the need for an Emotional Support classroom at the elementary school. At this time, student needs at the elementary are currently being met at the itinerant level of Emotional Support. However, the district will begin the ABA initiative at the elementary level during the 2022-2023 school year in an attempt to meet the behavioral needs of current and/or upcoming students. This process will be monitored via PaTTAN consultants to ensure fidelity and successful implementation.

### Out of District Placements

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Facility Name | Facility Type | Other | Operated By | Service Type | Number of Students Placed |
| Abraxis Youth Center | Other | Residential Treatment Facility | State | Emotional Support | 1 |
| Appalachian Youth Services | Other | Day Treatment Facility |  | Learning Support | 4 |
| Cambria Heights Elementary | Other | Neighboring School District |  | Multiple Disabilities Support | 1 |
| ACRP | Other | Alternative school |  | Autistic Support | 1 |
| IU8 Bridge Program | Other | 18-21 Transition Program |  | Life Skills Support | 2 |
| Merakey Education Center | Other | Alternative Education |  | Autistic Support | 2 |
| Pressley Ridge | Approved Private School (APS) |  |  | Emotional Support | 2 |
| Soaring Heights | Other | Alternative Education |  | Autistic Support | 1 |
| Western Psychologcial Hospital | Other | Hospital |  | Autistic Support | 1 |
| Children's Behavioral Health | Other | Partial Hospitalization |  | Emotional Support | 1 |
| ACRP | Other | Partial Hospitalization |  | Emotional Support | 1 |

# Positive Behavior Support

Date of Approval  
2014-01-22  
  
Uploaded Files  
board policy.pdf

1. How does the district support the emotional, social needs of students with disabilities?  
   The Blacklick Valley School District believes in the use of positive behavior support. The Special Education Behavior Support Policy NO. 113.1 is designed to enable children with individualized educational programs (IEPs), who need a behavior support program, to benefit from their appropriate education program (FAPE) within the Least Restrictive Environment (LRE) in accordance with the requirements of Pennsylvania’s Chapter 14 Regulations. Effective techniques to modify the contextual influences of behavior, teach socially appropriate alternative skills, and reduce problem behavior will be employed. Positive side effects will also be monitored along with improvements in student general health/well-being as a result of positive behavior support. A least to most intrusive hierarchy of strategies will be utilized.
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.  
   The school district is committed to keeping staff members updated on safe de-escalation techniques. Personnel with certification in Non-Violent Crisis Intervention use the de-escalation techniques as part of the positive behavior support plan. By following behavior plans closely and employing these techniques, the team can keep behaviors from escalating. In the event where a student does escalate and will be harmful to themselves or others, a physical restraint is used. Only trained certified staff use these techniques. Trained staff may include administration, teachers, personal care aides and transportation aides for specialized transportation situations.
3. Describe the district positive school wide support programs.  
   The district school wide behavior support program revolves around various implemented programs at the elementary center such as positive referrals for Most Valuable Viking, end of 9 weeks’ celebrations, and classroom behavior contracts. The high school has similar positive behavior supports such as Student of the Month, challenge program, and positive rewards such as movies/sporting activities for those who meet behavioral and/or grade expectations. In addition, both buildings are fully engaged in the initiative, School-Wide Positive Behavior Support offered through Appalachia Intermediate Unit 8.
4. Describe the district school-based behavior health services.  
   The Blacklick Valley School District contracts with ACRP and Victim Services for School-Based Behavioral Health Services. These counselors meet with the identified students in a 1:1 or group setting to address emotional and behavioral health needs. The District also has trained staff in each building to participate in the Student Assistance Program which provides supportive interventions for students requiring this service. The SAP teams, Guidance staff, building level principals, and School Social Worker, contracted through the IU08 work collaboratively to ensure that students are provided with appropriate supports.
5. Describe the district restraint procedure.  
   Physical restraint is only written into an IEP and Positive Behavior Support Plan to be used as a last resort. The Behavior Support Plan for a child with an IEP must be designed and implemented in accordance with Pennsylvania Department of Education Guidelines for Effective Behavior Support. The documentation of a physical restraint in a Behavior Support Plan should exist only when the student is acting in a manner as to be a clear and present danger to himself, to other students, or to employees, and only when less restrictive measures and techniques have been proven to be or are less effective. If a physical restraint is used to manage aggressive behavior, Blacklick Valley School District follows district policy and notifies the parent/guardian of the use of restraint as soon as practical following the incident. The Department of Education is also notified. An IEP meeting is convened within ten school days of the incident involving the use of a restraint. After written notification, the parent can agree to waive the meeting. The IEP meeting can result in any of the following: conducting a new Functional Behavior Assessment, revising the Positive Behavior Support Plan, revising the IEP and/or conducting a Re-evaluation. A restraint is only used as a last resort and is not used as an aversive technique. The following aversive techniques of intervening with problem behavior are considered inappropriate and may not be used by BVSD personnel, agencies working within Blacklick Valley programs, or IU08 personnel: corporal punishment; punishment for manifestation of a student’s disability; locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit; noxious substances; deprivation of basic human rights; treatment of a demeaning nature; and electric shock.

# Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.  
Blacklick Valley School District does not have difficulty locating programs to ensure the provision of FAPE. The District consults and involves the IU and other agencies to enlist support and resolve issues of locating services for hard to place students. The district utilizes the services of IU08 Educational Consultant Interagency Coordinators to assist students within the school setting to the maximum extent possible providing support as needed. IU08 Educational Consultants have located and coordinated trainings in areas of need for students and staff in the district. When addressing students with complex needs, the District has worked cooperatively with agencies and child serving systems by arranging IEP meetings, interagency and /or CASSP meetings to coordinate services. In addition, outside agencies such as Children and Youth, Behavioral Health/Intellectual Disabilities, probation, and agencies offering alternative education have also been engaged for those students who are hard to place. When recommended by a physician, students may be placed on Homebound Instruction or Instruction Conducted in the Home. When this occurs, the LEA will advertise for an instructor and report the medical placement through the SES system. The District collaborates with neighboring districts and/or alternative settings to provide the continuum of services needed for our students and will continue to monitor the need for additional support classrooms in order to be able to provide our students with the most beneficial educational setting in the least restrictive environment.

# Education Program (Caseload FTE)

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Position 11 | Multiple | Full-time (1.0) | 05/03/2022 01:11 PM |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley El Ctr | | |
| **Support Type** | | |
| Speech And Language Support | | |
| **Support Sub-Type** | | |
| Speech And Language Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 13 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| Intermediate Unit | Elementary | 6 to 12 |
| **Age Range Justification** | | **FTE %** |
| Teacher's entire caseload is itinerant | | 0.2 |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley SD | | |
| **Support Type** | | |
| Speech And Language Support | | |
| **Support Sub-Type** | | |
| Speech And Language Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| Intermediate Unit | Elementary | 9 to 9 |
| **Age Range Justification** | | **FTE %** |
|  | | 0.02 |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Position 10 | Secondary | Full-time (1.0) | 05/03/2022 12:31 PM |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley JSHS | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 12 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 12 to 15 |
| **Age Range Justification** | | **FTE %** |
|  | | 0.24 |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley JSHS | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 8 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 12 to 16 |
| **Age Range Justification** | | **FTE %** |
|  | | 0.4 |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Position 9 | Elementary | Full-time (1.0) | 05/02/2022 02:21 PM |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley El Ctr | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 10 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 6 to 8 |
| **Age Range Justification** | | **FTE %** |
|  | | 0.5 |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley El Ctr | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 6 to 6 |
| **Age Range Justification** | | **FTE %** |
|  | | 0.02 |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley El Ctr | | |
| **Support Type** | | |
| Emotional Support | | |
| **Support Sub-Type** | | |
| Emotional Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 8 to 8 |
| **Age Range Justification** | | **FTE %** |
|  | | 0.02 |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Position 8 | Secondary | Full-time (1.0) | 05/03/2022 12:22 PM |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley JSHS | | |
| **Support Type** | | |
| Emotional Support | | |
| **Support Sub-Type** | | |
| Emotional Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 27 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 12 to 18 |
| **Age Range Justification** | | **FTE %** |
| Teacher's entire caseload itinerant | | 0.54 |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley JSHS | | |
| **Support Type** | | |
| Autistic Support | | |
| **Support Sub-Type** | | |
| Autistic Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 13 to 13 |
| **Age Range Justification** | | **FTE %** |
|  | | 0.08 |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley JSHS | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 5 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 12 to 14 |
| **Age Range Justification** | | **FTE %** |
|  | | 0.1 |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Position 7 | Multiple | Full-time (1.0) | 05/02/2022 02:17 PM |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley El Ctr | | |
| **Support Type** | | |
| Deaf And Hearing Impaired Support | | |
| **Support Sub-Type** | | |
| Deaf And Hearing Impaired Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| Intermediate Unit | Elementary | 11 to 11 |
| **Age Range Justification** | | **FTE %** |
|  | | 0.02 |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley JSHS | | |
| **Support Type** | | |
| Deaf And Hearing Impaired Support | | |
| **Support Sub-Type** | | |
| Deaf And Hearing Impaired Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 18 to 18 |
| **Age Range Justification** | | **FTE %** |
|  | | 0.02 |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Position 6 | Multiple | Full-time (1.0) | 05/02/2022 02:04 PM |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley El Ctr | | |
| **Support Type** | | |
| Speech And Language Support | | |
| **Support Sub-Type** | | |
| Speech And Language Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 46 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 5 to 11 |
| **Age Range Justification** | | **FTE %** |
| Teacher's entire caseload is itinerant. | | 0.71 |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley JSHS | | |
| **Support Type** | | |
| Speech And Language Support | | |
| **Support Sub-Type** | | |
| Speech And Language Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 10 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 13 to 18 |
| **Age Range Justification** | | **FTE %** |
| Teacher's entire caseload is itinerant. | | 0.15 |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Position 5 | Elementary | Full-time (1.0) | 05/02/2022 01:55 PM |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley El Ctr | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 14 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 9 to 10 |
| **Age Range Justification** | | **FTE %** |
|  | | 0.7 |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley El Ctr | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 4 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 9 to 10 |
| **Age Range Justification** | | **FTE %** |
|  | | 0.08 |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley El Ctr | | |
| **Support Type** | | |
| Emotional Support | | |
| **Support Sub-Type** | | |
| Emotional Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 2 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 10 to 11 |
| **Age Range Justification** | | **FTE %** |
|  | | 0.04 |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley El Ctr | | |
| **Support Type** | | |
| Autistic Support | | |
| **Support Sub-Type** | | |
| Autistic Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 10 to 10 |
| **Age Range Justification** | | **FTE %** |
|  | | 0.08 |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Position 4 | Elementary | Full-time (1.0) | 05/02/2022 01:32 PM |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley El Ctr | | |
| **Support Type** | | |
| Emotional Support | | |
| **Support Sub-Type** | | |
| Emotional Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 2 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 11 to 12 |
| **Age Range Justification** | | **FTE %** |
|  | | 0.04 |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley El Ctr | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 3 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 10 to 12 |
| **Age Range Justification** | | **FTE %** |
|  | | 0.06 |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley El Ctr | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 11 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 10 to 12 |
| **Age Range Justification** | | **FTE %** |
|  | | 0.55 |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Position 3 | Secondary | Full-time (1.0) | 05/02/2022 01:33 PM |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley JSHS | | |
| **Support Type** | | |
| Life Skills Support | | |
| **Support Sub-Type** | | |
| Life Skills Support (Grades 7-12) | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 17 to 21 |
| **Age Range Justification** | | **FTE %** |
|  | | 0.05 |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley JSHS | | |
| **Support Type** | | |
| Life Skills Support | | |
| **Support Sub-Type** | | |
| Life Skills Support (Grades 7-12) | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 4 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 12 to 16 |
| **Age Range Justification** | | **FTE %** |
|  | | 0.2 |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley JSHS | | |
| **Support Type** | | |
| Life Skills Support | | |
| **Support Sub-Type** | | |
| Life Skills Support (Grades 7-12) | | |
| **Level of Support** | | **Case Load** |
| Full-Time (80% or More) | | 2 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 17 to 21 |
| **Age Range Justification** | | **FTE %** |
|  | | 0.13 |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Position 2 | Secondary | Full-time (1.0) | 05/02/2022 01:10 PM |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley JSHS | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 24 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 15 to 20 |
| **Age Range Justification** | | **FTE %** |
| Teacher's caseload is itinerant | | 0.48 |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| Position 1 | Elementary | Full-time (1.0) | 05/02/2022 12:28 PM |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley El Ctr | | |
| **Support Type** | | |
| Life Skills Support | | |
| **Support Sub-Type** | | |
| Life Skills Support (Grades K-6) | | |
| **Level of Support** | | **Case Load** |
| Full-Time (80% or More) | | 2 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 5 to 8 |
| **Age Range Justification** | | **FTE %** |
|  | | 0.17 |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley El Ctr | | |
| **Support Type** | | |
| Life Skills Support | | |
| **Support Sub-Type** | | |
| Life Skills Support (Grades K-6) | | |
| **Level of Support** | | **Case Load** |
| Full-Time (80% or More) | | 3 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 9 to 12 |
| **Age Range Justification** | | **FTE %** |
|  | | 0.25 |

|  |  |  |
| --- | --- | --- |
| **Building Name** | | |
| Blacklick Valley El Ctr | | |
| **Support Type** | | |
| Life Skills Support | | |
| **Support Sub-Type** | | |
| Life Skills Support (Grades K-6) | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 10 to 10 |
| **Age Range Justification** | | **FTE %** |
|  | | 0.05 |

# Special Education Facilities

|  |  |  |
| --- | --- | --- |
| **Building Name** | | **Room #** |
| Blacklick Valley El Ctr | | 211 |
| **School Building** | | **Building Description** |
| Elementary | | A building in which general education programs are operated |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 24 feet, 0 inches x 30 feet, 0 inches | 720sqft | 25 |
| **Implementation Date** | | |
| 2022-05-09 | | |
| **Uploaded Files** | | |
|  | | |

1Assurance Check

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

|  |  |  |
| --- | --- | --- |
| **Building Name** | | **Room #** |
| Blacklick Valley El Ctr | | 204 |
| **School Building** | | **Building Description** |
| Elementary | | A building in which general education programs are operated |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 24 feet, 0 inches x 30 feet, 0 inches | 720sqft | 25 |
| **Implementation Date** | | |
| 2022-05-09 | | |
| **Uploaded Files** | | |
|  | | |

2Assurance Check

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

|  |  |  |
| --- | --- | --- |
| **Building Name** | | **Room #** |
| Blacklick Valley El Ctr | | 104 |
| **School Building** | | **Building Description** |
| Elementary | | A building in which general education programs are operated |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 24 feet, 0 inches x 30 feet, 0 inches | 720sqft | 25 |
| **Implementation Date** | | |
| 2022-05-09 | | |
| **Uploaded Files** | | |
|  | | |

3Assurance Check

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

|  |  |  |
| --- | --- | --- |
| **Building Name** | | **Room #** |
| Blacklick Valley JSHS | | 110 |
| **School Building** | | **Building Description** |
| JR/SR High | | A building in which general education programs are operated |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 27 feet, 0 inches x 32 feet, 0 inches | 864sqft | 30 |
| **Implementation Date** | | |
| 2022-05-09 | | |
| **Uploaded Files** | | |
|  | | |

4Assurance Check

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

|  |  |  |
| --- | --- | --- |
| **Building Name** | | **Room #** |
| Blacklick Valley JSHS | | 108 |
| **School Building** | | **Building Description** |
| JR/SR High | | A building in which general education programs are operated |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 27 feet, 0 inches x 32 feet, 0 inches | 864sqft | 30 |
| **Implementation Date** | | |
| 2022-05-09 | | |
| **Uploaded Files** | | |
|  | | |

5Assurance Check

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

|  |  |  |
| --- | --- | --- |
| **Building Name** | | **Room #** |
| Blacklick Valley JSHS | | 221 |
| **School Building** | | **Building Description** |
| JR/SR High | | A building in which general education programs are operated |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 23 feet, 0 inches x 89 feet, 0 inches | 2047sqft | 73 |
| **Implementation Date** | | |
| 2022-05-09 | | |
| **Uploaded Files** | | |
|  | | |

6Assurance Check

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

|  |  |  |
| --- | --- | --- |
| **Building Name** | | **Room #** |
| Blacklick Valley JSHS | | 202 |
| **School Building** | | **Building Description** |
| JR/SR High | | A building in which general education programs are operated |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 28 feet, 0 inches x 32 feet, 0 inches | 896sqft | 32 |
| **Implementation Date** | | |
| 2022-05-09 | | |
| **Uploaded Files** | | |
|  | | |

7Assurance Check

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

|  |  |  |
| --- | --- | --- |
| **Building Name** | | **Room #** |
| Blacklick Valley El Ctr | | 113 |
| **School Building** | | **Building Description** |
| Elementary | | A building in which general education programs are operated |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 22 feet, 0 inches x 32 feet, 0 inches | 704sqft | 25 |
| **Implementation Date** | | |
| 2022-05-09 | | |
| **Uploaded Files** | | |
|  | | |

8Assurance Check

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

|  |  |  |
| --- | --- | --- |
| **Building Name** | | **Room #** |
| Blacklick Valley El Ctr | | 114 |
| **School Building** | | **Building Description** |
| Elementary | | A building in which general education programs are operated |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 15 feet, 0 inches x 27 feet, 0 inches | 405sqft | 14 |
| **Implementation Date** | | |
| 2022-05-09 | | |
| **Uploaded Files** | | |
|  | | |

9Assurance Check

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

# Special Education Support Services

10Special Education Support Services

|  |  |  |  |
| --- | --- | --- | --- |
| Special Education Support Services | Numerical Value | Primary Location | Contractor or District |
| School Psychologist | 1 | District Wide | District |
| Director of Special Education | 1 | District Wide | District |
| Transition Coordinator | 1 | Secondary | Contractor |
| Paraprofessionals | 12 | District Wide | District |
| Physical Therapist | 2 | District Wide | Contractor |
| Occupational Therapist | 1 | District Wide | Contractor |
| Social Worker | 1 | District Wide | Contractor |
| Guidance Counselor | 2 | District Wide | District |

# Special Education Personnel Development

## Autism

|  |  |  |  |
| --- | --- | --- | --- |
| **Description of Training** | | | |
| Autism - Training in the characteristics and support of students with Autism. | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Director of Special Education | | 2022-2025 | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | District Intermediate Unit | Building Administrators General Education Teachers Parents |

## Positive Behavior Support

|  |  |  |  |
| --- | --- | --- | --- |
| **Description of Training** | | | |
| De-escalation - Training in the techniques utilized to calm a student who is acting out in order to prevent the occurrence of a behavioral crisis situation. | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Director of Special Education | | 2022-2025 | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | District Intermediate Unit | Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers |

|  |  |  |  |
| --- | --- | --- | --- |
| **Description of Training** | | | |
| Non-Violent Crisis Prevention/Intervention-Training in best practices related to managing student behavior to decrease referrals and suspensions and increase interventions to prevent behavior from occurring. | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Director of Special Education | | 2022-2025 | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | District Intermediate Unit | Building Administrators General Education Teachers Paraprofessionals Special Education Teachers |

## Paraprofessional

|  |  |  |  |
| --- | --- | --- | --- |
| **Description of Training** | | | |
| Paraeducator Suite- Paraprofessionals will engage in a series of online trainings involving topics/skills related to their profession. | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Director of Special Education | | 2022-2025 | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| Varies (20 in total) | Varies | Intermediate Unit | Paraprofessionals |

## Transition

|  |  |  |  |
| --- | --- | --- | --- |
| **Description of Training** | | | |
| Transition: Indicator 13- Training for staff to ensure that students aged 14 and above have an IEP that includes coordinated, measurable IEP goals and transition services that will reasonably enable the students to meet their post-secondary goals. | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Director of Special Education | | 2022-2025 | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | District Intermediate Unit | Special Education Teachers |

## Science of Literacy

|  |  |  |  |
| --- | --- | --- | --- |
| **Description of Training** | | | |
| MTSS ELA Series | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Principal/Director of Special Education | | 2022 | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 2 | District PaTTAN | Building Administrators General Education Teachers |

|  |  |  |  |
| --- | --- | --- | --- |
| **Description of Training** | | | |
| Dyslexia and Early Literacy Intervention- Training on characteristics and interventions of students with dylexia. | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Director of Special Education | | 2022-2025 | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | District Intermediate Unit | Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers |

|  |  |  |  |
| --- | --- | --- | --- |
| **Description of Training** | | | |
| Teaching Literacy in Content Areas | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Director of Special Education | | 2022-2025 | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | District Intermediate Unit | Special Education Teachers |

## Parent Training

|  |  |  |  |
| --- | --- | --- | --- |
| **Description of Training** | | | |
| Understanding the Special Education Process/Learning Disabilities | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Director of Special Education | | 2022-2025 | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 2 | District Intermediate Unit | Parents |

## IEP Development

|  |  |  |  |
| --- | --- | --- | --- |
| **Description of Training** | | | |
| Essentials of IEP Writing | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Director of Special Education | | 2022-2025 | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 15 | 8 | PaTTAN | Paraprofessionals Special Education Teachers |

# Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer  
  
Date