

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 315
School District Total Student Enrollment 1898
Percent of Students Receiving Special Education 16.6

Steering Committee

Name	Position/Role	Building	Email
Stephanie A. Keebler	Superintendent	Titusville Area SD	skeebler@gorockets.org
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Nancy L. Wright	Director of Special Education	Titusville Area SD	nwright@gorockets.org
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Shawn Fink	Building Principal	Pleasantville El Sch	sfink@gorockets.org
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Ruth LeDonne	Special Education Teacher	Titusville SHS	rledonne@gorockets.org
Jacqueline Peeples	Parent	Titusville SHS	jacqueline.peeples69@yahoo.com
Deanna Wakefield	Parent	Titusville SHS	jdmwakefield@zoominternet.net
Jennifer Guntrum	General Education Teacher	Early Childhood Lc	jbcguntrum@yahoo.com
Emily McQuown	Parent	Titusville MS	emcquown@gorockets.org
Crystal Gates	Building Principal	Titusville SHS	cgates@gorockets.org
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Kim Martin	General Education Teacher	Main Street El Sch	kmartin@gorockets.org
Matt Rosencrans	Other	Titusville MS	mattjr00@gmail.com
Teyonna Peeples	Other	Main Street El Sch	jacqueline.peeples69@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.

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
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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
Erie Homes for Children and Youth	Residential Setting		Licensed Private Academic	0

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

The Titusville Area School District is the host District for the Erie Homes for Children and Adults (EHCA). EHCA is a residential facility located in the Titusville Area School District. A procedure for students entering this 1306 facility has been established. 1306 Enrollment Process: Upon entrance, a new student is registered at the appropriate neighborhood school (Elementary, Middle or High School) within one business day. All relevant educational records are reviewed or requested from the previous school district by the Titusville Area School District Special Education Department. If the student is an identified special education student, all documents are reviewed by the Special Education Director for the Titusville Area School District and the 1306 Enrollment Process is followed. Immediately, within that one business day we also request records from their previous educational institution. The Individualized Education planning team is gathered to discuss the current IEP from the previous school. The team reviews all relevant documents, determines the most appropriate services to meet the student's needs, makes any necessary revisions to the current IEP, and issues a NOREP to initiate district services. The majority of the students attend programs offered within our Titusville Area School District schools. The Titusville Area School District follows the guiding questions for all IEP meetings to ensure that students are educated in the least restrictive environment regardless of whether they are residents of the district or 1306 students. Frequent communication occurs between the 1306 facility and the Special Education Director. This established communication ensures a timely and effective process in no later than 1 business day. Once enrolled, the district then submits the PDE 4605 to the school district of residence. A request for educational records follows the enrollment. At the IEP team meeting, it is determined if the educational placement is appropriate by considering the student's education placement in the least restrictive environment within the public school first, unless the student needs dictate a more restrictive placement. Obviously, the IEP team will examine the student's needs and then make the educational decisions necessary to allow the student to be successful. To ensure students receive a free appropriate public education, the IEP team discusses student need(s) at the annual IEP meeting (or at any time a member of the IEP team requests a meeting) and how to best meet the student's needs. The home district is contacted and invited to participate in the IEP meetings and provide input as the IEP is developed. The discussion always begins with what supplementary aids can be provided to enable the student to remain in the least restrictive environment before moving to a more restrictive setting. If a regular education student is thought to be eligible for services, permission for evaluation is sought from the student's parent/guardian. All special education procedures and time lines are followed consistent with special education regulations throughout the process. A special consideration for evaluation is given to all students who had been receiving Early Intervention services and are now transitioning into School Age services or have undergone a recent medical crisis that has fundamentally altered the student's basic everyday functioning. Any training that may need to be provided to personnel due to the unique needs of the students from the 1306 facility

would be provided through partnerships with the Riverview Intermediate Unit #6, PaTTAN, or other agencies available to meet the training needs of the appropriate personnel. The Titusville Area School District assumes the responsibility for FAPE, child find, reporting progress, appointing a surrogate and communicating with the student's school district of residence. This entire process occurs within one day of enrollment and the full IEP Team is convened within five business days of enrollment. Facilitation of the enrollment of new students entering their 1306 facility has been clearly communicated to EHCA.

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

The Titusville Area School District has designated the Director of Special Education as the contact/liaison to ensure that special education services are provided in a timely manner. The Titusville Area School District is able to meet non-resident student needs through collaboration, partnerships and networking with parents of residents and facility staff. There have been minimal barriers or problems that have limited the District's ability to provide an education for its special education students under Section 1306 of the Public School Code. One barrier that occurs is the limited amount of services available in our community for special situation students. This search of services is often difficult due to the nature of our rural and small community. Many partnerships have been established through the Titusville Area School District to provide a partnership and to draw in a variety of service providers or agencies with an array of services and social activities for many residents in and or returning from a 1306 setting to the Titusville community. On occasion, obtaining student records or gaining parental permission may also be difficult. If this occurs, the District then uses all available resources, including the respective institution staff members, to reach the parent/guardian to secure all necessary permission. Securing the educational guardian is also sometimes difficult for the students from 1306 facilities. Students often have been through many systems and the parent or guardian with educational rights is not always clear. At times, we need to communicate via attorney ad litem's who are not present at the meetings or we have to try to locate parents that are many counties away. As a result, we have seen an increase in the need for appointing educational surrogates. The district has established a set of procedures for determining the services that a student receives even if the special education records and/or documents are not readily available upon enrollment to the district. The district communicates regularly by phone, email, and in person meetings with the 1306 facility. Continuing a strong relationship with the facility allows for better student services, ease of successful transitions, and a collaborative working relationship that benefits all stakeholders. Communicating openly, sharing information, and providing the best services allows students to be educated in the least restrictive environment to meet their individual needs. Regular meetings, IEP team meetings, follow up, and check-ins allow for successful transitions and educational gains. Progress reports, data collection, and team reviews allow for strategic planning on an individual basis to provide the best services and student supports.

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).
The Titusville Area School District has no such facility(ies) within its borders. However, upon notification from the Host District or Juvenile Facility, the district assumes all financial responsibilities, as well as providing for the provisions of FAPE for its students who have been identified eligible to receive special education or related services. Furthermore, if a student is "thought to be exceptional", the District will begin the MDE process. The School District has designated the Director of Special Education as the contact person/liaison to ensure that all special education records are provided to the Host District in a timely manner. The Director of Special Education also acts as the LEA and attends all meetings relating to addressing the needs of its Special Education population.

Least Restrictive Environment

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

In reviewing the data for the Least Restrictive Environment, The Titusville Area School District continues to ensure that students referred for special education services receive a multi-disciplinary evaluation. As previously mentioned, all referrals are the end result of the individual student receiving a comprehensive Response to Intervention and Instruction approach. This team approach ensures that student needs are identified and strategy is put into place that is data driven and individualized. According to the 2020-2021 Special Education Data Report, Titusville had 315 students enrolled in Special Education out of 1,898 total district enrollment. Titusville had 16.6% in Special Education, which is lower than the Pennsylvania state 18.1% in Special Education. Although our number is below the state average, we will continue to review our data and practices for the Least Restrictive Environment to ensure that we are addressing our students' needs with supplementary aids and services to the maximum extent possible. Our district will focus on continually improving our practices and procedures across all district buildings K-12. According to the 2020-2021 Special Education Data Report, we had 69.6% of our Special Education students inside the regular classroom for 80% or more of their day versus the state average of only 62.1%. We will continue to examine each student's full range of needs, appropriately manage supplementary aids and services in the general education setting, and review data with the parents and team to ensure that the least restrictive practices are implemented. When considering student placement of less than 40% of the day in the regular education classroom, the state average was 9.8% and Titusville's 2020-2021 data was 12.7%. The Titusville Area School District had too small of a group size in 2020-2021 to compare data for Special Education numbers in Other Settings. The overall team's goal is to provide for the student's educational and emotional needs in the least restrictive educational setting with their non-disabled peers to the maximum extent possible. All supplementary aids and services are considered prior to and during the process. We consider all supplementary aids and services, i.e. Collaborative, Social-Behavioral, Instructional, and Physical Adaptations and Modifications for all special education students within the regular education environment prior to more restrictive options. Even during the time more restrictive environments are being used, a continual process of attempting other less restrictive options with additional supplementary aids and services are considered. Titusville's special education program provides a push-in (inclusive), minimal pull-out (skills based, not grade level based resource) approach in meeting the needs of its students. With this approach, special education students access the same curriculum with accommodations, as listed in their IEPs, as their non-disabled peers, except for a few students whose needs require an alternative approach with the same curriculum. Collaboration with the Special Education Department and the traditional school faculty and staff is used to provide and direct supplementary aides and services as student's supports. Within the regular class setting, these supports not only benefit the special education students, but all students overall. Additional collaboration with the Title I reading and math specialists, speech and language therapists, and paraprofessionals provide research-based interventions to the students. Weekly progress monitoring is conducted to help assess each student's progress and to help teachers make instructional decisions that are best for that student. The same progress monitoring tools are used by the special education teachers. Within the Response to Intervention and Instruction approach, a comprehensive review process is provided for all students. If a student with a disability is not making adequate progress, the district review team meets to review current interventions, assessment data, teacher observations, parent input, behavior reports, and any other documentation that would illustrate the student's progress or lack thereof. Additional or different interventions are then used to provide support for the student. The use and analysis of data drives this process. Formally, three times per year, the Special Education Department, school psychologists, school counselors, building administration, and the Special Education Director meet to do a case review and to examine all students' progress and data at the building level. Once the aforementioned information has been reviewed, the team will identify additional tiered interventions, or adapted goals, and determine if an additional Individualized Education Plan meeting is necessary. If the student continues to show a lack of progress, a multidisciplinary re-evaluation is conducted to determine if any additional supports could be put in place to help the student be successful prior to a change in placement. In

addition, if a student's behavior is impeding academic progress, the IEP team will complete a functional behavior assessment of the student. This functional behavior assessment data will be used to create positive behavior plans appropriate to the student's needs. If, after sharing the evaluation information and the outcomes of the functional behavior assessment and behavior plans with parents and the rest of the student's multi-disciplinary team, it is determined that all appropriate local supports and supplementary aides have been implemented, only then is an outside placement option considered. Placement decisions are team driven and are decided upon based on the most appropriate supports and interventions that a program offers that would meet the student's needs. All of these areas are reviewed for ongoing improvement. The district implements an online evaluation program, CDT(Classroom Diagnostic Tool), for all students. This assessment will allow our teachers to drill down to the skill deficits as well as see the progress that our students have made three times per year. Grades K-8 are utilizing new ELA resources (Amplify, Sonday, and Into Reading) that include intervention options to assist struggling learners. The focus on the use of an RTII/MTSS approach at the elementary and middle school levels has allowed struggling students to receive assistance instead of immediate identification for special education. These highlighted approaches delay the onset of identification and increase the overall student inclusion numbers in the traditional school 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 Titusville Area School District acknowledges the importance of students with disabilities to be provided educational and social opportunities in regular education settings with their nondisabled peers. The Titusville Area School District evaluates programs annually based on the academic, social, and emotional needs of current students and those expected for the coming year. Accommodations are determined during the IEP meetings to address the students' individual academic, social, and emotional needs. Currently, the district is able to provide support for its special education students who have learning, speech, emotional, life skills or other medically related needs. The Titusville Area School District provides the appropriate supplemental services and supports to be successful within these settings. In addition, vision and hearing impaired services, occupational and physical therapies and counseling services are provided to our students as needed. In the district's efforts to maximize the Least Restrictive Environment (LRE) for its students, the District engages in several initiatives based on its most recent Special Education practices. These practices are being implemented to further increase appropriate LRE services for our students. All buildings in the Titusville Area School District utilize Student Assistance Programs that meet regularly. Once permission is granted, building teams assign case managers to work with individual students and their families. Case managers review with their teams regularly to determine additional supports, needs, assistance, or accommodations to the individuals and their families to achieve academic, social, or behavioral success. Teams brainstorm out-of-the-box suggestions and accommodations to support their teachers and to help provide learning strategies to enable our district's students to maximize their educational gains. To address individualized academic needs, each student in grades 3-12 is administered the Classroom Diagnostic Tools (CDT). The CDT is a set of online assessments, divided by content areas (Literacy, Mathematics, and Science), and is designed to provide diagnostic information to guide instruction in order to support intervention and instruction. The information gathered from the CDT helps teachers identify student academic strengths and areas in need of improvement. The CDT is a test given on the computer. The test individually adjusts depending on how the student responds to the questions and adjusts to the student's instructional level. Students' results are analyzed, interventions are planned, and strategies for improvement are discussed on a regular basis.

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 continues to provide the entire special education staff training on effective IEP writing and planning. This training provides the staff with valuable tools and strategies that can be utilized to assist in building an appropriate and meaningful academic program for each student. Scheduling

adjustments have been made at the secondary level to increase the number of inclusion courses offered in all core academic areas. With the use of our district-wide data, an ungraded skills based approach can be used at the middle school level. This change will allow the programming at the middle school to match the student's needs instead of making the students fit the existing programming. Additional professional development is targeted to the faculty and staff that allows for inclusion of special need students into the traditional school environment. All elementary special education Learning Support programming is done at the collaborative push in model district-wide. This has reduced the number of supplemental special education program students significantly and will be displayed in the Indicator 5 data for the Titusville Area School District. Four times per year the Special Education Department, as well as the other support administrators and school counselors, meet to review data and ensure student progress. This data focuses on reviewing student data and discussing appropriate interventions needed for all students. This is part of the Response to Intervention and Instruction process and has provided opportunities to analyze data, use data to drive instruction, and to adjust supplementary aids and services to ensure that all students receive instruction in the Least Restrictive Environment. All special education teachers in the Titusville Area School District have received training from the Riverview Intermediate Unit #6 on writing effective transition plans and to ensure that the students remain in the least restrictive environment. All teachers of students of transition age have been approved by the IU during the Indicator 13 evaluation. This program enables staff and students to work together toward building meaningful transition goals and plans, as well as working toward creating a positive connection between the school and the community. All teachers in grades K-12 will participate in special education training during the district professional development days. This training will focus on working with students who have special needs, differentiating instruction, and following IDEA guidelines. All administrators have taken part in special education training during each Administration monthly meeting. This approach will continue in the future. These trainings focus on IDEA requirements, special education programming requirements and procedures, functional behavior assessments, and positive behavior plans. The main focus of this professional development is to ensure that the administration in the school district understands our obligations to the special education students and to ensure that the Least Restrictive Environment is considered for all students. Our special education teachers have attended transition and IEP writing training. This will continue to be a recurring topic during future Special Education Department meetings and professional development days. All special education teachers will be provided training on reevaluations, functional behavior assessments, and positive behavior support plans. Additional supplementary aids and services are also provided to ensure that students with disabilities are educated with nondisabled children to the maximum extent appropriate. Targeted paraprofessional professional development continues to be done for all support staff in the district. This professional development exceeds the 20 hours per year to include quarterly and annual professional development. The topics included in this professional development mirror the Credential of Competency for Special Education Paraeducators in Pennsylvania outlined by PaTTAN. Professional development district-wide is provided. This is provided during common planning time for grade level teachers, targeted in-service training, after school professional development offerings, and scheduled time to collaborate on best practices. Additional before and after school meetings, quarterly support staff meetings and trainings, and scheduled training and consultations by the Riverview Intermediate Unit #6 are scheduled. When issues surface, the district provides faculty and staff with the ability to attend professional development workshops and seminars outside the district or intermediate unit. All of these approaches are scheduled and based upon identified student, faculty, staff, and administrative needs. In addition to this professional development, one faculty member of the TASD Special Education Department has been identified as the Transition Coordinator for the school district. This faculty member interacts with all students of transition age, advocates for the integration of agency supports, and assists the students and their families to prepare for the transition from school to adult life. Data is reviewed regularly during Team meetings, Faculty meetings, Staff meetings, Student Assistance Program meetings, and Department meetings to ensure an ongoing collaboration between regular education teachers, special education teachers, staff support, administration, etc. Parent meetings and check-in/check-outs occur to provide the best services and to communicate the importance to students, parents, and district staff. Our district continues to reach

out and utilize our local Intermediate Unit and PaTTAN personnel, webinars, and resources to ensure meaningful participation of students with disabilities in the general education curriculum.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. The Titusville Area School District works collaboratively with students, parents, guardians, teachers, paraprofessionals, and administrators to provide appropriate supplementary aids and services to the students with disabilities. During regularly scheduled Individualized Education Plan meetings, team members discuss the individual students' needs and determine the appropriate aids and services to help the students be successful in their programs. Teams consider a range of supplementary aids and services like speech and language therapy, occupational therapy, physical therapy, vision impairment services, hearing impairment services, mobility and orientation services, paraprofessional supports, specialized transportation, social worker services, etc. When teams determine the need for services, evaluations or screenings are completed to determine the frequency of services, etc. Data is collected and progress is monitored to ensure meaningful participation during traditional and extracurricular activities. Reports and progress monitoring are collaboratively shared between the school, parents, therapists, etc. on an ongoing basis and written into the IEPs. The Titusville Area School District utilizes the Intermediate Unit, local community support (Next Step Therapy), PaTTAN (Augmentative and Alternative Communication Devices), etc. to support the students with disabilities and their changing needs. Our students are supported district-wide in our buildings and at our vocational-technical center as needed. We regularly support and encourage our families to participate in extracurricular activities sponsored by our district and those organized in our local community. Our students with disabilities proudly participate in a wide range of Community Based Instruction activities, cooperative learning activities, transition activities, sports, plays, homecoming, prom, environmental clubs, yearbook publication, etc.
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?
The district strives to support and educate all of the students K-12 to the maximum extent appropriate with their non-disabled peers in the educational setting and in the district sponsored extracurricular activities. The Titusville Area School District works toward increasing the number of elementary, middle, and high school students in an inclusive setting by providing training to our staff on students with disabilities, differentiated instruction, and skill-based approaches. The use of Response to Intervention and Instruction and the collaborative efforts between all departments inside the school district has increased the amount of students experiencing success in the least restrictive environment. Administration continues to work collaboratively on providing varied scheduled opportunities that include increased numbers of inclusive academic settings. The Titusville Area School District utilizes procedures that ensure students with disabilities are educated to the maximum extent appropriate with their same age, non-disabled peers. Removal from the general education environment occurs only when the student in that setting is not able to achieve satisfactorily through the use of supplementary aids and services. The use of Response to Intervention and Instruction for all student areas allows for a monitoring of student progress to determine their success in the general education setting. Changes or modifications are based on data and progress monitoring results. With this approach a focus is not just on the core academic areas, but success is also monitored for the non-core academic subject areas; recess, lunch, field trips, assemblies and extra-curricular offerings. This constant analysis allows all students to the maximum extent to participate with their non-disabled peers. A comprehensive range of programs and services is available for identified students in the Titusville Area School District based upon their needs. For students who may have needs that cannot be met within the TASD brick and mortar, collaboration will occur within multiple district programs operated by Intermediate Unit #6 or in neighboring districts. All decisions concerning appropriate Special Education Services and Programs for the student include the discussion of:
 - Student's full range of needs
 - Appropriate supplementary aids and services to be used in the general education setting
 - Full range of placement options available
 - Prior to student removal from the general education setting, a review of data indicating the student's inability to achieve satisfactorily despite the use of

supplementary aids and services. If, after sharing the evaluation information and the outcomes of the functional behavior assessment and behavior plans with parents and the rest of the student's multi-disciplinary team, it is determined that all appropriate local supports and supplementary aids have been implemented, only then is an outside placement option considered. Placement decisions are team driven and are decided upon based on the most appropriate supports and interventions that a program offers that would meet the student's needs. All placement decisions are made at the IEP meeting by the IEP team with the least restrictive environment approach considered prior to any more restrictive practices being implemented. To ensure that the least restrictive approaches are being utilized, the Titusville Area School District implements evidence-based models, replicating successful programs and other PDE initiatives to enhance and/or expand the continuum of supports and services for the students with disabilities to successfully access the general education curriculum in the least restrictive environment (LRE). The TASD, as part of its professional development plan, utilizes site-based trainings, webinars, consultation and technical assistance available through Riverview Intermediate Unit #6 TAC Team or PaTTAN/PDE, and consultation with the I Can Talk Institute. TASD consults most frequently with Riverview Intermediate Unit #6. The TASD professional development and outside-of-district professional development focuses on enhancing student achievement. The administration, teachers and teaching specialists (special education, reading specialists, SPL therapists) have participated in RTII trainings. At the elementary level, the TASD continues to implement the use of Acadience as a screener to determine interventions needed for all students. At the elementary and middle levels, CDT (Classroom Diagnostic Tool) is used. Students are progress monitored regularly, data analysis team meetings are conducted monthly, and grade level meetings for collaboration and planning occur monthly. The Titusville Area School District will continue to provide professional development for the staff in the areas of Response to Instruction, differentiated Instruction, collaborative/co-teaching and scaffolding, and inclusionary practices to enable all special education students to be inside the regular education setting for more of their school day. Only a small number of students are being placed out of district at the Titusville Area School District. Prior to any student being placed outside of the district, the same Response to Intervention and Instruction approach occurs. We examine all aspects of the student and attempt a wide variety of supplementary aids and services prior to the transition to out-of-district programming. Consultative practices with out-of-district agencies assist our faculty, staff, and administration in providing the necessary supports to allow all students to be serviced within the district. Our district works collaboratively with the private institutions to provide opportunities for students to participate in district lead extracurricular activities. After all efforts are made to provide supports and programming for a challenging student are exhausted, those students do receive out of district programming. The Special Education Director is then responsible for ensuring that this placement out of district is provided for the right amount of time. A focus on transition back to district programming is constantly implemented. When a student is ready to transition, the Special Education Director ensures that any barrier to returning to our district programming is removed and all supports are put in place to increase the least restrictive environment is provided to these students.

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 Titusville Area School District continues to build capacity and expand their programs and services to provide students a continuum of services. The Titusville Area School District acknowledges the importance of students with disabilities to be provided educational opportunities in regular education settings with their nondisabled peers. The district evaluates programs annually based on the needs of current students and those expected for the coming year. The district supports speech and language therapy, life skills support, learning support, emotional support, autism support, multiple disabilities support, etc. from K-12. In addition, vision and hearing impaired services, occupational and physical therapy, social worker, and counseling services are provided to our students as needed. In the district's efforts to maximize the Least Restrictive Environment (LRE) for its students, the District engages in several initiatives based on its most recent Special Education practices. These practices are being implemented to further increase appropriate LRE services for our students. Ongoing professional development, administration level meetings, building level meetings, parent meetings, and Individualized Education

Plan meetings provide opportunities to regularly discuss the programs and services and allow time to adjust accordingly. Staff training, building schedule adjustments, data analysis and review, strategic planning meetings, RTII practices, Intermediate Unit and PaTTAN resource collaboration, continuing to assign a Transition Coordinator for the district, positive connections between the school and community, online evaluation tools, use of a Resource Officer, SAP teams, Positive Behavior Support initiatives, new curricular resources, etc. have allowed us to build capacity and expand our services within our buildings and across the district. The Titusville Area School District continuously implements evidence-based models, replicating successful programs and other PDE initiatives to enhance and/or expand the continuum of supports and services for the students with disabilities to successfully access the general education curriculum in the least restrictive environment (LRE).

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
IU6 CLM Program	Other	Valley Grove School District	Intermediate Unit 6	Autistic Support	1
IU6 Emotional Support	Other	West Forest School District	Intermediate Unit 6	Emotional Support	1
IU6 Multiple Disabilities Support	Other	Hasson Heights Elementary	Intermediate Unit 6	Multiple Disabilities Support	1
IU6 CLM Program	Other	North Clarion	Intermediate Unit 6	Autistic Support	1
St. Steven's Academy	Licensed Private Academic		St. Steven's Academy	Emotional Support	2
Barber Center	Approved Private School (APS)		Barber National Institute	Multiple Disabilities Support	4
Sarah A. Reed Children's Center	Other	Residential Treatment Facility	Sarah A. Reed Children's Center and Millcreek School District	Emotional Support	2

Positive Behavior Support

Date of Approval

2021-04-19

Uploaded Files

Behavior Support Services.pdf

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

The Titusville Area School District promotes effective teaching practices in the areas of both classroom management and behavioral management. Training is provided to new staff through the induction program and to all special education and regular education teachers through Professional Development workshops and services. The district recognizes that effective learning outcomes take place in an appropriately managed classroom where an effective and consistent approach is implemented for all students. When the student's (regular education or special education) behavior interferes with their learning and/or the learning of others, a plan of intervention is implemented based upon the results of a Functional Behavior Assessment. This assessment takes into consideration any academic or social/emotional deficits that may be the root cause of the problem. Efforts are made to intervene and explicitly teach both academic and behavioral expectations. This approach aligns with the data collection and intervention system in the elementary grades. The Titusville Area School District Board of Directors realizes that students with disabilities should be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student disability is such that education in the regular education class with the use of supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavioral support plan if the student requires specific interventions to address behaviors that interfere with learning. The Titusville Area School District Board of Directors emphasizes the importance that any behavior support program for its students be based on positive, rather than negative, behavioral techniques. Behavior support plans (Positive Behavioral Support Plans) shall be based on a functional behavioral assessment of the behavior (FBA), and shall be developed by a variety of research -- based techniques to develop and maintain skills that will enhance student's opportunities for learning and self-fulfillment. The Titusville Area School District maintains operable academic and behavioral support teams at the elementary level, and Student Assistant Teams (SAP) kindergarten through the high school levels with the goal of providing every student in the district with the opportunity to learn to their highest ability in an appropriate educational setting. This obviously requires a safe and orderly school environment. The school district uses the behavioral support teams and the student assistant teams (SAP) in identifying at-risk students with social, emotional, academic, or substance abuse problems. The students are connected with various resources to aid with their behavioral health needs. Nonviolent Crisis Intervention certification and recertification trainings have been provided to targeted faculty, staff, and administration. A district-wide Behavior Response Team (BRT) has been created and implemented to assist in behavioral situations that allow the team approach to dangerous student behavior. Crisis Intervention Teams, paraprofessional, and professional staff have been formed and trained at all levels throughout the school district to increase student and adult safety. The Ukeru System of Care is also used to provide support in all of the district buildings. The Special Education Director reports to the state and maintains data on any of its students that require restraints by way of the RISC system. All administrators are provided notification from the Special Education Department on a quarterly basis. This communication documents all students that required the use of restraints. The communication provided to outside agencies provides

appropriate definitions regarding what constitutes a restraint as well as the information the district will need in order to report via the RISC system process. The Titusville Area School District subscribes to a K4 through grade 8 implementation of School Wide Positive Behavior Supports. This implementation has been guided by collaboration with the Riverview Intermediate Unit #6. Each building has gone through the process of development, use, analysis, and adjustment to ensure efficiency. Data analysis of behavior is part of our district wide use of Response to Intervention and Instruction. At the high school level (grades 9-12), positive student expectations are outlined and a positive behavior response system has been implemented. Analysis of the effects of the programming is reviewed during the overall structure of the district's Response to Intervention and Instruction process.

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

The Titusville Area School District has provided all Special Education Department faculty and staff with multiple behavior management strategy professional development opportunities. Consultation with Riverview Intermediate Unit #6 and other professional development opportunities focused on providing our Special Education Department faculty and staff with the necessary skills to become the consultants for each building throughout the district. These training opportunities focus on understanding behavior and strategies to increase positive behavior while naturally decreasing negative behavior. A comprehensive district handbook was generated outlining multiple approaches to plan for and respond to behavior. Monthly consultation with the faculty and staff occurs during professional development that allows for a constant refinement of practices that are not just positive, but are effective for modifying behavior. A targeted number of faculty and staff have been trained in Crisis Prevention and Intervention training. This group also provides consultation to our traditional faculty and staff. The verbal de-escalation strategies have been provided district-wide to all faculty and staff including the outsourced transportation staff. All staff have been trained on the Ukeru system of care to provide de-escalation techniques when students need more positive behavioral strategies. These approaches, as well as the ongoing analysis and planning, allows for increased positive behavior supports to be implemented throughout the entire district.

3. Describe the district positive school wide support programs.

The buildings within the Titusville Area School District created and implemented their own positive behavior support programs to uniquely fit their age and grade level students. The building teams collaboratively worked with students, parents, the intermediate unit, etc. to utilize positive reinforcement to shape student behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards. Buildings developed, changed, and maintained their systematic approaches to ensure that students were enhancing their learning opportunities. Classroom token economy systems, building-wide token economy systems, verbal praise, parental involvement, ticket systems, class rewards, parking privileges, Gold Card Systems, team building approaches, reflection papers, positive phone calls and notes home, etc. are used creatively to support positive behavior from K-12. Positive Behavior Support teams identified needs within their buildings, evaluated their data collection (PowerSchool and SWIS), used SET fidelity with the IU support, and conducted building-level plans with guidance. The teams continue to reach out for implementation ideas, provide deliberate activities to support students, and systematically establish behavior changing techniques. Building principals budget for specific rewards that are unique to their students' needs. Many buildings conduct quarterly reward activities and celebrations. All buildings post signage to support the ongoing efforts and build school-wide and district pride.

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

The Titusville Area School District does have a school-based behavioral health service for all of the students. This cooperative program provides collaboration with our local mental health agencies. These agencies work with our existing district-wide Student Assistance Program K-12. Behavioral Health Services are provided to our students through this coordination of programming. Services are provided based on student need.

5. Describe the district restraint procedure.

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The Director of Special Education or designee shall notify the parent/guardian as soon as possible of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. The use of restraints will not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP with parental consent. Elements from a positive Behavior Support Plan and the teaching of socially appropriate skills or behaviors will be included. The staff will be authorized to use the restraint and receive appropriate training. The Positive Behavior Support Plan will include efforts to eliminate the use of restraints.

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 Titusville Area School District has not experienced any difficulty placing students that are in need of a specialized curriculum. The district collaborates with neighboring specialized Special Education programs that are utilized for students that fit the criteria. This includes students that exhibit severe emotional disturbance, medically fragile students, students with significant cognitive disabilities, non-communicative students and severely handicapped students. This collaboration has allowed our students to be provided with all programming that meet their needs and ensures that a Free and Appropriate Public Education is being provided. Our district has successfully provided students with programming through interagency collaboration. Presently, there are no students and/or disability categories in which the district is experiencing difficulty ensuring a Free and Appropriate Education (FAPE). However, should a situation present itself that results in difficulty ensuring FAPE for a student, the district continues to take a team approach to resolve the issue. The Titusville Area School District strongly believes that a team approach is more effective in terms of resolving issues relating to locating an appropriate educational placement for hard to place students with disabilities. Inter-agency collaboration continues to be a valuable asset in terms of the team approach by increasing the likelihood of bringing all of the appropriate agencies/parties together to address a student's specific educational or emotional needs. The Director of Special Education will notify all appropriate agencies (Sarah A. Reed Children's Center, Bethesda Children's Home, PaTTAN, CYS, etc.) and will coordinate the inter-agency meetings. The Titusville Area School District maintains a cooperative/working relationship with the Riverview Intermediate Unit #6; Crawford, Venango, and Warren County Children's and Youth Services; Bethesda Children's Home; Sarah A. Reed Children's Center; Gertrude A. Barber Center; Drug and Alcohol Programs; and the Regional Counseling Center. The district plans to increase its efforts to collaborate with all of these mentioned agencies and establish agreements with other community resources for other supports to be brought into the district. Currently, the Titusville Area School District is regularly involved with the following facilities/agencies in Crawford and Venango Counties: · Crisis Intervention · Regional Counseling · Bethesda Children's Home · Gertrude Barber Center · Children and Youth Services · Office of Vocational Rehabilitation · IU #6 Psychiatric and Social Worker Services · Belmont Pines · Crawford County Human Services · Venango County Human Services The Titusville Area School District, in dedication to meeting students' various needs, plans to expand the continuum of services in the future through further development of interagency teams and partnerships with: · School-based mental health · Additional services offered through the Office of Vocational Rehabilitation · Additional resources offered through the County Children and Youth agencies and Family Services · Additional county Crisis Intervention and Prevention strategies and training · Increased involvement in the services provided by the Regional Counseling Center

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.62	Elementary	Full-time (1.0)	05/06/2022 03:18 PM

Building Name		
Pleasantville El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		40
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0.66	Multiple	Full-time (1.0)	05/06/2022 03:16 PM

Building Name		
Titusville Area 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	Multiple	6 to 13
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.97	Elementary	Full-time (1.0)	05/06/2022 03:15 PM

Building Name		
Early Childhood Lc		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		63
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.97

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.23	Multiple	Part-time (0.5)	05/06/2022 03:12 PM

Building Name
Titusville Area SD
Support Type

Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Multiple	7 to 19
Age Range Justification		FTE %
The teacher only provides instruction in age-appropriate groups.		0.23

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0.875	Elementary	Full-time (1.0)	05/02/2022 11:47 PM

Building Name		
Pleasantville El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 15
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0.350	Secondary	Full-time (1.0)	05/02/2022 11:45 PM

Building Name		
Titusville SHS		
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%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0.2	Secondary	Full-time (1.0)	05/02/2022 11:43 PM

Building Name		
Titusville MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.42	Elementary	Full-time (1.0)	05/02/2022 11:40 PM

Building Name		
Pleasantville El 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	8 to 10
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.15	Elementary	Full-time (1.0)	05/02/2022 11:39 PM

Building Name		
Pleasantville El 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	6 to 11
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0.35	Secondary	Full-time (1.0)	05/02/2022 11:38 PM

Building Name		
Titusville SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.28	Secondary	Full-time (1.0)	05/02/2022 11:37 PM

Building Name		
Titusville SHS		
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	Secondary	15 to 19
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0.05	Elementary	Full-time (1.0)	05/02/2022 11:36 PM

Building Name		
Main Street El 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	12 to 12
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.66	Elementary	Full-time (1.0)	05/02/2022 11:34 PM

Building Name		
Main Street El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 12
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.34	Elementary	Full-time (1.0)	05/02/2022 11:33 PM

Building Name		
Early Childhood Lc		
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	Elementary	5 to 7
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.55	Secondary	Full-time (1.0)	05/02/2022 11:32 PM

Building Name		
Titusville SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.24	Secondary	Full-time (1.0)	05/02/2022 11:31 PM

Building Name		
Titusville SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range

School District	Secondary	15 to 20
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0.3	Secondary	Full-time (1.0)	05/02/2022 11:30 PM

Building Name		
Titusville SHS		
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	14 to 19
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.22	Secondary	Full-time (1.0)	05/02/2022 11:56 PM

Building Name		
Titusville SHS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.3	Secondary	Full-time (1.0)	05/02/2022 11:28 PM

Building Name		
Titusville MS		
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	11 to 14
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.04	Secondary	Full-time (1.0)	05/02/2022 11:27 PM

Building Name		
Titusville MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0.36	Elementary	Full-time (1.0)	05/02/2022 11:26 PM

Building Name		
Pleasantville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
00.08	Secondary	Full-time (1.0)	05/02/2022 11:25 PM

Building Name		
Titusville SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	19 to 19
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.2	Secondary	Full-time (1.0)	05/02/2022 11:23 PM

Building Name		
Titusville SHS		
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	12 to 17
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0.1	Secondary	Full-time (1.0)	05/02/2022 11:22 PM

Building Name		
Titusville SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.35	Secondary	Full-time (1.0)	05/02/2022 11:20 PM

Building Name		
Titusville MS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.12	Secondary	Full-time (1.0)	05/02/2022 11:19 PM

Building Name		
Titusville MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.6	Secondary	Full-time (1.0)	05/02/2022 11:18 PM

Building Name		
Titusville MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.1	Secondary	Full-time (1.0)	05/02/2022 11:56 PM

Building Name		
Titusville MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0.6	Secondary	Full-time (1.0)	05/02/2022 11:15 PM

Building Name		
Titusville SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.05	Elementary	Full-time (1.0)	05/02/2022 11:08 PM

Building Name		
Hydetown El 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	12 to 12
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.36	Elementary	Full-time (1.0)	05/02/2022 11:08 PM

Building Name		
Hydetown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0.08	Secondary	Full-time (1.0)	05/02/2022 11:06 PM

Building Name		
Titusville MS		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.25	Secondary	Full-time (1.0)	05/02/2022 11:04 PM

Building Name		
Titusville MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.08	Secondary	Full-time (1.0)	05/02/2022 11:04 PM

Building Name		
Titusville 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	Secondary	11 to 15
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.06	Secondary	Full-time (1.0)	05/02/2022 11:55 PM

Building Name		
Titusville SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
.875	Elementary	Full-time (1.0)	05/02/2022 10:54 PM

Building Name		
Pleasantville El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
The teacher only provides instruction to students in age-appropriate groups.		0.88

Special Education Facilities

Building Name		Room #
Early Childhood Lc		13
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 32 feet, 0 inches	960sqft	34
Implementation Date		
2022-05-06		
Uploaded Files		
ECLC 2nd Floor SEM.PNG		

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 #
Early Childhood Lc		15
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 6 inches	610sqft	21
Implementation Date		
2022-05-06		
Uploaded Files		
ECLC 1st Floor SEM.PNG		

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	

Building Name		Room #
Early Childhood Lc		7415
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, 8 inches x 19 feet, 0 inches	259sqft	9
Implementation Date		
2022-05-06		
Uploaded Files		
ECLC 1st Floor SEM.PNG		

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	

Building Name		Room #
Main Street El Sch		210
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 34 feet, 0 inches	748sqft	26
Implementation Date		
2022-05-06		
Uploaded Files		
Main St 2nd Floor SEM.PNG		

4Assurance Check

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

Building Name		Room #
Main Street El Sch		5206
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, 6 inches	205sqft	7
Implementation Date		
2022-05-06		
Uploaded Files		

Main St 2nd Floor SEM.PNG

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	

Building Name		Room #
Hydetown El Sch		4199
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 22 feet, 1 inches	220sqft	7
Implementation Date		
2022-05-06		
Uploaded Files		
Hydetown SEM.PNG		

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	

Building Name		Room #
Hydetown El Sch		130
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 37 feet, 0 inches	814sqft	29
Implementation Date		
2022-05-06		
Uploaded Files		
Hydetown SEM.PNG		

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 #
Pleasantville El Sch		20
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 28 feet, 0 inches	448sqft	16
Implementation Date		
2022-05-06		
Uploaded Files		

Pleasantville SEM.PNG

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	

Building Name		Room #
Pleasantville El Sch		6400
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 6 inches x 22 feet, 0 inches	605sqft	21
Implementation Date		
2022-05-06		
Uploaded Files		
Pleasantville SEM.PNG		

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	

Building Name		Room #
Pleasantville El Sch		26
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 28 feet, 0 inches	672sqft	24
Implementation Date		
2022-05-06		
Uploaded Files		
Pleasantville SEM.PNG		

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 #
Pleasantville El Sch		25
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 28 feet, 0 inches	672sqft	24
Implementation Date		
2022-05-06		
Uploaded Files		

Pleasantville SEM.PNG

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	

Building Name		Room #
Pleasantville El Sch		18
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 30 feet, 6 inches	732sqft	26
Implementation Date		
2022-05-06		
Uploaded Files		
Pleasantville SEM.PNG		

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	

Building Name		Room #
Pleasantville El Sch		17
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		
2022-05-06		
Uploaded Files		
Pleasantville SEM.PNG		

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 #
Titusville MS		605
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 26 feet, 6 inches	821sqft	29
Implementation Date		
2022-05-06		
Uploaded Files		

TMS SEM.PNG

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	

Building Name		Room #
Titusville MS		604
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 32 feet, 6 inches	877sqft	31
Implementation Date		
2022-05-06		
Uploaded Files		
TMS SEM.PNG		

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	

Building Name		Room #
Titusville MS		601
School Building		Building Description
Middle		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		
2022-05-06		
Uploaded Files		
TMS SEM.PNG		

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 #
Titusville MS		709
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 27 feet, 0 inches	891sqft	31
Implementation Date		
2022-05-06		
Uploaded Files		

TMS SEM.PNG

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	

Building Name		Room #
Titusville MS		801
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 28 feet, 0 inches	896sqft	32
Implementation Date		
2022-05-06		
Uploaded Files		
TMS SEM.PNG		

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	

Building Name		Room #
Titusville MS		2121
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 11 feet, 0 inches	154sqft	5
Implementation Date		
2022-05-06		
Uploaded Files		
TMS SEM.PNG		

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 #
Titusville SHS		109
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 19 feet, 0 inches	437sqft	15
Implementation Date		
2022-05-06		
Uploaded Files		

THS 1st Floor - SEM.PNG

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	

Building Name		Room #
Titusville SHS		108
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 61 feet, 0 inches	1403sqft	50
Implementation Date		
2022-05-06		
Uploaded Files		
THS 1st Floor - SEM.PNG		

21 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	

Building Name		Room #
Titusville SHS		202
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 6 inches x 33 feet, 0 inches	940sqft	33
Implementation Date		
2022-05-06		
Uploaded Files		
THS 2nd Floor - SEM.PNG		

22Assurance 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 #
Titusville SHS		223
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 6 inches x 52 feet, 0 inches	1066sqft	38
Implementation Date		
2022-05-06		
Uploaded Files		

THS 2nd Floor - SEM.PNG

23 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	

Building Name		Room #
Titusville SHS		205
School Building		Building Description
Senior 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 29 feet, 0 inches	696sqft	24
Implementation Date		
2022-05-06		
Uploaded Files		
THS 2nd Floor - SEM.PNG		

24 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	

Building Name		Room #
Titusville SHS		206
School Building		Building Description
Senior 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 32 feet, 0 inches	768sqft	27
Implementation Date		
2022-05-06		
Uploaded Files		
THS 2nd Floor - SEM.PNG		

25Assurance 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 #
Titusville SHS		207
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 6 inches x 30 feet, 0 inches	705sqft	25
Implementation Date		
2022-05-06		
Uploaded Files		

26 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	

Paraprofessionals	1	Elementary	District
Paraprofessionals	1	Elementary	District
Paraprofessionals	1	Elementary	District
Paraprofessionals	1	Elementary	District
Paraprofessionals	1	Elementary	District
Paraprofessionals	1	Elementary	District
Paraprofessionals	1	Secondary	District
Paraprofessionals	1	Secondary	District
Paraprofessionals	1	Secondary	District
Paraprofessionals	1	Secondary	District
Paraprofessionals	1	Secondary	District
Paraprofessionals	1	Secondary	District
Paraprofessionals	1	Secondary	District
Paraprofessionals	1	Secondary	District
Paraprofessionals	1	Secondary	District
Paraprofessionals	1	Secondary	District
Occupational Therapist	.1	District Wide	Contractor
Physical Therapist	.1	District Wide	Contractor
Social Worker	.1	District Wide	Contractor
Guidance Counselor	1	Elementary	District
Other	.1	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
The Titusville Area School District had a 7.9% Autism enrollment rate versus the state 12.1% according to the 2020-2021 Special Education Data Report. All staff receive training to enhance academic instruction, communication and socialization skills for all identified students with Autism. The Titusville Area School District will continue its efforts to provide appropriate staff trainings for teachers responsible for working with students within the Autism Spectrum. The district has maintained collaborative working arrangement with PATTAN, IU#6, and PDE Webinar sessions; continuation of the partnership among all these providers will take place in addressing trainings for the districts staff. The district will maintain sign in sheets to verify attendance as well as maintain agendas on specific topics addressed.			
Lead Person/Position		Year of Training	
Nancy Wright, Director of Special Education		1	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1	District Intermediate Unit PaTTAN Other	Paraprofessionals Special Education Teachers

Description of Training			
The Titusville Area School District will provide training on communication, socialization skills, and academic strategies to support all students with Autism in the district. The District will collaborate with PaTTAN, PDE, and the Riverview Intermediate Unit #6 to provide research-based strategies and best practices. Meeting agendas and sign in sheets will be utilized.			
Lead Person/Position		Year of Training	
Nancy Wright, Director of Special Education		2	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1	District Intermediate Unit PaTTAN Other	Paraprofessionals Special Education Teachers

Description of Training			
Ongoing collaboration with PDE, PaTTAN, and the Riverview Intermediate Unit #6 will provide our staff with the latest information, best practices, strategies, and			

techniques to enhance our capabilities and skills while working with students with Autism across the District. Meeting agendas and sign in sheets will be utilized.			
Lead Person/Position		Year of Training	
Nancy Wright, Director of Special Education		3	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1	District Intermediate Unit PaTTAN Other	Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
The Titusville Area School District intends on providing its staff with appropriate methods in dealing with challenging behaviors displayed by its students. The district will continue its ongoing collaboration with the Riverview Intermediate Unit#6 in scheduling CPI training for new staff and re- certification for existing staff. The IU#6 has provided the district with the knowledge in how to conduct an appropriate Functional Behavioral Analysis (FBA) and subsequent Positive Behavioral Support Plan. IU#6 will also assist the district in cultivating the School Wide Positive Behavior Supports initiatives			
Lead Person/Position		Year of Training	
Joni Sharrow, Intermediate Unit 6		1	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1	Intermediate Unit	Paraprofessionals Special Education Teachers

Description of Training			
The Titusville Area School District will collaborate with the Riverview Intermediate Unit #6 to provide training on the best practices with the School-Wide Positive Behavior Interventions and Supports. Crisis Prevention and Intervention training will be provided to help deescalate students and provide support when writing positive behavioral goals and classroom behavior management strategies. Meeting agendas and sign in sheets will be utilized.			
Lead Person/Position		Year of Training	
Joni Sharrow, Intermediate Unit 6		2	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1	Intermediate Unit	Paraprofessionals Special Education Teachers

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Description of Training			
The District will support Positive Behavior Interventions and techniques. The District will collaborate with PDE, PaTTAN, and the Riverview Intermediate Unit #6 while providing research-based strategies and best practices while working with students with challenging behaviors. Crisis Prevention and Intervention, deescalation techniques, comfort versus care, classroom management strategies, breathing techniques, brain breaks, behavior contracts, etc. will be some of the topics discussed. Meeting agendas and sign in sheets will be utilized.			
Lead Person/Position		Year of Training	
Joni Sharrow, Intermediate Unit 6		3	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1	Intermediate Unit	Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training
<p>All paraprofessionals in the TASD will meet or do meet Highly Qualified standards. TASD will provide the paraprofessional staff with knowledge and training to enhance their understanding of childhood development, verbal de-escalation development skill in students, verbal de-escalation techniques, CPR/first aid training or recertification. Annually, beginning with July 1 of each year, the Titusville Area School District Department of Special Education, offers all paraprofessionals with 20 inservice hours to meet the PDE/Chapter 14 mandate and to improve overall skills and knowledge for working with all types of students with and without disabilities. The Titusville Area School District will ensure that all paraprofessionals will be highly qualified in the areas of Autism, Behavior, Reading, and Transitional Services to provide students the utmost education based on the needs displayed. The district provides a yearly survey to evaluate the need and the direction of the training for paraprofessionals. These survey results are then used to plan for professional development opportunities for paraprofessionals and staff within the district. All professional development will focus on mirroring the PaTTAN paraprofessional Credential of Competency for Special Education Paraeducators in Pennsylvania. Quarterly each year, the Special Education Director meets with all 40 paraprofessionals throughout the school year to provide additional professional development opportunities and to discuss roles and responsibilities. Each paraprofessional must complete the required professional development hours (20) by the end of each school year. Topics for the various trainings will include, but are not limited to:</p> <ul style="list-style-type: none"> · Behavior management · School Wide Positive Behavior Supports · Chapter 14 · Crisis Prevention and Intervention · First Aid and CPR · Technology Implementation · Collaboration skills · Disability Awareness and understanding of special needs students · Reading and Math Interventions · Supporting students with adaptations and modifications for special education students · Role of Support Staff in Promoting Active learning · TASD Paraprofessional Expectations · Special Education 101 – Basics and the expectations for Special Education · Social Skill training for students – Skillstreaming Training · Encouraging student independence and organizational skills · Implementing and monitoring Positive Behavior Intervention Plans · Developing and providing positive communication · Gathering and interpreting data through observations of students ·

Google Training · Positive Behavior Supports · Assistive Technology for special education students in the classroom · De-escalation techniques and emergency responses to behavior · Large group management · Additionally, the Titusville Area School District paraprofessionals will meet the following Paraeducator Standards by the end of this Special Education Comprehensive Plan cycle: Paraeducator Standard # 1: Foundations of Special Education Paraeducator Standard # 2: Development and Characteristics of Learners Paraeducator Standard # 3: Individual Learning Differences Paraeducator Standard # 4: Instructional Strategies Paraeducator Standard # 5: Learning Environments & Social Interactions Paraeducator Standard # 6: Language Paraeducator Standard # 7: Instructional Planning Paraeducator Standard # 8: Assessment Paraeducator Standard # 9: Professional & Ethical Practice Paraeducator Standard # 10: Collaboration

Lead Person/Position		Year of Training	
Nancy Wright, Director of Special Education		1	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1	District Intermediate Unit PaTTAN Other	Paraprofessionals

Description of Training			
The Titusville Area School District will provide the paraprofessionals opportunities for their input in their learning and professional development. Ongoing training in the areas of behavior management, School Wide Positive Behavior Supports, Chapter 14, Crisis Prevention and Intervention, First Aid and CPR, Technology Implementation, Collaboration skills, Disability Awareness and understanding of special needs students, Reading and Math Interventions, Supporting students with adaptations and modifications, the Role of Support Staff in Promoting Active learning, and TASD Paraprofessional Expectations are some of the topics to be addressed. Meeting agendas and sign in sheets will be utilized.			
Lead Person/Position		Year of Training	
Nancy Wright, Director of Special Education		2	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1	District Intermediate Unit PaTTAN Other	Paraprofessionals

Description of Training			
The District will continue to offer a wide variety of training and professional development to assist our paraprofessionals with their growth and learning. Some of the many topics include Special Education 101, The expectations for Special Education, Social Skill Training for Students, Skillstreaming Training, Encouraging			

Student Independence and Organizational Skills, Implementing and Monitoring Positive Behavior Intervention Plans, Developing and Providing Positive Communication, Gathering and Interpreting Data through Observations of Students, Google Training, Positive Behavior Supports, Assistive Technology for Special Education Students in the Classroom, De-escalation Techniques and Emergency Responses to Behavior, and Large Group Management. Meeting agendas and sign in sheets will be utilized.

Lead Person/Position		Year of Training	
Nancy Wright, Director of Special Edcation		3	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1	District Intermediate Unit PaTTAN Other	Paraprofessionals

Transition

Description of Training
<p>The Titusville Area School District provides all of its students the ability to transition seamlessly and successfully from high school to adult life. The District's goal is to maintain a positive and productive atmosphere for the students transitioning from grade to grade or from high school to adult life. The Titusville Area School District's goal is to ensure that students are prepared for the three phases of transition (post-secondary, employment and independent living) upon graduation. The Titusville Area School District focuses on the Indicators including those indicators for transition age students: #1, #2, #13 and #14 in its efforts to provide students with the most effective transition goals and planning which will lead to beneficial outcomes for students. The primary focus for the district will be to adhere and apply best practices in the process for developing transition IEP's required by IDEA and promoting student-centered assessments, activities and outcomes for transition. Topics for training could include but are not limited to: · Agency Awareness · Post-Secondary Education Understanding · Understanding of vocational training Evidence that an action step has been implemented will be the attendance record of those who attended each training session. T ASD will annually support the district level transition coordinator in attending monthly training sessions to improve their skills and knowledge for working with students with disabilities and for providing transition activities for our students in the Titusville Area School District. In turn, the transition coordinator will then provide resources and professional development to all Special Education Department faculty who have students of transition age. Possible topics for the various monthly trainings will include, but are not limited to: a. Study skills b. Conflict resolution c. Career exploration d. Stress reduction e. Goal setting with students f. Post-secondary options for students with Disabilities h. Transition Support at IEP Meetings i. Information from the PDE Transition Conference T ASD will also annually offer parents of students with special needs the opportunity to prepare and understand services and opportunities for their child through various events that include but are not limited to: a. Post-Secondary Luncheon b. Agency Panel Night c. Autism Night d. OVR and Transitional Services Night e. Parents will also receive notice of other opportunities for them and their children to participate in, as they are received by the district from outside sources such as PaTTAN, Post-Secondary Institutions and Agencies. f. On-sight transition activity to the Hiram G. Andrews Technology Center. T ASD will annually offer transition services to students ages 14-21 within the school district, and to 504 status students. Programs that will be offered, but are not limited to: a. Yearly student activities focusing on Career Exploration</p>

and other topics in the areas of resumes, applications and job searching strategies b. Referral to OVR and assistance with initial meetings and guidance through the OVR process for juniors and seniors. c. Post-Secondary Seminar and Field trip to help students plan and understand their rights and responsibilities when getting ready to attend a post-secondary institution. TASD remains committed to working collaboratively with the existing TASD 339 plan. At a minimum, the Special Education Department will meet annually with the TASD Student Services Department to collaborate between both departments to increase student readiness for transition from school to the adult world.

Lead Person/Position		Year of Training	
Teresa Zdarko, Transition Coordinator		1	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1	District Intermediate Unit PaTTAN Other	Parents Special Education Teachers

Description of Training			
The Titusville Area School District will continue to provide Transition topics for training and professional development. The District will ensure students are prepared for postsecondary education or training, employment, and independent living. Some of the topics for training include but are not limited to Agency Awareness, Post-Secondary Education Understanding, Understanding of Vocational Training, Study Skills, Conflict Resolution, Career Exploration, Stress Reduction, and Goal Setting with Students. Meeting agendas and sign in sheets will be utilized.			
Lead Person/Position		Year of Training	
Teresa Zdarko, Transition Coordinator		2	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1	District Intermediate Unit PaTTAN Other	Parents Special Education Teachers

Description of Training			
The Titusville Area School District Transition Training and Professional Development will continue with supporting students' goal planning to lead to beneficial outcomes for students. The best practices and IEP development will encourage students to transition successfully from high school to adult life. Training topics and opportunities will include but not be limited to Transition Support at IEP Meetings; Information from the PDE Transition Conference; Post-Secondary Luncheon; Agency Panel Night; Autism Night; OVR and Transitional Services Night; Post-Secondary Institutions and Agencies Information; On-sight transition activity to the Hiram G. Andrews Technology Center; Yearly Student Activities Focusing on Career Exploration and other topics in the areas of resumes,			

applications and job searching strategies; Referrals to OVR and assistance with initial meetings and guidance through the OVR process for juniors and seniors; Post-Secondary Seminar and Field trip to help students plan and understand their rights and responsibilities when getting ready to attend a post-secondary institution. Meeting agendas and sign in sheets will be utilized.			
Lead Person/Position		Year of Training	
Teresa Zdanko, Transition Coordinator		3	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1	District Intermediate Unit PaTTAN Other	Parents Special Education Teachers

Science of Literacy

Description of Training			
The Titusville Area School District’s Special Education Department will continue to close the gap for identified and at-risk students in the area of reading. We will continue our successful efforts with Response to Instruction and Intervention (RtII) in reading for grades K4 through 8th grade. We will continue with our expansion of the implementation of RtII in the high school level. All special education support for students, classrooms and at-risk populations at the elementary, middle and high school level will be provided with strategies and support to increase reading achievement. General education teachers, special educators, and reading specialists will collaborate to provide all struggling students with evidence-based reading instructional practices. Implementation and progress will be evaluated by examining the data indicative of proficiency in reading, annual growth, and closing the reading gap. The educational staff will be provided with professional development training that will enable the students to demonstrate reading proficiency gains. Educational staff will be trained to use data to identify areas of reading deficits, to use Response to Instruction and Intervention to develop flexible groups, appropriate instruction, and interventions.			
Lead Person/Position		Year of Training	
Jesse Maine, Director of Instruction		1	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1	District Intermediate Unit PaTTAN Other	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training

The Titusville Area School District will strengthen the instructional literacy practices based on our students' needs, while supporting the growth and the success of all students. New foundations sessions introduce our staff to the CKLA programs. After learning about the research-based principles of the program's approach, the structure of materials, and key lesson segments, staff will practice observing and delivering lessons within a collaborative environment. Strengthening sessions will deepen our staff's understanding of the program principles and how to move CKLA instruction and student outcomes to the next level. Session offerings focus on data analysis, examining student writing, and targeted intervention instruction to effectively address our students' needs. Meeting agendas and sign in sheets will be utilized.

Lead Person/Position		Year of Training	
Jesse Maine, Director of Instruction		2	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1	District Intermediate Unit PaTTAN Other	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training

The District will provide professional development and training on the CKLA and Soliday Intervention Systems and additional resources like Acadience. Coaching sessions will elevate our instructional practice and support teachers' and schools' specific needs. Staff feedback and engagement in collaborative planning will be provided. Resource reviews, CKLA lesson modeling, classroom observations, grade-level planning, data analysis meetings, instructional planning time, progress monitoring, IEP goal writing, etc. will be some of the many topics. Interventions and scheduling will also be reviewed. Meeting agendas and sign in sheets will be utilized.

Lead Person/Position		Year of Training	
Jesse Maine, Director of Instruction		3	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1	District Intermediate Unit PaTTAN Other	General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training

Parent conferences, IEP meetings, Evaluation meetings, and data meetings are held at times convenient to the parent to maximize academic progress, as well as parental engagement. This is most defined in our movement of the annual IEP meetings held prior to the start of school in the summer. We consider them the kick off meetings. This approach allows us to engage the parents and discuss the plan for the year for their child. In addition, the additional three Response to Intervention and Instruction meetings held throughout the year allow for additional meetings if any child is not making progress towards their goals. This formal process is exceptional and engages parents and the school to become active partners in their child’s education. All parent engagement activities are targeting surveyed areas of need for the district. This targeting also is done for our professional and non-professional staff. Professional development for faculty and staff are driven by the needs indicated through surveying and administration reflections identified during the evaluation process. A major effort on the part of the district to increase parent comfort level and involvement in attending school meetings has yielded positive results in participation. The district developed an IEP survey which allows parents to comment on the IEP process. The data from these surveys is used to consider mini training. Parent engagement and feedback is used to discuss novel ways to involve parents in our district. This parent information is included on our webpage. The district provides opportunities for parents to gather information about supports and programming options for their children with Career Nights, Job Fairs, Office of Vocational Rehabilitation Presentations, Orientation, Ninth Grade Academy, Title One Parent Engagement evenings, etc.

Lead Person/Position		Year of Training	
Nancy Wright, Director of Special Education		1	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1	District Intermediate Unit PaTTAN Other	General Education Teachers Parents Special Education Teachers

Description of Training			
The Titusville Area School District continues with the Response to Intervention and Instruction meetings held throughout the year allowing for additional meetings if any child is not making progress towards their goals. This formal process is exceptional and engages parents and the school to become active partners in their child’s education. All parent engagement activities are targeting surveyed areas of need for the district. This targeting also is done for our professional and non-professional staff. Professional development for faculty and staff are driven by the needs indicated through surveying and administration reflections identified during the evaluation process. Parents are collaborative stakeholders participating in the IEP process, review meetings, PTG meetings, Title One Nights, Conference Nights, etc.			
Lead Person/Position		Year of Training	
Nancy Wright, Director of Special Education		2	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1	District Intermediate Unit PaTTAN Other	General Education Teachers Parents Special Education Teachers

Description of Training			
Parents are engaged in Student Assistance Programs, Parent Teacher Conferences, Evaluation Team Meetings, IEP meetings, OVR meetings, Career Fairs, Clubs and Sports, Extracurricular programs, Ninth Grade Academy, Title One Nights and Activities, Decisions Day, Orientation, Robotics, Spelling Bees, Reading Competitions, Plays, Summer Theater, Band, Boosters, Community Based Instruction, etc. throughout the District. The District encourages parents and extended families to participate in the offerings and provide feedback to better assist the planning process. Surveys, technology, all-school calls and communication resources are used to promote the activities. The District strives to have parents become actively engaged in their child's education.			
Lead Person/Position		Year of Training	
Nancy Wright, Director of Special Education		3	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1	District Intermediate Unit PaTTAN Other	General Education Teachers Parents Special Education Teachers

IEP Development

Description of Training			
The entire special education staff received training on effective IEP writing and planning. This training provided the staff with valuable tools and strategies that can be utilized to assist in building an appropriate and meaningful academic program for each student. All special education teachers in the Titusville Area School District have received training from the Riverview Intermediate Unit #6 on writing effective transition plans and to ensure that the students remain in the least restrictive environment. All teachers of students of transition age have been approved by the IU during the Indicator 13 evaluation. This program enables staff and students to work together toward building meaningful transition goals and plans, as well as working toward creating a positive connection between the school and the community. All special education teachers in grades 7-12 attended transition and IEP writing training. This will continue to be a recurring topic during future Special Education Department meetings and professional development days. All special education teachers will be provided training on reevaluations, functional behavior assessments, and positive behavior support plans. All faculty and staff are provided with a comprehensive and data driven professional development plan. Surveys are used to determine planning and provide staff input. Maintenance of this process allows for ongoing training and support for our faculty and staff which transfers to better programming for all of our student exceptionalities in grades K through 12. This training is not just for our Special Education Department, but includes the traditional education faculty also.			
Lead Person/Position		Year of Training	
Nancy Wright, Director of Special Education		1	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1	District	Special Education Teachers

		Intermediate Unit PaTTAN Other	
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Description of Training			
The Titusville Area School District will continue to provide IEP training and professional development opportunities to write effective transition plans, measurable annual goals, etc. The District will utilize the Riverview Intermediate Unit #6 to help support the special education teachers' growth in all areas of IEP writing. Our staff will continue to develop effective learning plans and meaningful programs for all students across the district. The teachers will collaborate with the parents, speech therapists, physical therapists, occupational therapists, general education teachers, administrators, etc. to write appropriate individualized plans. All trainings and professional development will have meeting agendas and sign in sheets.			
Lead Person/Position		Year of Training	
Nancy Wright, Director of Special Education		2	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1	District Intermediate Unit PaTTAN Other	Special Education Teachers

Description of Training			
The District will continue to provide a variety of professional development topics to train staff and review the IEP process in detail. The IEP development will expand with training on reevaluations, functional behavioral assessments, positive behavior support plans, etc. Recurring topics will be used depending on the surveys completed by the staff for their ongoing consultation and needs. Additional time and practice during ongoing training will benefit the students and families and enhance the IEP writing process. Collaboration among the staff members and usage of the Riverview Intermediate Unit #6 staff will enable better programming and planning for our students. An emphasis on individual student needs, parent involvement, and creative scheduling will benefit the students throughout the process. The special education staff working collaboratively with the general education staff is a key component in writing specially designed instruction and appropriate accommodations in the individualized education plans.			
Lead Person/Position		Year of Training	
Nancy Wright, Director of Special Education		3	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1	District Intermediate Unit PaTTAN	Special Education Teachers

		Other	
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Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

