

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

District Profile

Demographics

107 Concord St
 Union City, PA 16438
 (814)438-3804
 Superintendent: Sandra Myers
 Director of Special Education: Stacey Mulson

Planning Committee

Name	Role
Stacey Mulson	Administrator : Professional Education Special Education
Adam ShROUT	Administrator : Professional Education Special Education
Amy Webber	Ed Specialist - School Psychologist : Special Education
Robin Smith	Elementary School Teacher - Regular Education : Professional Education Special Education
Stephanie States	Middle School Teacher - Special Education : Special Education
RyAnne Handley	Parent : Special Education
Joan Quickle	Student Curriculum Director/Specialist : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 190

Identification Method

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

The Union City Area School District utilizes the "discrepancy model" for the identification of students with Specific Learning Disabilities:

1. Determine if the student achieves adequately for the child's age or meets State-approved grade-level standards in the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem-solving?
2. Determine whether the student exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a "severe discrepancy between intellectual ability and achievement" or relative to age or grade.
3. Rule out:
 - Vision, hearing, or motor problems
 - Intellectual disability
 - Emotional disturbance
 - Cultural and/or environmental issues
 - Limited English proficiency
4. Rule out lack of instruction by documenting:
 - Appropriate instruction by qualified personnel
 - Repeated assessments

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>

The Union City Area School District's total enrollment does not have a significant disproportionality to the state. However, two specific disabilities do show a significant disproportionality being greater than 10% over the state average, Intellectual Disabilities and Emotional Disturbance. In the area of Intellectual Disability the state average is 6.6% and the Union City Area School District's average is 15.1%. The state average for Emotional Disturbance is 8.5% while Union City's is 14.0%.

Historically, the Union City Area School District's high number of students with Intellectual Disabilities and Emotional Disturbances and its percentage have been greater than the state average. Longitudinal demographics of the district are a significant factor in this percentage being greater than the state average. Union City is a rural and low income school, with 66.96% of our school district being classified as economically disadvantaged. Other significant risk factors for the Union City Area School District include:

- Single-parent household
- Lack of health insurance
- No maternal/prenatal health care
- Child/parent with a disability or chronic health condition
- Parent with a mental illness
- Parent has not completed high school
- Families had a parent incarcerated
- Parent with a substance abuse problem

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?

1. The Union City Area School District is the host district for the Andromeda House (Residential Treatment Facility/Intensive Treatment Unit) Program and is responsible for the education of the students enrolled/placed in this program. In accordance with the Basic Education Circular Section 13-1306, we have contracted with Perseus House to provide the educational services for these students. The classrooms, which are placed at Perseus House (Spartansburg Site) are staffed by Perseus House personnel. The Union City Area School District is responsible for seeking advice from the resident school district with respect to each individual student, and keeping the resident school district informed of its plans to educate each student.

2. The Union City Area School District meets monthly with the Perseus House supervisors to ensure that students needs are being met and they are receiving FAPE. The Individualized Education Team discusses each student at the IEP Review, Annual IEP meeting, or at anytime a member of the team requests a meeting, and how to best meet the needs of each student. The home district is contacted to participate in meetings and provide input as the IEP is developed. The discussion always begins with what supplementary aids and services can be provided to enable the student(s) to remain in the Least Restrictive Environment (LRE) before moving to a more restrictive setting. Any training that may need to be provided to personnel would be provided through partnerships with Perseus House, PaTTAN, IU#5, and/or other agencies available to meet the training needs of the appropriate personnel.

3. Currently, there are no barriers or problems that exist. The district is meeting its obligation under Section 1306.

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).

Currently there are no prisons or other facilities for incarcerated students located within the Union City Area School District. If such a facility were to move within the district, the district would use existing Child Find procedures and develop a system to ensure FAPE is available and provided for any student identified and in need of special education services and participate in the IEP process to ensure student needs are met in compliance with FAPE. The Union City Area School District is committed to providing FAPE to any eligible student residing within the district, including incarcerated youth. When the district is made aware of an incarcerated student who is potentially in need of special education services or thought to be exceptional, the district follows the procedures developed for making a determination of eligibility/need as it would for any other student. Upon notification, the evaluation process would be initiated and based on evaluation outcomes an IEP would be developed, if warranted. Program recommendations, location, related services, and specially designed instruction would be addressed/developed based on evaluation findings to ensure the student's educational success.

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.

1. The District practices the policy that the Least Restrictive Environment for an individual is dependent upon the IEP Team's determination of what is/are appropriate for the student. The discussion as to the educational placement for the student always begins with considerations by the IEP Team for the option of service delivery in the regular education classroom with SAS (Supplementary Aides and Services). The IEP team as part of the IEP process answers the questions regarding SAS and extracurricular activities to further clarify the needs in the least restrictive environment. The Union City Area School District provides an array of Supplementary Aids and Services in an effort to assist our students in meeting with success in the general education classroom. Some of these Supplementary Aids and Services include:

Supplementary Aids and Services:

Service/Resource

Description

Collaborative-Adults working together to support students	*Collaborative Instructional Arrangements~cooperative learning groups; peer tutoring *Collaboration Among Professionals~collaboration with IU#5 assistive technology specialist and related service personnel; agency collaboration; common planning time for building team level meetings and coplanning of lessons; *Parent Collaboration~consistent and frequent home to school/school to home communication and collaboration *Paraprofessional Support~small group and/or 1:1 assistance; classroom support; modifying of materials *Curricular Approaches~social skill instruction; social stories on development of interpersonal relationship skills; self-advocacy skills *Peer Supports~peer tutors; circle of friends; study buddies
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Instructional-Development & delivery of instruction that addresses diverse learning needs	<ul style="list-style-type: none"> *Small Group Strategies~cooperative groups; peer tutors *Curriculum-Based Measurement~ongoing progress monitoring through the use of AimsWeb, pre and post tests, and CDT assessments to support data-driven instructional decision-making *Learning Strategies~graphic organizers; guided notes; study guides *Individualized Grading Practices~modified grading scale; grades based on reduced content *Modified Assignment~shortened assignments; alternative assignments; extended time for completion; explicit instructions; division of task into smaller steps; visual supports; use of timer for time management; alternate formats; lower reading level; highlighting; add visual and/or auditory cues; *Assessment Accommodations~use of scribe; verbal response; read test aloud; extending time provided; reduce number of test items; provide word banks; various testing formats; *Organizational and Study Supports~personal day planners; assignment notebooks; timers; daily homework sheets; auditory cues; *Computer-Assisted Instruction~Smart/Promethean Boards; *Writing Supports~word processor; scribe; computer access; spell checker; slant board; pencil grips; weighted pencils; modification of materials to reduce writing requirements
Physical-Adaptations & modifications to the physical environment	<ul style="list-style-type: none"> *Physical Access~arrangement of furniture; wide aisles, unobstructed aisles; handle grips; accessible restrooms; drinking fountains at usable heights; sensory seating options; adaptive equipment; *Visual Supports~preferential seating; use of reading services; adjustments to lighting; large print/Braille options; *Auditory Supports~visual signaling; preferential seating; amplification systems; classroom acoustics *Behavior/Attention Supports~reduce unnecessary stimuli; study carrels; quiet areas without distraction; periodic breaks; visual timers
Social/Behavioral-Supports & services to increase appropriate behavior & reduce disruptive or interfering behavior	<ul style="list-style-type: none"> *Social skills instruction *Counseling supports *Peer supports (e.g., facilitating friendships) *Individualized behavior support plan *Functional Behavior Assessments (FBA) *Modification of rules and expectations *Cooperative learning strategies *School Wide Positive Behavior Supports (SWPBS) *Peer tutoring *Peer mediation *Lunch buddies *Social Stories *SAP/ESAP Team (training and support) *Classroom behavioral system *Child study-RtI Interventions *Bullying programs *Drug and Alcohol Support *School Resource Officer *Mental Health providers within the school district-Family based intervention teams (MST), mobile therapy, BSC, TSS, CSBBH Team *Probation Officers *Office of Children and Youth (OCY) *Licensed School Psychiatrist *Caught In the Act Program (CIA) *Healthy Youth activities *Truancy Officer

2. The removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily. Union City Area School District supports students with disabilities to access the general education curriculum in the LRE. The following programs and training have been introduced in order to enhance and expand the continuum of supports/services and education placement options available within the district: Co-Teaching, Differentiated Instruction, Inclusion, SAP (Student Assistance Program), Student Data Teams, PSSA, PVAAS, DIBLS, New Teacher Induction, Technology Training, Transition Services, and Handle With Care. The previous programs and training have been accomplished through: District In-Service Training, Act 80 Days, Webinars/Teleconferences, Workshops, Site-Based Training, IU Training, PDE/PaTTAN, Graduate Courses and Continuing Education Credits (Act 48 credits).

3. According to the Special Education Data Report the Union City Area School District for the 2014-2015 school year, under Indicator 5, met the SPP Target for two out of the three categories. The district met the SPP target for students being educated within the regular classroom 80% of the time or more. The SPP target in this area was 62.6% and our district positively exceeded the SPP target at 63.9%. However, the district did not meet the SPP target for students being educated inside the regular classroom less than 40% of the time. The SPP target in this area was 8.7% and our district negatively exceeded the SPP target at 11.2%. These numbers are due in part to our life skills classroom and an autistic support classroom that the district offers to our intellectually disabled and autistic students that require a greater degree of support than a regular education classroom can offer. For professional development, the district will continue to meet with the staff, to include the Intermediate Unit, to increase the amount of time that the Life Skills Students and Autistic Students are included in the regular education curriculum. The teachers of these classrooms will be refreshed on the Supplementary Aids/Services Consideration Toolkit to work with the regular education teachers to include these students more in the regular education classroom environment.

The Union City Area School District continually strives to increase local capacity by adding supplementary aids and services and/or district-operated classrooms on an as needed basis. Each year the district's administrative team reviews current program needs and decisions are made based upon the outcome of that process. During the 2017-2018 school year, the district expanded its continuum of supports/services to include a High School Life Skills Classroom. This will enhance our opportunities to increase our educational placement options available within the district to support students with disabilities to access the general education curriculum in the least restrictive environment.

Currently, the District has a small number of students placed outside of the district. The district utilizes classrooms operated by neighboring school districts, classrooms operated by our local Intermediate Unit, and programming is also provided through private institutions. All decisions regarding the appropriateness of the Special Education programs and/or services for any student along the placement continuum, beginning with programs and services at the student's home school building, flows through the following process:

- The placement decision is made at the IEP Meeting with parent participation.
- The student's full range of needs are discussed and determined.

- The full range of placement options are discussed and considered beginning with services provided in the regular education setting.
- Movement to a more restrictive setting outside of regular education would be determined appropriate only when services could not be beneficial/appropriately delivered in the regular education setting.
- Decisions for placement will be made solely upon the education needs of the individual student.
- Whenever a student is placed into a program outside of the regular educational setting, within or outside of the home school building or district, the IEP Team will consider opportunities for the student to participate in appropriate programs, activities (curricular and extra-curricular), and inclusionary settings as appropriate.

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.

1. The Union City Area School District's Positive Behavior Support Policy:

5150.5 POSITIVE BEHAVIOR SUPPORT

In order to provide a safe and effective learning environment, the District must maintain student behavior so that students do not hurt themselves, other students, employees or others when they are exhibiting acute or aggressive behavior. However, positive rather than negative, measures must form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. The following will serve as general guidelines for the implementation of this policy:

A. DEFINITIONS Aversive techniques – Deliberate activities designed to establish a negative association with a specific behavior.

Behavior support – The development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

Positive behavior support plans – A plan for students with disabilities who require specific intervention to address behavior that interferes with learning. These plans must include methods that utilize positive reinforcement and other positive techniques to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

Restraints –

- a. The applications of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's body.
- b. The term "restraint" does not include briefly holding, without force, a student to calm or comfort him/her, guiding a student to an appropriate activity, or holding a student's hand to safely escort him/her from one area to another.
- c. The term "restraint" does not include hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents and specified in the IEP.
- d. Devices fused for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional position devices are examples of mechanical devices that are excluded from the definition of "restraint." The use of these types of devices are governed by Section C.2.e of this Policy, below.

B. BEHAVIOR SUPPORT PROGRAMS AND PLANS

1. Behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment.

2. A positive behavior support plan shall be developed by the IEP team, be based on a functional behavior assessment, shall utilize positive behavior techniques and become part of the individual student's IEP.

3. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student shall be the least intrusive necessary.

4. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques, in accordance with Section C below.

5. If District staff refers a student with a disability to local law enforcement for behaviors occurring at school and that student has a positive behavior support plan in place at the time of referral, the District shall perform an updated functional behavior assessment and develop an updated positive behavior support plan for that student subsequent to the referral to law enforcement

Recognizing that in some instances the threat of danger inherent in a student's acute or aggressive behavior may be so great that the most positive technique may be immediate physical intervention. In such situations, reasonable force may be used to halt or restrain the acute or aggressive behavior. Such instances may include the need to quell a disturbance, obtain possession of weapons or other dangerous objects, the need for self-defense, or the need for the protection of persons or property.

C. USE OF RESTRAINTS

1. Use of restraints on children who are not eligible for special education services.

a. Restraints to control a student's acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

b. The building administrator shall meet with parents and/or guardians of a student who does not have an IEP when a restraint was used to control the student's aggressive or self-injurious behavior.

2. Use of restraints on students whose education is provided pursuant to an IEP.

a. District officials shall notify the student's parent of the use of the restraint.

b. District officials shall schedule a meeting with the IEP team within ten (10) school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the IEP meeting. At this IEP meeting, the IEP team shall consider whether the student needs:

- i) a functional behavior assessment;
- ii) a reevaluation;
- iii) a new or revised positive behavior support plans; or
- iv) a change of placement to address the inappropriate behavior.

c. The use of restraints may only be included in a student's IEP when the following conditions apply:

- i) The restraint is utilized with specific component elements of positive behavior support.
- ii) The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.
- iii) Staff are authorized to use the procedure and have received the staff training required to perform the procedure.
- iv) There is a plan in place for eliminating the use of restraint through the application of positive behavior support.

d. The use of restraints may not be included in an IEP, employed as punishment, for the convenience of staff, or as a substitute for an educational program.

e. Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

3. The use of prone restraints is prohibited in educational programs. Prone restraints are those in which a student is held face down on the floor.

4. The District shall maintain and report data on the use of restraints as prescribed by the Pennsylvania Department of Education.

D. AVERSIVE TECHNIQUES The following aversive techniques for handling behavior are considered inappropriate and may not be used in educational programs:

- 1. Corporal punishment
- 2. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit
- 3. Deprivation of basic human rights, such as withholding meals, water or fresh air
- 4. Treatment of a demeaning nature
- 5. Punishment for a manifestation of the student's disability
- 6. Noxious substances
- 7. Suspensions constituting a pattern under 22 Pa. Code §14.143(a) (relating to disciplinary placements)
- 8. Electric shock
- 9. Methods which have not been outlined in this Policy and/or in an individual student's IEP
- 10. Methods implemented by untrained personnel

E. TRAINING The District will train personnel responsible for the delivery of specialized procedures, methods, and techniques required and/or authorized pursuant to this Policy and/or

pursuant to a child's IEP or service agreement. The Superintendent or designee is authorized to develop procedures for the implementation of this Policy.

F. REASONABLE FORCE Pursuant to 22 Pa. Code §12.5, school employees may use reasonable force in dealing with all students:

- To quell a disturbance
- To obtain possession of weapons or other dangerous objects
- For the purpose of self-defense
- For the protection of persons or property

2. The Union City Area School District is currently utilizing the Handle With Care Program to address training in the areas of teaching de-escalation techniques to our teachers/staff and responding to behavior that may require immediate intervention. The district maintains that this program is instrumental in helping schools create and maintain safer, more caring environments by teaching prevention actions that result in decreased need for physical restraints. The Handle With Care Seminar covers a comprehensive verbal skills workshop, physical skills training, personal defense and how to effectively apply the primary restraint technique. Currently, the district supports a train-the-trainer model with annual re-certification. The district has two instructors who are responsible for training the district's identified personnel.

3. The district has developed an innovative approach to discipline and behavioral issues. At both the elementary and middle/high school levels, the district has provided Refocus Rooms to assist with behaviors that may require immediate interventions. The Refocus Rooms offer the district with an increased number of placement options and provide our students with increased access to non-punitive and therapeutic interventions. In an effort to meet the increasing mental health needs of students and reduce barriers to learning, we have worked diligently to develop on-site, school-based therapeutic services. Currently, we partner with the Sarah A. Reed Children's Center, who provides the district with out-patient therapists for both the elementary and middle/high schools. The school district allows the out-patient counseling to take precedence and releases students from their classes to participate in therapy sessions. The district's administrative team and teachers have been extremely accommodating to this process. In addition to the out-patient therapists, the district has partnered with Family Services of NW PA for the past five school years. This agency is able to provide our students and families with Trauma-Focused Therapy.

Currently, the Union City Elementary School, was chosen as one of three Erie County schools to pilot a Community School-Based Behavioral Health (CSBBH) Program. The CSBBH program is a voluntary mental health service for children and youth (up to age 21) with a severe emotional and/or behavioral health problem that interferes with ability to function in the school, home or community. Treatment is focused on the needs and strengths of the family and the child, and promotes overall wellness and health. Services are provided in the school, home, and community settings and can occur during the school day, the evening, or the weekend. Parents will have an important role in helping their child to learn these new skills. The services available to the child may include individual, group and family therapy sessions, as well as behavior management planning, crisis intervention, and referrals for other services that may be helpful for the child and family. The Union City Area School District feels strongly that the development of school-based mental health programming is a positive contribution to the overall well-being of our students.

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.

1. The Union City Area School District does not have a significant problem in providing FAPE for any of our students. The District strives to provide a continuum of programs to ensure Least Restrictive Environment (LRE). The least restrictive environment for a student with a disability depends upon the student's IEP team determination of what is educationally necessary and appropriate for that particular student. The District ensures that the appropriate educational placement for any student always begins with the considerations of the IEP team for placement in the regular education setting with supplementary aides and services.

Presently, all students with identified disabilities are placed in appropriate settings as determined by the individual's educational team as developed in the IEP and based upon the educational needs of the student. If an instance would arise in which the District be unable to provide or secure an appropriate setting for an identified student, the District would immediately contact the Intermediate Unit V for resources as well as possibly informing the interagency coordinator.

2. The District collaborates with other agencies to build service capacity both in and outside the District through teaming with a variety of agencies and service providers that may be involved with a particular student. The District is located in both Erie and Crawford Counties and utilizes a pool of providers and organizations that provide services for children who reside in these counties. In addition, the District works closely with Northwest Tri-County Intermediate Unit V in providing services and training, as well as consultation. The District would initiate, work to resolve, and locate the appropriate setting for any particularly hard to place students with disabilities through a collaborative effort with the appropriate providers as needed, and as determined by the student's IEP.

The District has worked cooperatively and successfully with a number of agencies and educational institutions including, but not limited to: Elizabeth Lee Black School (Barber National Institute), Sarah A. Reed Children's Center (Partial Hospitalization Program), Bethesda Children's Home (Partial Hospitalization Program), Northwest Tri-County Intermediate Unit V, OCY (Office of Children and Youth), CYS (Children and Youth Services), Juvenile Probation, Achievement Center, Corry Counseling and Family Support Services. The District has welcomed support staff from Mental Health Programs such as an Out-Patient Clinic, Wrap-Around TSS, Mobile Therapy, and a Community School-Based Behavioral Health Team into our school setting.

3. The Union City Area School District was chosen as one of three schools in Erie County to pilot a Community School-Based Behavioral Health Team at our elementary school. We have requested to expand this program into our middle/high school during the 2018-2019 school year.

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 Union City Area School District serves students with disabilities in grades K-12. Union City offers a wide range of services in order to appropriately meet the needs of all students. The District ensures a free and appropriate public education in the least restrictive environment for students through the IEP process. Each individual student's needs are addressed on a case by case basis. Parents of special needs children have consistently expressed their satisfaction with the academic programs and services provided by the District, and the progress their child has made throughout their educational experiences during the IEP conferences. Historically, there has been parent participation in IEPs and other important team meetings. There are well established, positive relationships, between the teachers and parents within the District as well as those interagency relationships that have developed between parents and other educational providers, agencies and neighboring school districts.

The District provides quality programs and services to all of its students. The District is very proud of the inclusion programs operated in each of its buildings and fully promotes inclusionary practices and effective teaching strategies in order to accommodate students with disabilities. As a result, the District is able to educate as many special education students in our district as possible. Each student's strengths and weaknesses are evaluated on an individual basis by the IEP Team, and decisions are always based upon the needs of the child. Some children, however, cannot be appropriately served in their regular school and class because of their unique needs and are served in other settings as determined by the IEP Team.

Specific current strengths and highlights of the Special Education Program provided by the Union City Area School District include:

- The administration team is well aware and very supportive of the Special Education Programs and services provided within their individual buildings. Collaborative teaming between staff, administrators, agency providers, and parents occur at all levels.
- At both the Elementary School and the Middle/High School, the District has begun the planning, development, training and implementation of the Response to Intervention/Instruction (RtII) Model for instruction, support on-going data collection and analysis and progress monitoring of student performance. In the future, as this expertise is fully developed through staff training, RtII will also be incorporated and utilized by the Multi-disciplinary Team Evaluation (MDE) as an important component in the determination of eligibility and need for special education.
- In collaboration with IU#5, the District hosts a one day per week 3 year old program, at the Union City Elementary School.
- The District operates a K4 program that includes students with special needs. The Northwest Tri-County Intermediate Unit's Early Intervention Program provides for the provision of services and support inclusion of all students at all levels.
- The District provides an all day Kindergarten program.
- 100% of the Union City Area School District's teachers are highly qualified. Staff development has

been key in our inclusive practices. Additional training has been provided for the faculty and staff in the areas of autism spectrum disorders and the best practices associated with the inclusion of these students with the general curriculum. Staff also have been provided training in differentiated instructional strategies and collaborative planning. Special education students throughout the district are benefiting from classroom teachers comfort in implementing these strategies.

- All paraprofessionals working with special education students within our district have either completed the Credential of Competency for Special Education Paraeducators, successfully passed the Paraprofessional Assessment, or completed 60 credit hours from an accredited college or university, satisfying the requirements under Chapter 14.105 (a). Paraeducators are required to maintain their "Highly Qualified" status by completing 20 hours of instruction through training facilitated by the District or through the Master Teacher's PD NOW on-line program.

-The District's current graduation and drop-out rates for special needs students are within the state range.

-The District is, and has been, in the process of incorporating the Co-Teaching Model in which Special Education Support and Regular Education Teachers work together in providing instruction in the content areas in the regular educational setting. Thus, allowing us to integrate students with disabilities into the regular educational setting to the fullest extent appropriate. The District has partnered with the Intermediate Unit and PaTTAN to provide ongoing staff development and best practice in the areas of inclusion and co-teaching.

-The District has developed a Sustained Healthy Youth, Healthy Communities Council to focus on and nurture the 40 Developmental Assets of the students in our school and geographical area. In conjunction with the nationally based Search Institute, we are conducting a longitudinal study of the strengths and resiliency of our students, including those with disabilities, and how enhancing the emphasis on those positive qualities can improve the lives of our youth.

-The District is committed to supporting students in proactive ways, as exemplified by the implementation of our Refocus Program. The Refocus program employs a therapeutic approach to social skills development facilitated by a contracted teacher and full time district aide to assist students in learning replacement behaviors. This alternative to suspension affords students the opportunity to remain engaged in the curriculum while gaining experience in socially appropriate problem solving and learning new coping mechanisms.

-Union City joined a consortium with eight neighboring school districts to create the Erie County Transition Center located at the Erie County Technical School for our students. This program provides students with hands-on experience in a variety of careers and job readiness skills to assist our students with a successful transition into the work force beyond their high school years.

-Ongoing training for the parents of our students are offered throughout the school year through both our elementary and middle/high schools as well as through the Special Education Office. In addition, we offer our parents the opportunity to sign up for the Parent Support Center emailing list through IU#5, where parents can receive helpful information specific to their child's exceptionality.

-The District's Student Support Team provides for an easy transition from pre-school early intervention services to school-age services and support, as well as for school age students transitioning to new buildings.

-Our District created an Enhanced Student Assistance Program (ESAP). The team services our elementary and middle/high school programs. The members review and discuss at-risk students on

a bi-monthly basis.

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
Andromeda House	Nonresident	Perseus House	16

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Fort LeBoeuf School District	Neighboring School Districts	Life Skills (High School)	1
Sarah Reed Partial Hospitalization	Other	Emotional Support	1
Barber National Institute (Elizabeth Lee Black School)	Approved Private Schools	Multiple Disabilities Support	2
Wattsburg Area School District	Neighboring School Districts	Autism Support	2
Edinboro Commons	Other	Autism Support	1
PENNCREST School District	Neighboring School Districts	Deaf and Hard of Hearing Support	3
Beacon Light	Other	Emotional Support	1
Bethesda Partial Hospitalization	Other	Emotional Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 29, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 10	3	0.43
Justification: There is an age difference of more than three years in the classroom. This age difference does not affect the quality of their education or the implementation of their IEP. For all students in the class beyond the age range, an age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Union City Elementary School (JR)	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 10	4	0.57
Justification: There is an age difference of more than three years in the classroom. This age difference does not affect the quality of their education or the implementation of their IEP. For all students in the class beyond the				

age range, an age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Union City Elementary School (JR)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	26	1
Justification: The caseload is made up of K-5th grade itinerant speech/language students. All students are included in the general education classroom with same age peers and receive assistance in that setting.				
Locations:				
Union City Elementary School (DB)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 17	6	0.43
Locations:				
Union City High School (DB)	A Junior/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	13 to 19	8	0.57
Justification: The caseload is made up of high school students. All the students are included in the general education classroom with same age peers and receive assistance in that setting. For any student in the classroom beyond the age range, an age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Union City High School (DB)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #4*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 10	2	0.2
Justification: This classroom is an elementary resource classroom. The instruction taking place in the classroom is appropriate for each student. For all students in the class beyond the age range, an age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Union City Elementary School (CB)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	8	0.8
Justification: This classroom is an elementary resource classroom. The instruction taking place in the classroom is appropriate for each student. For all students in the class beyond the age range, an age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Union City Elementary School (CB)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	10	1
Locations:				
Union City Elementary School (EL)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	14	1
Locations:				
Union City Elementary School (JP)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	10	0.71
Locations:				
Union City School District (CB)	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 10	4	0.29
Locations:				
Union City Elementary School (CB)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 12	12	1
Justification: This is an elementary life skills support classroom. The instruction taking place in the classroom is appropriate for each student. For all students in the class beyond the age range, an age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Union City Elementary School (DM)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	9	0.75
Justification: The caseload is made up of both middle/high school students. All the students are included in the general education classroom with same age peers and receive assistance in that setting. For any student in the classroom beyond the age range, an age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Union City Middle/High School (JM)	A Junior/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 18	3	0.25
Locations:				
Union City Middle/High School (JM)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	8	0.5
Locations:				
Union City Middle/High School (JM)	A Junior/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 17	8	0.5
Locations:				
Union City Middle/High School (JM)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	7	0.58
Locations:				
Union City High School (TP)	A Junior/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 18	5	0.42
Locations:				
Union City High School (TP)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 16	9	0.75
Justification: The caseload is made up of both middle/high school students. All the students are included in the general education classroom with same age peers and receive assistance in that setting. For any students in the classroom beyond the age range, an age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Union City Middle/High School (KS)	A Junior/Senior High School Building	A special education Center in which no 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 18	3	0.25
Justification: The caseload is made up of both middle/high school students. All the students are included in the general education classroom with same age peers and receive assistance in that setting. For any students in the classroom beyond the age range, an age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Union City Middle/High School (KS)	A Junior/Senior High School Building	A special education Center in which no general education programs are operated		

Program Position #13*Operator:* School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	5	0.5
Locations:				
Union City Middle School (SS)	A Junior/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	13 to 17	5	0.5
Locations:				
Union City Middle School (SS)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #14*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	5	0.71
Locations:				
Union City Middle School (DT)	A Junior/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	11 to 12	2	0.29
Locations:				
Union City Middle School (DT)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 31, 2014***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 14	2	0.2
Locations:				
Union City Middle/High School (New Teacher)	A Junior/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	12 to 15	8	0.8
Locations:				

Union City Middle/High School (New Teacher)	A Junior/Senior High School Building	A building in which General Education programs are operated		
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Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 29, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 15	2	0.25
Locations:				
Union City Middle/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	13 to 15	6	0.75
Locations:				
Union City Middle/High School	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	District	1
School Psychologist	District	1
Paraeducator	Elementary School	8
Paraeducator	Middle/High School	7

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Assistive Technology Support	Intermediate Unit	1 Hours
Occupational Therapy Support	Intermediate Unit	5 Hours
Physical Therapy Support	Intermediate Unit	6 Hours
Refocus Room Instructor	Outside Contractor	5 Days
Erie County Technical School Teacher	Area Vocational Technical Schools	15 Hours
Community School-Based	Outside Contractor	5 Days

Behavioral Health Team		
Mental Health Counselor (Trauma-Based)	Outside Contractor	2 Days
Mental Health Counselor (SAP)	Outside Contractor	3 Days
Deaf and Hard of Hearing Interpreters	Intermediate Unit	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	The Union City Area School District will provide training on understanding the educational needs of students with Autism. We will focus on supporting students with Autism in the general education classroom, as well as characteristics associated with Autism Spectrum Disorder, positive behavior support, methods of increasing social interaction and communication, and improving self-management skills. The District will maintain sign-in sheets as evidence that the action step has been implemented.
Person Responsible	Stacey Mulson (Director of Pupil Services)
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	50
Provider	Union City Area School District
Provider Type	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>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</p>

	community partners.
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>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</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>Joint planning period activities</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>Classroom student assessment data</p>

	The District will provide Autism training annually during the 2018-2019, 2019-2020 and 2020-2021 school years. For each year of the special education plan, the district will show an increase in inclusion classes for students on the spectrum. The District will maintain sign-in sheets as evidence that the action step has been implemented.
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Behavior Support

Description	The Union City Area School District will be providing training on understanding the educational needs of students with emotional/behavioral needs. We will focus on supporting students with emotional/behavioral needs in the general education classroom, as well as conducting functional behavior assessments, positive behavior supports, de-escalation techniques, methods of increasing social interaction and communication, and improving self-management skills. The district will maintain sign-in sheets and/or certificates of completion verifying the action step has been implemented.
Person Responsible	Stacey Mulson (Director of Pupil Services)
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	30
Provider	Union City Area School District
Provider Type	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	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling

	<p>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>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>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</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> <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>Peer-to-peer lesson discussion</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>Based on the provided training, the district will show a 2% decrease in restraints for each year of the special education plan (2018-2019, 2019-2020 and 2020-2021). The district will maintain sign-in sheets and/or certificates of completion verifying the action step has been implemented.</p>
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Paraprofessional

Description	<p>The paraprofessionals in the Union City Area School District will receive 20 hours per year of supplemental training for each year of the special education plan. The special education paraprofessionals will receive training in a variety of topics related to their actual positions, by utilizing the Paraeducator PD Now, online professional development courses purchased by the District.</p> <p>The Director of Pupil Services maintains files for each of our instructional paraprofessionals where she houses all documents related to the completion of 20 hours of staff development activities related to their assignment each school year. Instructional paraprofessionals must complete the Paraprofessional Activity Log for the current school year, attach the course/training descriptions and/or certificates, and submit the log to the Director of Pupil Services for approval.</p>
Person Responsible	Stacey Mulson - Director of Pupil Services
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	10
# of Participants Per Session	15
Provider	Union City Area School District
Provider Type	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	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation
Participant Roles	Paraprofessional
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 Peer-to-peer lesson discussion
Evaluation Methods	For each year of the special education plan, 100% of the paraeducators will complete a minimum of 20 hours of staff development annually for the 2018-2019, 2019-2020 and 2020-2021 school years. The district will maintain sign-in sheets and/or certificates of completion.

Reading NCLB #1

Description	The Union City Area School District in collaboration with Scholastic Achievement Partners, IU#5, and/or PaTTAN will be providing professional development on the District's English Language Arts (ELA) Initiative. The goal of the ELA Initiative is to plan and implement methods to increase our students' reading and writing abilities. To this end, the District is bringing in consultants
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	to guide the District's leadership team through various evaluations, ELA models/practices/strategies that are research based, and to create a reading/writing plan. After providing professional development, teachers will be able to describe key elements/expectations of the PA Core ELA standards, evaluate models, processes, and strategies. The district's leadership will create a district-wide ELA plan aligned with PA Core standards, and lead the implementation, curriculum alignment and instructional planning activities for the buildings. Students will be guided to read and write for different purposes and audiences. Teachers will be taught to use daily reading and writing routines to support all students in a variety of ELA activities. The District will maintain sign-in sheets as evidence that the action step has been implemented.
Person Responsible	Stacey Mulson
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	3
# of Participants Per Session	115
Provider	Scholastic Achievement Partners (Bill Serritella), IU#5, PaTTAN
Provider Type	Scholastic Achievement Partners, IU#5, PaTTAN in collaboration with the Union City Area School District
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	Provides the knowledge and skills to think and plan strategically,

administrators, and other educators seeking leadership roles	<p>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>LEA Whole Group Presentation School Whole Group Presentation Department Focused Presentation Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Other educational specialists</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) 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 Lesson modeling with mentoring Quick write examples across all grade levels.</p>
Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • With the implementation of the District's ELA Initiative the district will show a 2% increase in PSSA scores for each year of the special

	education plan (2018-2019, 2019-2020 and 2020-2021).
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Transition

<p>Description</p>	<p>Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to employment, to post-secondary education, and/or to adult life. Transition meetings are held on a yearly basis as students transition at all levels: Preschool to kindergarten, elementary school to middle school, middle school to high school and as students transition to post-secondary education, employment, and/or adult life.</p> <p>The Union City Area School District participates in the Erie County Transition meetings to develop and increase the type and level of transition experiences for identified students. During the students' junior and senior years the District participates in "Transition Staffings" where special education students' files are reviewed with participating adult agencies. Referrals are made to the Office of Vocational Rehabilitation at this time. This transition process has assisted students to transitioning to adult services.</p> <p>The Union City Area School District, General McLane School District and the Fort LeBoeuf School District in collaboration with one another, will provide a College, Career, and Transition Fair for all of our students, parents, administrative teams, instructional/support staff and community stakeholders. The Transition Fair will provide stakeholders with valuable information regarding post-secondary options as well as agencies and organizations that could be of assistance to students and their families with their post-secondary goals.</p> <p>As per our Special Education Data Report from 2014-2015 for Indicator 14, currently the SPP for Target A, is at 25.70%. We plan to increase our number by 5% on an annual basis. For Target B, the SPP Target is at 60.40% and will increase that number by 2% on an annual basis. For Target C, the SPP target is at 67.80% and the district plans to increase our number by 5% on an annual basis. These expectations will assist us to move towards meeting the SPP targets.</p>
<p>Person Responsible</p>	<p>Stacey Mulson (Director of Pupil Services)</p>
<p>Start Date</p>	<p>7/1/2018</p>
<p>End Date</p>	<p>6/30/2021</p>
<p>Program Area(s)</p>	<p>Special Education</p>

Professional Development Details

Hours Per Session	2.0
# of Sessions	1
# of Participants Per Session	10
Provider	School District, IU#5, PaTTAN
Provider Type	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>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>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>Principals / Asst. Principals</p>

	School counselors Paraprofessional Related Service Personnel Parents
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 Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion
Evaluation Methods	PaPODS Survey

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