Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 279
School District Total Student Enrollment 1531
Percent of Students Receiving Special Education   18.2

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Improvement and Planning Activity
Although Indicator 5 was not flagged in the 2019-2020 Special Education Data Report, it was flagged in the 2020-2021 Special Education Data Report. In 19-20, the district had eleven (11) students placed in out of district placements. These placements were considered LRE for the students due to their level of disability. The District saw an increase in outside placement from eleven (11) to thirteen (13) increasing out SE in Other Setting to above the allowable levels in the state for the 2020-2021 school year. For the 2022-2023 school year, the District is working with the outside placements to return one student to the district. One student will be attending votech for 1/2 a day and maintaining in the outside placement for 1/2 day. To decrease outside placements, the District will be opening two LSS/AS programs, one at North Side Primary Center and one at Hartman Elementary. This will ensure that students may be educated in the school district if the IEP team feels a school-based placement is the least restrictive environment to meet that student's needs. By opening these programs, the District is also able to provide continuity of services to ensure students' needs can be met in grades kindergarten through age 21 across all areas of disability.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use

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
McGuire Memorial Community Home	Residential Setting		District	4

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.)
   Ellwood City Area School District is committed to providing FAPE to any eligible student residing in the District. Ellwood City Area School District is a host district for students who are placed in the McGuire Memorial Community Home. The LEA has met with the facility to develop forms to ensure FAPE for students entering the facility as well as into the school district. In the event a student is placed in the facility, the district is to be informed of the student's placement prior to placement or within 5 school days to ensure appropriate records can be obtained by the previous school. ECASD writes a letter and submits the PDE 4605 to the school district of residence and requests educational records for student enrollment. Upon receipt of the special education information, ECASD will reconvene the IEP team to determine educational placement considering the public school setting first and then considering more restrictive environments as necessary. Programming, location, related services, and specially designed instruction would be addressed in the IEP meeting to ensure the student's educational success. As the host district, ECASD is responsible to ensure that each child is offered FAPE.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
   Ellwood City Area School District works with the 1306 facility and the home school district to ensure students are educated in the least restrictive environment. We encourage Child Find procedures for the students entering the facility. ECASD staff will ensure appropriate progress monitoring of IEP goals if the student is entering into the school-based programming and will consult with other educational staff if the student is educated outside of the District. If necessary, a surrogate parent will be assigned to any student who does not have a defined parent under IDEA. ECASD will also communicate annual meetings, student attendance, discipline issue, transportation, and student progress with the school district of residence. If the student is returning to their home district, all information will be shared to ensure a smooth transition. The District has not encountered any barriers that limit its obligations under Section 1306 of the Public School Code.

Incarcerated Students Oversight

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

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).
   There are no prisons or other locations for incarcerated students located within the District's geographical boundaries. If a facility were to locate within the District, the District would utilize existing Child Find procedures and design a system to ensure a free appropriate public education (FAPE) is available and provided for any student identified and in need of special education services and participate in the IEP process. The Ellwood City Area School District is committed to providing FAPE to any eligible student residing in the District, including those that may be incarcerated. When the district is made aware of an incarcerated student who is in need of special education or thought to be in need of special education, the District procedures are followed as would be for any other student. An evaluation process would be initiated and an IEP would be generated based on the evaluation report in the event a student is found eligible for services. Programming, location, related services, and specially designed instruction would be addressed to ensure the student's educational success during IEP team meetings with the appropriate team members.

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

   The Ellwood City Area School District adheres to the guidelines and procedures as outlined in Chapter 14 for servicing students in the least restrictive environment to the maximum extent appropriate. Accommodations, modifications, instructional support team members, Student Assistance Programming, and Response to Intervention in reading and math strategies are provided within the regular education setting prior to referral for multidisciplinary evaluation. If after evaluation, the student qualifies for special education services the placement decision is made in a team fashion at the IEP meeting. The student's full range of needs will be reviewed and a continuum of placement options will be available and considered, including supplemental aids and services. Unless the IEP dictates otherwise, students participate in the general education curriculum with specially designed instruction including accommodations and modifications as needed. Prior to removing the student from the regular education environment, there must be a demonstration that education in that setting could not be satisfactorily met even with supplementary aids and services. Regardless of the student's program, the District encourages participation with same-age peers in the general education setting for nonacademic and extracurricular activities. The Special Education Supervisor makes every attempt to attend each IEP meeting. When unavailable, the school psychologist or principal will act as the LEA.   The District will continue to work to maintain the state required to educate students in District. According to the most current data from 2020-2021, ECASD did not meet the state goal as noted by Indicator 5. From the 2019-2020 data report to the 2020-2021 data report ECASD went from 64.6% to 60.8% of students in 80% or more in the regular education setting. The District met the requirement for inside the regular class for less than 40% of both years. The District increased its number of students from 11 to 13 in the SE in the Other Settings category. This was a 4.6% to a 6.0% increase from the 2019-2020 data to the 2020-2021 data. Although these categories were not met in the 2020-2021 Report, ECASD will continue to assess students' needs in LRE to ensure their academic needs are being met in the least restrictive environment.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

   The District continues to effectively support all students within the District through effective teaching, professional development, research-based interventions, pre-referral supports, social and emotional support, and effective progress monitoring specifically in grades kindergarten through sixth grade. These efforts have continued to support students in the regular education classroom and access/support to the regular education curriculum. The district has increased its regular education's continuum of supports and services that have in effect to keep students in the least restrictive environment while providing an effective system of support. These services include but are not limited to instructional aides in many of the core general education classes in grades kindergarten through twelfth grade while using appropriate supplementary aids and services in the general education classroom. This permits students to have access to the general education curriculum while having the appropriate support to be successful.   As far as universal practices, the District continues to use evidenced-based reading and math strategies and interventions to support students in grades kindergarten through sixth grade. DIBLES is used as a universal screener to identify and provide support to students in both reading and math. This support is provided in small groups outside of the classroom using evidence-based instructional materials. The teachers obtain and review progress to determine if students require more intensive support or less intensive support. At the high school, morning tutoring and peer tutoring are offered. The teachers utilize Study Island to progress monitor students. The CDT test is used to help identify student progress in specific subject areas. Finally, there is a one-semester Algebra B course to help students who require more instruction to help pass the Keystone Exam. To ensure students graduate on time, the high school counselors meet with each student to verify that they have the appropriate classes needed to graduate.   Due to an ongoing need to address social and emotional skills, Ellwood City utilizes SWPBS to help support and address prosocial skills. In addition, the elementary school has implemented Positive Action which addresses social and

emotional learning lessons in the classroom. The SAP program is utilized as a Tier II intervention from kindergarten through twelfth grade. The building counselors in grades K-6 engage students in group classroom sessions to address lessons on feelings, emotions and how to navigate through them. The district utilizes Too Good for Drugs which also addresses social and emotional learning. During the 2021-2022 school year, Ellwood City hired a behavior specialist to help analyze and develop behavior intervention plans for students in grades kindergarten through 6th grade. At the high school, a part-time counselor provides individual and group therapy to students. Also at the high school, the full-time building counselors also complete classroom lessons that have focused on topics such as conflict resolution, bullying, 7 Habits of a Healthy Teen, drug and alcohol awareness, mindfulness, stress management, coping skills, healthy relationships, achieving a healthy life balance, eating disorders/emotional eating, and suicide awareness. The District has a crisis team that is employed if a student makes suicidal comments or threats to hurt themselves or others. There is also a team of staff who are trained in Safety Care in the event a student becomes a threat to themselves or others and restraint techniques need to be put into place. The District obtains data through the PASS Survey (grades K-12) and the PAYS Survey (grades 6, 8, 10, and 12). The data from these surveys help assess students' needs throughout the District and determine students' social and emotional well-being, feelings and attitude about school, confidence and preparedness for learning, mental health, school safety, and use of illegal substances and alcohol. This data is reviewed by the counseling team and appropriate interventions are made based on the data.   Ellwood City utilized and collaborates with many outside agencies including the Human Service Center. This agency supports our families with School-based mental health services, Family Based Therapy, CASSP, Outpatient Mental Health Services, SAP, psychiatric collaboration, membership on the suicide coalition team, and student case management. We have ongoing interaction and collaboration with BHRS service agencies to support Therapeutic Staff, Behavior Specialists, and Mobile Therapists. The District works with the Lawrence County Crisis Shelter to provide information, training, and services on sexual assault, domestic violence, dating violence, stalking, child trafficking, as well as counseling services for our students. Our building counselors have also worked cooperatively with The Caring Place to provide grief therapy groups to those students who lost immediate family members. Lawrence County Drug and Alcohol provides screenings, assessments, and treatment recommendations to those students who engage in drug and alcohol use during and after school hours. They also provide training to staff and students to educate them on the harmful effects of vaping. Our Community Liason Counselor is an active member of the Lawrence County MTSS team that includes the Department of Juvenile Justice, Children and Youth Service, Children's Advocacy Center, District Attorney's Office, and County Mental Health Developmental Services. Students are provided suicide prevention information through HSC as well as the High School Counselors using the Talk Saves Lives and the Aevidum Program.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

    The IEP teams must consider a full array of supplementary aids and services (SAS) which have the potential to make it possible for students with disabilities to be included in the general education classroom, nonacademic, and extracurricular activities. The IEP must compile information about the student, the general education classroom, the beneficial and harmful effects that the classroom may have as well as the extent that which students can participate in activities like their nondisabled peers. A framework that includes Collaborative Supports, Instructional Supports, Physical Supports and Social Behavioral Supports is used. Ellwood City Area School District provides annual professional development for teachers and instructional aides to support students with disabilities in the general education setting. These sessions are not only in person but also provided through remote learning. These professional development sessions focus on how to provide services to those students with autism in the general education; how to address behavioral issues utilizing de-escalation and behavioral management techniques, and safety care restraint measures in the event a student is a threat to themselves or another in the school environment. The District addresses mental health issues such as depression, anxiety and suicide prevention, intervention as well as trauma in the schools. Training is conducted on mandated reporting and ensuring students are safe in their home environment. Academic professional development

addressing math and reading interventions has also been conducted focusing on project based learning. Professional development for teachers on how to use an FM system to support their student with hearing impairments is conducted annually by the MIU4 Teacher for the Hearing Impaired and/or the MIU4 audiologist. The MIU4 Assistive Technology consultant also provides instruction for those staff and parents who work with a student who communicates using an AT device.   The District addresses medical issues such as diabetes, seizure protocol, allergies, and international health issues. to ensure appropriate staff knowledge and supports student safety.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.
    The IEP teams consider a full array of supplementary aids and services (SAS) which have the potential to make it possible for students with disabilities to be included in the general education classroom, nonacademic, and extracurricular activities. The IEP must compile information about the student, the general education classroom, the beneficial and harmful effects that the activity may have on the student as well as the extent that which students can participate in activities like their non-disabled peers. A framework that includes Collaborative Support, Instructional Support, Physical Support and Social Behavioral Supports is to help ensure student success. Students with disabilities participate in a variety of extracurricular activities including the band, choir, musicals, baseball, softball, track, football, basketball, school news channel, and a variety of school-based clubs. For those students who may need support in these activities due to their disability, we consider the SAS framework. For example, Collaborative Support may include scheduled time for team meetings, paraprofessional support, scheduled parental collaboration, and professional development for staff on a specific issue. Instructional Supports may include the use of assistive technology including speech to text, braille books, large print, auditory books, repeated directions, short precise directions, or rephrasing directions so the student understands the activity at hand. Physical Considerations may include schedule, room dividers, or adaptive equipment if it is permitted. Social and Behavioral Considerations may include direct social skills instruction by the classroom teacher on how to handle a certain situation, individual behavior plan, review and practice of rules, modeling of expected behavior, prompting and cueing to task, verbal praise, and visual/verbal/tactile cueing.   During the 2016-2017 school year, the District began working cooperatively with Special Olympics and developed a Unified Sports Club as well as a Unified Bocce Team. The Bocce team includes students in grades 9-12 and through the age of 21. The general education and special education peers work cooperatively and practice multiple times a week to develop not only their bocce skills, but also their leadership, cooperation, and social skills. These students practice three times a week beginning in December and play at home and away. Ellwood City has participated in the culminating tournament at to determine who is eligible to participate in the state championship games.

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?
    Providing children with disabilities provisions of FAPE relative to their individual needs is at the forefront of Ellwood City Area School District students. Placement of children with disabilities in private settings is the last resort and only conducted when the least restrictive environment for said child is appropriate. In the instances students with disabilities are placed in private settings, considerations to provide opportunities with non-disabled children are decided during the student's IEP meeting. The IEP team determines ways to provide access to non-disabled peers and the general education curriculum. During the IEP meeting, the IEP team must consider any harmful effects and potential benefits relative to LRE. In addition to considering access to non-disabled children while students may be placed in private institutions, participation in district lead extracurricular activities may be provided. The Ellwood City Area School District affords participation in district lead extracurricular activities in multiple ways. First, students placed at private institutions remain within our district communication system so parents/guardians have knowledge of extracurricular activities and events. Second, through the collaboration of the IEP team, stakeholders continue to maintain the connection to the LEA of residence. Lastly, ECASD does not discriminate against participation in any extracurricular activity or events individuals may be eligible to participate in or attend.

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 Ellwood City Area School District continues to build capacity to meet student's educational needs within the district. Due to the expanding number of students who require Life Skills Support and Autistic Support, a new classroom will be opened at North Side Primary beginning the 2022-2023 school year. A Life Skills/Autistic Support classroom will also be opened at Hartman Elementary for the 2022-2023 school year. By opening these two classrooms, students will be educated in their neighborhood school with similar-age peers. They will have the opportunity to participate in the general education setting as it is deemed appropriate by the IEP team. By opening these programs ECASD has the ability to provide continuity of services from kindergarten through age 21 in all areas and levels of support. The District supports students at the Itinerant, Supplemental and Full-time levels. It also provides an array of support programs including speech and language support, learning support, emotional support, autistic support, life skills support, and multiple disabilities support. The district also has CBVT/transition services for those students who require extra training and skills on self-advocacy, post-secondary options, job exploration, workplace training, and work-based learning. The district contracts with the Midwestern Intermediate Unit 4 for hearing support and vision support. The related services of audiological, assistive technology, physical therapy, occupational therapy, and behavioral support are also contracted services depending on student needs outlined in the IEP. The District will attempt to service the student within the home district and home school prior to looking for a placement outside of the student's home school or home school district. Although not all students can be educated within the public school system, Ellwood City makes every attempt to provide the supplementary aids and supports required to meet student's cognitive, academic, adaptive, social-emotional, motor and transition needs within each school building.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
The School at McGuire Memorial	Approved Private School (APS)		McGuire Memorial	Multiple Disabilities Support	5
New Horizon School	Licensed Private Academic		BVIU	Autistic Support	4
St. Stephen's Academy	Licensed Private Academic		Glade Run Lutheran Services	Emotional Support	2
The Watson Institute	Approved Private School (APS)		The Watson Institute	Autistic Support	1

Positive Behavior Support

Date of Approval
2021-01-14

Uploaded Files
Behavior Support Policy 113.2.docx

1. How does the district support the emotional, social needs of students with disabilities?
   All of us have unique and individual ways of behaving. These behaviors are considered problems when they interfere with productive interpersonal relationships. No behavior in and of itself is a problem; similarly, no absolute standard exists for determining when a behavior becomes a problem. The behavior becomes a problem when it interferes with productive learning processes not only for the eligible student, but also to the peers in the classroom. The extent to which any behavior is considered a problem depends to a large extent on the context in which it occurs. Positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students and eligible young children must be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Ellwood City Area School District utilizes a variety of programs and supports for students to teach prosocial skills while modifying disruptive behaviors. District wide programs include School Wide Positive Behavior Support where students are taught how to be Positive, Responsible, Respectful and Safe in all school environments. Most classrooms have a behavioral management system to support the Wolverine Way and encourage prosocial behaviors. Some students may require more support and are referred to the Student Assistance Program (SAP). This program utilizes a team including teachers, counselor, BCBA, school psychologist and Human Service Center representative to help develop more individualized behavioral support plans for students. They also help refer students to counseling programs, mental health agencies, or drug and alcohol agencies as deemed necessary by the team with parent permission.   With regard to special education, behavior support programs and plans are based on a functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student or eligible young child must be the least intrusive and necessary. Such plans must include methods that utilize positive reinforcement and other positive techniques to shape a student's or eligible young child's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.   Special education teachers utilize a variety of techniques in the educational setting to support students' social and emotional needs. Emotional Support and Autistic Support teachers provide daily social skills instruction using the Paths Curriculum, Circles Curriculum, and/or the Social Express Curriculum to teach prosocial skills to students. These curriculums address a variety of lessons that focus on self-control, emotional literacy, social competence, positive peer relations, and interpersonal problem-solving skills. There is a separate curriculum for each grade. The Circles Curriculum addresses relationships, safety and intimacy. The Social Express Curriculum pragmatic communication, self-control, peer relationships and interactions, anger management, and problem solving. Other ancillary materials are also used as specific situations arise. Each building has a team trained in Safety Care that addresses de-escalation strategies as well as student restraint techniques. At this time, North Side has a "Chill Room" (i.e. sensory room). The emotional support and autistic support classrooms have sensory spaces for students. Upon completion of construction, Perry and Hartman will also have sensory rooms. These rooms and spaces can be proactive in helping meet students' sensory needs and decrease behavioral escalation.

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.

Over the years, teachers and paraprofessionals have been provided professional development on Special Education Accommodations, Modifications and SDI, Development and Implementation of Behavior Intervention Plans, supporting students with Autism in the general education classroom, sensory-motor integration, how to address students with ADHD, and how to help "tough kids". Annually teachers participate in training on positive behavior supports, de-escalation techniques and autism. A team of teachers is trained each year in Safety Care which addresses de-escalation strategies and restraint techniques. The twin goals of behavioral intervention are to increase appropriate or adaptive behavior and decrease inappropriate or maladaptive behavior. The underlying assumption of any behavioral intervention is that students' behavioral problems represent either deficits in adaptive behavior or excesses in behavior that prove maladaptive in the student's environment. If a student is unable to carry out a required task or behavior because of deficits in prerequisite skills, the task of instruction may be to develop the lacking skills. In contrast, a student may be capable of performing a target skill or behavior but may for some reason not demonstrate the skill at a level commensurate with ability. In addition to basic acquisition or performance deficits consideration must be given to other potential interfering behaviors. Functional behavioral assessments, behavior observations, and/or screenings are conducted at this level and positive behavioral support plans may be implemented. These may be conducted and implemented by the classroom teacher, guidance counselor, school psychologist, SAP team, Human Service Center consultation, or MIU4 TAC Team. A formal FBA may be requested to help determine specific behavioral interventions including an individualized behavior plan. Any eligible student or eligible young child who exhibits behavior problems that interfere with the student's or eligible young child's ability to learn must have a program of positive behavior support. This positive behavior support plan will be included in the Individualized Education Program (IEP) The Positive behavior support plan is a plan for students with disabilities and eligible young children who require specific intervention to address behavior that interferes with learning. The PBSP (Positive Behavior Support Plan) is initially developed when an initial psychoeducational evaluation or a Reevaluation is conducted. The school psychologist and behavior specialist utilize direct behavior observation, behavior rating scales, parent input, and teacher input to determine the function of a student's behavior. This FBA consisting of Antecedents, Behaviors and Consequences is used to then develop the PBSP supported in all school environments. The PBSP looks at strategies to 1. Prevention Strategies - By identifying the behavior that teaches the student to perform that will efficiently achieve the same function as the behavior of concern. 2. Replacement Behaviors - The plan for instruction includes prompts and the plan for systematically adjusting the replacement behavior requirements over time. This information is based on the data obtained in the ER/RR. 3. Positive Reinforcement for the student to perform the behavior - Information identifying the method used to ensure that the replacement behavior will be effective and efficient for the student in achieving the same function. 4. Consequences when the student exhibits the behavior of concern - Describes how to ensure that the behavior of concern will no longer be effective and efficient in achieving the function (this weakens the strength of the behavior of concern). This plan is provided to the educational staff and modified as necessary to ensure the students' progress across all settings in the school environment. At times, students' behaviors require immediate intervention. When this is the case, special education teachers use the de-escalation strategies taught in Safety Care as well as refer to the student's individualized behavior plan. These strategies include 1. Use of Help Strategy when a student is calm but may become frustrated: -They ask the student what they want or need, allow them to respond, and will repeat the prompt if necessary. Teachers provide praise for appropriate follow-through with their requests and compliance. 2. Use of Prompt Strategy when a student is beginning to escalate: - Teachers provide the student with an incompatible behavior. - Teachers ask the student to engage in a simple behavior that they are likely to cooperate with and know how to do. - Teachers may also use de-escalation strategies including deep breaths, counting to 10, or drinking water. 3. Use of Wait strategy when the student is escalated and in crisis; - Remove students in the classroom - Use of the building crisis plan - Monitor student and staff safety - Ignore behaviors as appropriate - Decrease audience, noise -

Use of visual or gestural prompts - As the student deescalates, use the prompt or help strategy to continue to support the student. Staff also refer to the building crisis plan. This may include evacuating the space if a student is escalated to decrease the audience, removing dangerous objects from the area, staying calm and talking quietly to the student, avoiding power struggles, and reinforcing safe and desirable behaviors while avoiding reinforcing dangerous, disruptive behaviors. The goal is to deescalate the student while maintaining their safety and the safety of others.   If a student physically harms or attempts to harm staff or another student, the school-based crisis team will be notified. Staff trained in Safety Care will utilize the following restraint techniques to ensure the student's safety as well as the safety of others. The restraint techniques may include a variety of standing or seated holds, depending on the student's level of escalation. If a physical restraint is used, district administration and the parent will be notified and an IEP meeting will be held within 10 school days unless the meeting is waived by the parent in writing.

3. Describe the district positive school wide support programs.
Behavioral management traditionally has been associated with discipline, control, or other terms that connote reducing unacceptable student behavior. Management is commonly viewed as a prerequisite to instruction, something that must be accomplished so that teaching can occur. Successful classroom management involves not merely responding effectively when problems occur but also preventing problems from occurring by creating environments that encourage learning and appropriate behavior. Thus, comprehensive building and classroom management incorporates both proactive planning for and encouragement of productive behavior as well as reactive responding to unproductive student behavior. Positive management activities involve the establishment and maintenance of a productive learning environment that fosters high levels of student engagement and prevention of student disruptions. The effectiveness of behavior control strategies will be maximized when used in conjunction with preventive methods. Without proactive management methods, behavior-change interventions will have limited long-term effectiveness. Overall, Ellwood has developed a positive climate for student learning and growth in students' social and emotional skills. School Wide Positive Behavior has been adopted in each school building. Student expectations are to be Positive, Responsible, Respectful and Safe. These positive actions are emphasized, supported, and practiced in each school building. As students enter North Side Primary Center they learn about, recite, and practice the "Wolverine Way" each day. These behavioral expectations are addressed in the classroom, hallway, on the bus, and in the cafeteria daily. Positive parent calls are made, classrooms can earn a golden spatula for demonstrating positive behaviors in the cafeteria, and students receive tickets for exhibiting the behavioral expectations outlined. The ticket system, certificates, and monthly prize drawings along with Positive Action meetings are held in all of the elementary school buildings. SWPB topics are discussed during activity periods at the high school. The intensity and practice of the Wolverine Way looks different in each building; however, each building has the same student expectations. Positive Action Team members address, teach and practice those expectations in each building during class meetings or during advisory periods.

4. Describe the district school-based behavior health services.
Due to an ongoing need to address social and emotional skills, Ellwood City utilizes SWPBS to help support and address prosocial skills. The district-wide SAP program address behavioral health issues. This team consists of teachers, counselors, school psychologist and HSC representative who meet monthly to discuss students with whom are referred. The team must have parent permission to discuss a student at SAP. In this meeting, individual student needs are discussed including academic performance, attendance, disruptive behaviors, atypical behaviors, physical symptoms, and crisis indicators. A plan of action is created to help address the students. During the 2021-2022 school year, Ellwood City hired a behavior specialist to help analyze and develop behavior intervention plans for students in grades kindergarten through 6th grade through the SAP program. In addition, the elementary school has implemented Positive Action which addresses social and emotional learning lessons in the classroom. The building counselor's grades K-6 engage students in group classroom sessions to address lessons on feelings, emotions and how to navigate through them. The counselors utilize Too Good for Drugs which also addresses social and emotional learning.   At the high school, a part-time counselor provides individual and group therapy to students. The full-time

building counselors address academic and individual student social-emotional concerns. They also complete classroom lessons that have focused on topics such as conflict resolution, bullying, 7 Habits of a Healthy Teen, drug and alcohol awareness, mindfulness, stress management, coping skills, healthy relationships, achieving a healthy life balance, eating disorders/emotional eating, and suicide awareness.   The District has a crisis team that is employed if a student makes suicidal comments or threats to hurt themselves or others. This team works cooperatively with the Human Service Center and Children and Youth Services to ensure students who make comments about self-harm have access to the services they require to ensure their safety and the safety of others. The District works with outside agencies to also help address behavioral health issues. The Human Services Center provides outpatient mental health counseling in each of the school buildings. The Caring Place provides grief counseling and Crisis Shelter provides counseling to those female students who are victims of abuse.

5. Describe the district restraint procedure.

A building team including general education teachers, special education teachers, paraprofessionals, and administration is trained annually in Safety Care by the Midwestern Intermediate Unit - 4 TAC team members. This training not only addresses de-escalation strategies but also restraint techniques. Restraints to control 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 is only used when less restrictive measures and techniques have proven to be ineffective. The use of restraints to control the aggressive behavior of an individual student or eligible young child must cause • the school entity to notify the parent of the use of the restraint • a meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team must consider whether the student or eligible young child needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior. The use of prone restraints is prohibited in educational programs. Prone restraints are those in which a student or eligible young child is held face down on the floor.

Intensive Interagency

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

The District does not have a significant problem in providing FAPE for any of our students. The District strives to provide a seamless delivery system for programming to ensure Least Restrictive Environment (LRE) regardless if a student is placed on Instruction Conducted in the Home or those who may require a placement different than their home school building. Presently, all students with identified disabilities are placed in appropriate settings as delineated by the evaluation report and IEP team. With the varying educational programs provided including direct instruction, remote instruction, cyber education, or a variation of these teaching modalities, students' needs are addressed in an effective and timely manner. If an instance would arise in which the District would be unable to provide or secure an appropriate setting for an identified student, the District would immediately contact the Intermediate Unit Interagency Coordinator for consultation and resources along with the PaTTAN Western Region contact to support the needs of the students, and as warranted, seek to schedule a CASSP meeting as soon as possible.   The District has not had any issues or concerns with students who are placed on Instruction Conducted in the Home or Homebound Instruction. Prior to the COVID 19 Pandemic, students were placed on Instruction in the Home due to ongoing medical issues. Homebound Instruction is a physician recommended placement lasting more than 30 school days. Whether the student has been placed on Instruction in the Home or Homebound Instruction, the District has broadened its ability to provide services through a variety of modalities including 1:1 teaching in the home, virtual meetings from the classroom, cyber education, or a hybrid of these teaching modalities. Prior to any student being placed on Instruction in the Home, the IEP team meets to discuss the full range of needs and services for the student while they are on Instruction in the Home. This may include the amount of educational time, classes, and modality of services. The team will also review the anticipated length of time for the instructional changes since Instruction in the Home is the most restrictive environment for a student. The goal is to return the student to the previous educational setting as soon as their health issues permit them to return.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
VI - District	Multiple	Part-time (0.5)	06/28/2022 10:12 AM

Building Name		
Ellwood City Area SD		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Multiple	6 to 9
Age Range Justification		**FTE %**
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HI - District	Multiple	Part-time (0.5)	06/28/2022 10:11 AM

Building Name	
Ellwood City Area SD	
Support Type	
Deaf And Hearing Impaired Support	
Support Sub-Type	
Deaf And Hearing Impaired Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Multiple	10 to 16
Age Range Justification		**FTE %**
Student's receive itinerant hearing services on an individual level. Teacher is in multiple buildings.		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS/LSS - L	Secondary	Full-time (1.0)	06/28/2022 09:46 AM

Building Name		
Lincoln JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 20
Age Range Justification		**FTE %**
This is a 7-12+ classroom that supports autistic support and life skills support students.		0.38

Building Name		
Lincoln 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%)		6
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	14 to 20
Age Range Justification		**FTE %**
This is a 7-12+ classroom that supports autistic support and life skills support students.		0.3

Building Name		
Ellwood City Area SD		
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	Secondary	8 to 14
Age Range Justification		**FTE %**
Teacher is case manager for cyber students		0.08

Building Name		
Ellwood City Area SD		
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	Secondary	8 to 14
Age Range Justification		**FTE %**
Teacher is case manager for cyber students		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES: 7-12	Secondary	Full-time (1.0)	06/28/2022 09:36 AM

Building Name		
Lincoln JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 16
Age Range Justification		**FTE %**
		0.14

Building Name		
Lincoln JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 16
Age Range Justification		**FTE %**
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS:10-12	Secondary	Full-time (1.0)	06/28/2022 09:33 AM

Building Name		
Lincoln JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 18
Age Range Justification		**FTE %**
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS-9	Secondary	Full-time (1.0)	06/28/2022 09:32 AM

Building Name		
Lincoln JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 15
Age Range Justification		**FTE %**
		0.14

Building Name		
Lincoln JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 15
Age Range Justification		**FTE %**
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS-8	Secondary	Full-time (1.0)	06/28/2022 09:30 AM

Building Name		
Lincoln JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.18

Building Name
Lincoln JSHS

Support Type	
Learning Support	
Support Sub-Type	
Learning Support	

Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	3

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14

Age Range Justification	FTE %
	0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS-7	Secondary	Full-time (1.0)	06/28/2022 09:27 AM

Building Name	
Lincoln JSHS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	

Level of Support	Case Load
Itinerant (20% or Less)	8

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13

Age Range Justification	FTE %
	0.16

Building Name	
Lincoln JSHS	
Support Type	

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP-H/L	Multiple	Full-time (1.0)	06/20/2022 12:23 PM

Building Name		
Ellwood City Area SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		58
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	10 to 20
Age Range Justification		**FTE %**
The SLP has grades 5-12 itinerant speech services in 2 separate buildings		0.89

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS/AS - H	Elementary	Full-time (1.0)	06/28/2022 09:49 AM

Building Name		
Hartman Intrmd Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 11
Age Range Justification		**FTE %**
		0.5

Building Name		
Hartman Intrmd Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 11
Age Range Justification		**FTE %**
		0.15

Building Name
Ellwood City Area SD
Support Type
Learning Support
Support Sub-Type

Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	13 to 16
Age Range Justification		**FTE %**
		0.14

Building Name		
Ellwood City Area SD		
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	13 to 16
Age Range Justification		**FTE %**
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES -H	Elementary	Full-time (1.0)	06/20/2022 12:15 PM

Building Name	
Ellwood City Area SD	
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	10 to 11
Age Range Justification		**FTE %**
		0.02

Building Name		
Hartman Intrmd Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 11
Age Range Justification		**FTE %**
		0.5

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
LS-H6	Elementary	Full-time (1.0)	06/20/2022 12:09 PM

Building Name	
Hartman Intrmd Sch	
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	10 to 12
Age Range Justification		**FTE %**
		0.08

Building Name	
Hartman Intrmd Sch	
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	10 to 12
Age Range Justification		**FTE %**
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS-H5	Elementary	Full-time (1.0)	06/20/2022 12:07 PM

Building Name	
Hartman Intrmd Sch	
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	Elementary	10 to 11
Age Range Justification		**FTE %**
		0.1

Building Name		
Hartman Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 11
Age Range Justification		**FTE %**
		0.2

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
SLP-P	Elementary	Full-time (1.0)	06/20/2022 12:03 PM

Building Name		
Perry Lower Intrmd Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		53
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 10

Age Range Justification	FTE %
	0.82

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS/AS -P	Elementary	Full-time (1.0)	06/20/2022 11:58 AM

Building Name		
Perry Lower Intrmd Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.17

Building Name		
Perry Lower Intrmd Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.5

Building Name		
Perry Lower Intrmd Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES-P	Elementary	Full-time (1.0)	06/20/2022 11:54 AM

Building Name		
Perry Lower Intrmd Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 9
Age Range Justification		**FTE %**
		0.08

Building Name		
Perry Lower Intrmd Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 9
Age Range Justification		**FTE %**
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS -P4	Elementary	Full-time (1.0)	06/20/2022 11:51 AM

Building Name		
Perry Lower Intrmd Sch		
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
Perry Lower Intrmd Sch

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS - P3	Elementary	Full-time (1.0)	06/20/2022 11:49 AM

Building Name		
Perry Lower Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 9
Age Range Justification		**FTE %**
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP - NS	Elementary	Full-time (1.0)	06/20/2022 11:45 AM

Building Name		
North Side Primary School		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		50
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.77

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS/AS -NS2	Elementary	Full-time (1.0)	06/20/2022 11:34 AM

Building Name		
North Side Primary School		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 6
Age Range Justification		**FTE %**

	0.38

Building Name		
North Side Primary School		
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%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 6
Age Range Justification		**FTE %**
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS/AS - NS	Elementary	Full-time (1.0)	06/20/2022 11:31 AM

Building Name		
North Side Primary School		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.17

Building Name		
North Side Primary School		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.5

Building Name		
North Side Primary School		
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%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES - NS	Elementary	Full-time (1.0)	06/20/2022 11:25 AM

Building Name
North Side Primary School

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	5 to 8
Age Range Justification		**FTE %**
		0.04

Building Name		
North Side Primary School		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS - NS	Elementary	Full-time (1.0)	06/20/2022 11:16 AM

Building Name
North Side Primary School
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	5 to 8
Age Range Justification		**FTE %**
		0.08

Building Name		
North Side Primary School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.3

Special Education Facilities

Building Name		Room #	
North Side Primary School		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**	
32 feet, 0 inches x 32 feet, 0 inches	1024sqft	36	
Implementation Date			
2022-06-28			
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 #	
North Side Primary School		110	
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 24 feet, 0 inches	576sqft	20	
Implementation Date			
2022-06-28			
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 #**	
North Side Primary School		126	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
26 feet, 0 inches x 28 feet, 0 inches	728sqft	26	
Implementation Date			
2022-06-28			
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 #	
North Side Primary School		201	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
29 feet, 0 inches x 27 feet, 0 inches	783sqft	27	
Implementation Date			
2022-06-28			
Uploaded Files			

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 #	
North Side Primary School		200	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
26 feet, 0 inches x 14 feet, 0 inches	364sqft	13	
Implementation Date			
2022-06-28			
Uploaded Files			

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 #**
Perry Lower Intrmd Sch		3
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
10 feet, 0 inches x 20 feet, 0 inches	200sqft	7
Implementation Date		
2022-06-28		
Uploaded Files		

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 #
Perry Lower Intrmd Sch		8
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 30 feet, 0 inches	660sqft	23
Implementation Date		
2022-06-28		
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 #
Perry Lower Intrmd Sch		9
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
21 feet, 0 inches x 24 feet, 0 inches	504sqft	18
Implementation Date		
2022-06-28		
Uploaded Files		

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 #**
Perry Lower Intrmd Sch		10
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
13 feet, 0 inches x 20 feet, 0 inches	260sqft	9
Implementation Date		
2022-06-28		
Uploaded Files		

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 #	
Perry Lower Intrmd Sch		11	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
14 feet, 0 inches x 24 feet, 0 inches	336sqft	12	
Implementation Date			
2022-06-28			
Uploaded Files			

10Assurance Check

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

Building Name		Room #	
Hartman Intrmd Sch		105	
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 32 feet, 0 inches	768sqft	27	
Implementation Date			
2022-06-28			
Uploaded Files			

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 #	
Hartman Intrmd Sch		118	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
26 feet, 0 inches x 31 feet, 0 inches	806sqft	28	
Implementation Date			
2022-06-28			
Uploaded Files			

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 #	
Hartman Intrmd Sch		206	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28	
Implementation Date			
2022-06-28			
Uploaded Files			

13Assurance Check

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

Building Name		Room #	
Hartman Intrmd Sch		208	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28	
Implementation Date			
2022-06-28			
Uploaded Files			

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 #**
Hartman Intrmd Sch		112
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
10 feet, 0 inches x 20 feet, 0 inches	200sqft	7
Implementation Date		
2022-06-28		
Uploaded Files		

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 #
Lincoln JSHS		122
School Building		**Building Description**
JR/SR High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 0 inches x 30 feet, 0 inches	780sqft	27
Implementation Date		
2022-06-28		
Uploaded Files		

16Assurance 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 #
Lincoln JSHS		119
School Building		**Building Description**
JR/SR High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 0 inches x 22 feet, 0 inches	572sqft	20
Implementation Date		
2022-06-28		
Uploaded Files		

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 #**
Lincoln JSHS		211
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**
18 feet, 0 inches x 22 feet, 0 inches	396sqft	14
Implementation Date		
2022-06-28		
Uploaded Files		

18Assurance 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 #
Lincoln JSHS		305
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**
24 feet, 0 inches x 24 feet, 0 inches	576sqft	20
Implementation Date		
2022-06-28		
Uploaded Files		

19Assurance 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 #
Lincoln JSHS		10
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**
22 feet, 0 inches x 24 feet, 0 inches	528sqft	18
Implementation Date		
2022-06-28		
Uploaded Files		

20Assurance 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 #	
Lincoln JSHS		118	
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**	
34 feet, 0 inches x 26 feet, 0 inches	884sqft	31	
Implementation Date			
2022-06-28			
Uploaded Files			

21Assurance 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 #
Lincoln JSHS		313
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**
31 feet, 0 inches x 22 feet, 0 inches	682sqft	24
Implementation Date		
2022-06-28		
Uploaded Files		

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 #
Lincoln JSHS		216
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**
12 feet, 0 inches x 28 feet, 0 inches	336sqft	12
Implementation Date		
2022-06-28		
Uploaded Files		

23Assurance 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

24Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	District
Paraprofessionals	19	Elementary	District
Paraprofessionals	8	Secondary	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	3	District Wide	Contractor
Behavior Specialist	1	District Wide	District
Guidance Counselor	2	Elementary	District
Guidance Counselor	2	Secondary	District
Other	1 - high school counselor	Secondary	District
Other	1 - audiologist	District Wide	Contractor
Other	1 - assistive technology	District Wide	Contractor
Other	1 - dysphagia	District Wide	Contractor
Other	1 - CBVT	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
Quality Educational Practices: Students with higher functioning levels of autism			
Lead Person/Position		**Year of Training**	
Special Education Administrator and School Psychologist		2022-2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	PaTTAN	General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Safety Care Training			
Lead Person/Position		**Year of Training**	
Special Education Administrator		2022	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training	
Paraprofessional Summer Series	
Lead Person/Position	**Year of Training**
MIU-IV	2022-2023

Hours Per Training	Number of Sessions	Provider	Audience
7	4	Intermediate Unit	Paraprofessionals

Description of Training			
Web based training			
Lead Person/Position		**Year of Training**	
Special Education Administrator		2022-2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
up to 20	up to 20	District Intermediate Unit PaTTAN Other	Paraprofessionals

Transition

Description of Training			
Secondary Transition Coordinators Work Group			
Lead Person/Position		**Year of Training**	
Transition Coordinator		2022-2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	2	Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training	
Reading accommodations and modifications in the regular education classroom	
Lead Person/Position	**Year of Training**
Special Education Administrator/School Psychologist	2023

Hours Per Training	Number of Sessions	Provider	Audience
.5	1	District	General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
The Virtual Family Series			
Lead Person/Position		**Year of Training**	
Special Education Administrator		2022- 2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	9	Intermediate Unit	Parents

IEP Development

Description of Training			
Writing IEP's Designed for Educational Benefit and Compliance			
Lead Person/Position		**Year of Training**	
Special Education Administrator		2022-2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	Intermediate Unit	Special Education Teachers