

Profile and Plan Essentials

LEA Name		AUN
Blackhawk SD		127041603
Address 1		
500 Blackhawk Rd		
Address 2		
City	State	Zip
Beaver Falls	PA	15010
Director of Special Education Name		
Trisha Huston		
Director of Special Education Email		
hustont@bsd.k12.pa.us		
Director of Special Education Phone Number		Director of Special Education Ext
724-843-1005		
Chief Administrator Name		
Dr. Johannah Vanatta		
Chief Administrator Email		
vanatta.j@bsd.k12.pa.us		

Special Education Students

Total Number of Students Receiving Special Education 438
School District Total Student Enrollment 2299
Percent of Students Receiving Special Education 19.1

Steering Committee

Name	Position/Role	Building	Email
Trisha Huston	Director of Special Education	Blackhawk SD	hustont@bsd.k12.pa.us
Kristen Wallace	Other	Blackhawk SD	wallacek@bsd.k12.pa.us
Rick Ford	Building Principal	Blackhawk HS	forldr@bsd.k12.pa.us
Rob Puskas	Building Principal	Highland MS	puskasr@bsd.k12.pa.us
Drew Bosco	Building Principal	Highland MS	boscod@bsd.k12.pa.us
Jodi Borroni	Building Principal	Blackhawk Intermediate Sch	borronij@bsd.k12.pa.us
Mike Arbogast	Building Principal	Patterson Primary Sch	arbogastm@bsd.k12.pa.us
Carol Sprinker	Board Member	Blackhawk SD	sprinkerc@bsd.k12.pa.us
Heather Stein	General Education Teacher	Blackhawk Intermediate Sch	steinh@bsd.k12.pa.us
Amy Rorick	Special Education Teacher	Highland MS	roricka@bsd.k12.pa.us
Tracy Yowler	Special Education Teacher	Highland MS	yowlert@bsd.k12.pa.us
Heather McGee	Special Education Teacher	Blackhawk HS	mcgeeh@bsd.k12.pa.us
Ashley Swanson	Special Education Teacher	Patterson Primary Sch	swansona@bsd.k12.pa.us
Curtis Covert	Special Education Teacher	Blackhawk Intermediate Sch	covertc@bsd.k12.pa.us
Laurie Calnea	Parent	Blackhawk SD	lauriemason2003@yahoo.com

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)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

DRAFT

School District Areas of Improvement and Planning - Monitoring
District has completed all monitoring corrective action/improvement plans.

DRAFT

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
---------------	-----	---------------	-----	------------------

DRAFT

Non-Resident Students Oversight

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

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

Currently, no 1306 facilities are located within district boundaries. The Blackhawk School District meets its obligations under Section 1306 as the Host school district by communicating and notifying the Resident school district staff, facility staff, as well as with the educational staff and parents. All involved parties collaborate to ensure that nonresident students are receiving FAPE in the Least Restrictive Environment, as appropriate. Supplementary aids and services are considered when ensuring that students are receiving FAPE in the Least Restrictive Environment. As the Host district, we submit the PDE 4605 form to the school district of residence and request educational records for enrollment. Also, as the Host district, we convene an IEP team meeting to determine educational placement, always considering education in the least restrictive environment first. As the Host district, we are responsible for FAPE, child find, reporting progress, appointing a surrogate, if needed, and communicating with the school district of residence.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

The Blackhawk School District and host district will have an open line of communication. The Blackhawk School District arranges and participates in IEP Team meetings for these nonresident students, and communicates with parents/guardians of students, as well as with staff from the home school district and the resident facilities, on a regular and as needed basis. This allows the Blackhawk School District to be a part of the discussion and process for determining transition back into the school district. Upon a team determination that a student is ready to transition back to school, an IEP team meeting will be held to discuss intake procedures back into the district or another placement if deemed appropriate.

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).

DRAFT

Least Restrictive Environment

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

The Blackhawk School District supports the idea that all students with special needs receive services within the regular education setting in their home school as the initial placement considered. Student needs, as identified through evaluation reports, classroom performance, and parent and teacher input, are discussed prior to any placement change. The Blackhawk School District is not currently in monitoring or corrective action for its Educational Environments. According to the December 1, 2023 Child Count data, the district is above the state average of students within the regular classroom for 80% or more of their day. The state average is 61.6% and district is at 76.4%. The district is above the state average for the percentage of students educated in Other Settings. The state average was 4.4% per the SEDR 22-23 and the district average for the 23-24 school year is 6%. This percentage has decreased and continues to be a focus of improvement for the district. As of the last Special Education Plan completion, the students placed outside of the district has decreased from 34 to 27. Our current number for outplaced students is at 6% for the 2023-2024 school year, which is a significant decrease from the 9.5%.

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 currently does not implement a formal Multi-Tiered Systems of Support (MTSS) model. In the absence of an MTSS model, the Academic Instructional Model process continues to be implemented prior to referral for multidisciplinary evaluation for eligibility for special education services. The (AIM) process includes an ongoing teaming process, frequent consultation with the principal, teachers, parents, school counselor, and school psychologist regarding students evidencing academic, social, and emotional difficulties. The AIM process is instrumental in collecting data, providing interventions, assessing and monitoring progress, communicating with parents and Team members, and facilitating school team meetings. Every attempt is made for students, whether referred by parent or staff, to go through the AIM process prior to a Multidisciplinary Evaluation (MDE).

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 district provides supplementary aids and services within the regular education setting and in extracurricular and non academic settings in order to maximize the extent to which students with disabilities participate with non-disabled peers. Removal from the regular education environment occurs only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. When considering the appropriate educational program for a student, the IEP team considers input from all members including parents, teachers, administrators, psychologists, counselors, and related service providers.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

The district currently participates in mentoring programs to support social inclusion within the school setting. Accommodations, modifications, and related services as provided to students if necessary to participate in extracurricular activities. The district also participates in Unified Sports 9-12 for opportunities to meaningfully participate. The supplementary aids and services the district utilizes is 1:1 or small group support within the activity, pre-teaching, specialized equipment, pacing, planning and collaboration, and additional training among other considerations.

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?

IEP teams meet, at minimum, annually to discuss programming, the types of support, and progress towards goals within the placement. The district also shares opportunities within the K-12 environment that may allow students an opportunity to participate in extracurricular clubs and activities.

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 district will need to build additional internal capacity to support students with significant emotional and behavioral needs. The middle and high school level emotional support classrooms help with this expansion. This can be aided in the implementation of additional behavioral supports for not only our students, but also direct trainings for our staff.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Horizon	Licensed Private Academic		BVIU	Emotional Support	5
Longmore Academy	Licensed Private Academic		MHY Family Services	Emotional Support	1
Western Pennsylvania School for Blind Children	Approved Private School (APS)		Western Pennsylvania School for Blind Children	Blind and Visually Impaired Support	1
New Horizon	Licensed Private Academic		BVIU	Multiple Disabilities Support	5
The School at McGuire Memorial	Approved Private School (APS)		McGuire Memorial	Life Skills Support	1
Education Center Sewickley	Approved Private School (APS)		Watson Institute	Life Skills Support	3
St. Stephens	Licensed Private Academic		Glade Run Lutheran Services	Emotional Support	1
Education Center Sewickley	Approved Private School (APS)		Watson Institute	Multiple Disabilities Support	3
New Horizon	Licensed Private Academic		BVIU	Life Skills Support	5
ACLD Tillotson School	Approved Private School (APS)		ACLD Tillotson	Autistic Support	1
New Horizon	Licensed Private Academic		BVIU	Autistic Support	1

DRAFT

Positive Behavior Support

Date of Approval

2016-05-18

Uploaded Files

Policy 113 - Behavior.pdf

1. **How does the district support the emotional, social needs of students with disabilities?**

Behavioral supports are provided through positive behavior support plans and classroom management techniques. The district uses a model which begins with the implementation of a class-wide positive behavior techniques. If the student responds, an individual Positive Behavior Support Plan is not needed. The next step involves specific interventions designed for the individual student through consultation and specially designed instruction. These plans are developed through consultation with the IEP team, which includes parents, classroom teachers, building administrators, related service providers, school psychologist, and school counselors as appropriate. If this is not sufficient to meet a student's needs, a formal Functional Behavior Assessment which includes collection of baseline data through interviews with teachers, parents, and students, as well as classroom observations to document the frequency and intensity of behaviors of concern. This data is analyzed for patterns that assist in the development of a Positive Behavior Support Plan. The plan is implemented and periodically reviewed to determine effectiveness, and adjustments are made as needed. Identified social needs are addressed in small group and individual sessions. This occurs through the guidance office or life skills classroom in the elementary school and the emotional support and life skills classrooms in the junior/senior high building. The Blackhawk School District offers an emotional support program at the middle school and high school level. The program is intended for the needs of the itinerant and supplemental emotional support needs within the district.

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.**

District staff are trained annually in behavior supports and responses to behaviors. Representatives from each grade level, department, and administration are trained in the Nonviolent Crisis Intervention Model through the BVIU and the Crisis Prevention Institute. The program is comprised of both a verbal de-escalation training section as well as a safe physical intervention section. The district identified a core team of teachers and staff that serve as our CPI team. This team was selected based off not only the teacher's classroom location to best support the whole school setting, but also based upon grade and subject area where there is an individual on the team that would have a relationship with a student in crisis. This process allows our teachers to utilize their personal relationships with the students to deescalate the situation prior to the need of more intensive interventions including physical intervention. The district also intends to participate in TACT 2 training in June 2024 in order to offer additional trauma informed response techniques for de-escalation.

3. **Describe the district positive school wide support programs.**

The district utilizes positive school wide support programs. Olweus is utilized as a district wide program. Anti-bullying lessons are provided by the guidance counselor. In the elementary schools, programs are themed, and incentive based. "Do Your Part" is the theme of the district and school-wide positive support programming.

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

The district partners with a School Based Mental Health provider. This service operates in all district buildings. Referrals are managed by the guidance office and administration and is shared with the school-based provider. Parents are provided information on this service annually and as needed. We also have the support of a Prevention Specialist once per week at the Intermediate level. This service will be increasing to five days per week, district-wide for the 2024-2025 school year.

5. **Describe the district restraint procedure.**

The Blackhawk School District administrators, teachers, and paraprofessionals have been trained in Crisis Prevention Interventions (CPI). This training includes both de-escalation and restraint techniques. It is also expected that the District have professionals attend the TACT 2 Train the Trainer series in June 2024 in order to offer staff trainings in August 2024.

DRAFT

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 Blackhawk School District ensures that students with disabilities receive a free appropriate public education (FAPE) regardless of the nature or severity of the person's disability. The district provides a full continuum of services. Through the development of the IEP, the IEP team's initial consideration is to meet the needs of the student with disabilities in the least restrictive environment with the appropriate supports and services. The IEP team will only consider educating a student in a more restrictive environment if the team decides that the child's needs cannot be met in the general education setting with accommodations, modifications and assistance. If the team determines this placement not to be appropriate, the team looks at the continuum of services from least to most restrictive and determines where the child's needs would best and most appropriately be met. At this time, district does not have any students for whom it is having difficulty locating a program to ensure the provision of FAPE. All IEP teams have been able to successfully locate or design a special educational program to ensure the provision of FAPE for each and every identified special education student. In the instance of any placement issues, the district collaborates with the BVIU, other schools, and community or agency partners. The district works closely with these agencies and support professionals. The district has utilized Regional Interagency Coordination this year and last year to assist in bringing services together to best support students and aid in removing barriers to learning. The district has a positive working relationship with these teams.

DRAFT

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile 22	Elementary	Full-time (1.0)	03/25/2024 10:38 AM

Building Name			
Blackhawk SD			
Support Type			
Speech And Language Support			
Support Sub-Type			
Speech And Language Support			
Level of Support			Case Load
Itinerant (20% or Less)			43
Identify Classroom		Classroom Location	Age Range
School District		Elementary	5 to 9
Age Range Justification			FTE %
This is a Speech and Language Support position; the students are not educated in the same classroom at the same time.			0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile 21	Multiple	Full-time (1.0)	03/25/2024 10:37 AM

Building Name			
Blackhawk SD			
Support Type			
Speech And Language Support			
Support Sub-Type			
Speech And Language Support			
Level of Support			Case Load
Itinerant (20% or Less)			5
Identify Classroom		Classroom Location	Age Range
School District		Multiple	9 to 13
Age Range Justification			FTE %
This is a Speech and Language Support position; the students are not educated in the same classroom at the same time.			0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile 20	Secondary	Full-time (1.0)	03/25/2024 10:34 AM

Building Name	
Blackhawk HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	25
Identify Classroom	Classroom Location
School District	Secondary
Age Range	Age Range
14 to 18	
Age Range Justification	FTE %
	0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile 19	Secondary	Full-time (1.0)	03/25/2024 10:33 AM

Building Name	
Blackhawk HS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	Case Load
Full-Time (80% or More)	1
Identify Classroom	Classroom Location
School District	Secondary
Age Range	Age Range
19 to 19	
Age Range Justification	FTE %
	0.08

Building Name	
Blackhawk HS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	Case Load
Itinerant (20% or Less)	19

Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile 18	Secondary	Full-time (1.0)	03/25/2024 10:32 AM

Building Name	
Blackhawk HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	26
Identify Classroom	Classroom Location
School District	Secondary
Age Range	
14 to 18	
Age Range Justification	
FTE %	
0.52	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile 17	Secondary	Full-time (1.0)	03/25/2024 10:31 AM

Building Name	
Blackhawk HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	29
Identify Classroom	Classroom Location
School District	Secondary
Age Range	
14 to 18	
Age Range Justification	
FTE %	
0.58	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile 16	Secondary	Full-time (1.0)	03/25/2024 10:30 AM

Building Name		
Blackhawk HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
This is a high school level support position that services grades 9-12. Students are not educated in the same classroom at the same time.		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile 15	Secondary	Full-time (1.0)	03/25/2024 10:29 AM

Building Name		
Blackhawk HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	19 to 20
Age Range Justification		FTE %
		0.2

Building Name		
Blackhawk HS		
Support Type		
Life Skills Support		
Support Sub-Type		

Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.27

Building Name		
Blackhawk HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.3

Building Name		
Blackhawk HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile 14	Multiple	Full-time (1.0)	03/25/2024 10:27 AM

Building Name		
Highland MS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Multiple	13 to 15
Age Range Justification		FTE %
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile 13	Multiple	Full-time (1.0)	03/25/2024 10:24 AM

Building Name		
Highland MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Multiple	12 to 13
Age Range Justification		FTE %
		0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile 12	Multiple	Full-time (1.0)	03/25/2024 10:22 AM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile 11	Multiple	Full-time (1.0)	03/25/2024 10:21 AM

Building Name		
Highland MS		
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	Multiple	10 to 12
Age Range Justification		FTE %
		0.25

Building Name		
Highland MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 12
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile 10	Multiple	Full-time (1.0)	03/25/2024 10:20 AM

Building Name		
Highland MS		
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	Multiple	12 to 13
Age Range Justification		FTE %
		0.08

Building Name		
Highland MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 14
Age Range Justification		FTE %
The classroom serves students in grades 5-8. The IEP team determines whether the program meets the needs of each particular student. Should there be times when students exceed the age range in the classroom, an age waiver form would be signed by parents.		0.5

Building Name		
Highland MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 12
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile 9	Multiple	Full-time (1.0)	03/25/2024 10:17 AM

Building Name		
Highland MS		
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%)		11
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 14
Age Range Justification		FTE %
The classroom serves students in grades 5-8. The IEP team determines whether the program meets the needs of each particular student. Should there be times when students exceed the age range in the classroom, an age waiver form would be signed by parents.		0.55

Building Name		
Highland MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Multiple	13 to 13
Age Range Justification		FTE %
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile 8	Elementary	Full-time (1.0)	03/25/2024 10:11 AM

Building Name		
Blackhawk Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range

School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile 7	Elementary	Full-time (1.0)	03/25/2024 10:10 AM

Building Name		
Blackhawk Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		27
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile 6	Elementary	Full-time (1.0)	03/25/2024 10:09 AM

Building Name		
Blackhawk Intermediate Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.28

Building Name
Blackhawk Intermediate Sch

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
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 8
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile 5	Elementary	Full-time (1.0)	03/25/2024 10:04 AM

Building Name		
Blackhawk Intermediate Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.42

Building Name		
Blackhawk Intermediate Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.25

Building Name
Blackhawk Intermediate Sch

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile 4	Elementary	Full-time (1.0)	03/25/2024 10:03 AM

Building Name		
Blackhawk Intermediate 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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.3

Building Name		
Blackhawk Intermediate Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
--------	--------------------	----------------------------------	---------

Program Profile 3	Elementary	Full-time (1.0)	03/25/2024 10:00 AM
-------------------	------------	-----------------	---------------------

Building Name	Blackhawk Intermediate Sch	
Support Type	Life Skills Support	
Support Sub-Type	Life Skills Support (Grades K-6)	
Level of Support	Case Load	
Itinerant (20% or Less)	1	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification	FTE %	
	0.05	

Building Name	Blackhawk Intermediate Sch	
Support Type	Life Skills Support	
Support Sub-Type	Life Skills Support (Grades K-6)	
Level of Support	Case Load	
Full-Time (80% or More)	5	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification	FTE %	
	0.42	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile 2	Elementary	Full-time (1.0)	03/25/2024 09:58 AM

Building Name	Patterson Primary Sch	
Support Type	Autistic Support	
Support Sub-Type	Autistic Support	
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 8
Age Range Justification		FTE %
		0.12

Building Name		
Patterson Primary Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile 1	Elementary	Full-time (1.0)	03/25/2024 09:53 AM

Building Name		
Patterson Primary 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	5 to 8
Age Range Justification		FTE %
		0.08

Special Education Facilities

Building Name		Room #
Blackhawk Intermediate Sch		313
School Building		Building Description
		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		
2022-05-12		
Uploaded Files		
BIS bldg. layout-3rd floor 23-24 (1).pub		

1 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Blackhawk Intermediate Sch		329
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 0 inches x 22 feet, 0 inches	220sqft	7
Implementation Date		
2022-05-12		
Uploaded Files		
BIS bldg. layout-3rd floor 23-24 (1).pub		

2 Assurance Check

Assurance Check	Yes	No

The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Highland MS		412
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 18 feet, 0 inches	504sqft	18
Implementation Date		
2022-05-12		
Uploaded Files		
HMS building plans 23-24 (1).pdf		

3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Highland MS		107
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 21 feet, 8 inches	715sqft	25

Implementation Date
2022-05-12
Uploaded Files
HMS building plans 23-24 (1).pdf

4 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Blackhawk Intermediate Sch		228
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 35 feet, 0 inches	735sqft	26
Implementation Date		
2022-05-12		
Uploaded Files		
BIS bldg. layout - 2nd floor 23-24 (1).pub		

5 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Highland MS		Speech Room
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 17 feet, 3 inches	379sqft	13
Implementation Date		
2022-05-12		
Uploaded Files		
HMS building plans 23-24 (1).pdf		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Blackhawk HS		103
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 7 inches x 25 feet, 7 inches	859sqft	30
Implementation Date		
2022-05-12		
Uploaded Files		
BHS building plans 23-24 (1).pdf		

7 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	

The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Patterson Primary Sch		201
School Building		Building Description
		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		
2022-05-12		
Uploaded Files		
2023 2024Copy of patterson FLOOR PLANS-FIRE EXIT (3).xlsx		

8 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Blackhawk Intermediate Sch		215
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 35 feet, 0 inches	770sqft	27
Implementation Date		
2022-07-18		

Uploaded Files
BIS bldg. layout - 2nd floor 23-24 (1).pub

9 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Blackhawk HS		101
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 31 feet, 0 inches	992sqft	35
Implementation Date		
2022-05-12		
Uploaded Files		
BHS building plans 23-24 (1).pdf		

10 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name	Room #
Blackhawk Intermediate Sch	314

School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 33 feet, 0 inches	726sqft	25
Implementation Date		
2022-05-12		
Uploaded Files		
BIS bldg. layout-3rd floor 23-24 (2).pub		

11 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Highland MS		206
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 21 feet, 8 inches	715sqft	25
Implementation Date		
2022-05-12		
Uploaded Files		
HMS building plans 23-24 (1).pdf		

12 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	

The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Patterson Primary Sch		Speech room
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 8 inches x 10 feet, 8 inches	113sqft	4
Implementation Date		
2022-05-12		
Uploaded Files		
2023 2024Copy of patterson FLOOR PLANS-FIRE EXIT (3).xlsx		

13 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Blackhawk HS		100
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 40 feet, 0 inches	1320sqft	47
Implementation Date		
2022-05-12		
Uploaded Files		
BHS building plans 23-24 (1).pdf		

14 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years		No

Building Name		Room #
Blackhawk Intermediate Sch		328
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 0 inches x 22 feet, 0 inches	220sqft	7
Implementation Date		
2022-05-12		
Uploaded Files		
BIS bldg. layout-3rd floor 23-24 (2).pub		

15 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name	Room #
Blackhawk Intermediate Sch	213
School Building	Building Description

		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		
2022-05-12		
Uploaded Files		
BIS bldg. layout-3rd floor 23-24 (2).pub		

16 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Blackhawk Intermediate Sch		234
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 31 feet, 0 inches	682sqft	24
Implementation Date		
2022-05-12		
Uploaded Files		
BIS bldg. layout - 2nd floor 23-24 (1).pub		

17 Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Patterson Primary Sch		105
School Building		Building Description
		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		
2024-03-25		
Uploaded Files		
2023 2024Copy of patterson FLOOR PLANS-FIRE EXIT (3).xlsx		

18 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Highland MS		104
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 20 feet, 0 inches	520sqft	18
Implementation Date		
2024-03-25		
Uploaded Files		
HMS building plans 23-24 (1).pdf		

19 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Highland MS		505
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 24 feet, 0 inches	624sqft	22
Implementation Date		
2024-03-25		
Uploaded Files		
HMS building plans 23-24 (1).pdf		

20 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name	Room #
Highland MS	413
School Building	Building Description

		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		
2024-03-25		
Uploaded Files		
HMS building plans 23-24 (1).pdf		

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	
The location of the class has been maintained for at least 3 school years		No

Special Education Support Services

22Special 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
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Guidance Counselor	4	District Wide	District
Transition Coordinator	1	District Wide	District
Paraprofessionals	34	District Wide	District

DRAFT

Special Education Personnel Development

Autism

Description of Training			
National Autism Conference			
Lead Person/Position		Year of Training	
Trisha Huston, Director of Special Education		2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	6	PaTTAN Other	Building Administrators General Education Teachers

Description of Training			
TEACCH Methods Overview			
Lead Person/Position		Year of Training	
Trisha Huston, Director of Special Education		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit	Paraprofessionals Special Education Teachers

Description of Training			
Zones of Regulation Training			
Lead Person/Position		Year of Training	
Trisha Huston, Director of Special Education		2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	Intermediate Unit Other	Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Positive Behavior Support Overview			
Lead Person/Position		Year of Training	
Trisha Huston, Director of Special Education		2024 2025 2026	

		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
TACT 2			
Lead Person/Position		Year of Training	
Trisha Huston, Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	District Intermediate Unit Other	Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
CPR/First Aid			
Lead Person/Position		Year of Training	
Trisha Huston, Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
4	3	District	Paraprofessionals

Description of Training	
Behavior Supports for Supporting Students	
Lead Person/Position	Year of Training
Trisha Huston, Director of Special Education	2024 2025 2026

		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District Intermediate Unit	Paraprofessionals

Transition

Description of Training			
Transition Grid and Services Training			
Lead Person/Position		Year of Training	
Trisha Huston, Director of Special Education		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training			
Phonics/Structured Literacy/Science of Reading			
Lead Person/Position		Year of Training	
Trisha Huston, Director of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District	General Education Teachers Special Education Teachers

Parent Training

Description of Training	
Graduation Pathways	
Lead Person/Position	Year of Training
Trisha Huston, Director of Special Education	2024
	2026

Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents

Description of Training			
IEP Team Member Roundtable			
Lead Person/Position		Year of Training	
Trisha Huston, Director of Special Education		2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Parents

Description of Training			
Dyslexia Simulation and Informational Meeting			
Lead Person/Position		Year of Training	
Trisha Huston, Director of Special Education		2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Other	Parents

IEP Development

Description of Training			
Goal Writing for IEPs			
Lead Person/Position		Year of Training	
Trisha Huston, Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District Intermediate Unit	Special Education Teachers

Description of Training			
IEP Writer Regional Workshop			
Lead Person/Position		Year of Training	
Trisha Huston, Director of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
4	3	Other	Central Office Administrators

DRAFT