

## TaC Services

*The Training and Consultation Staff provides technical assistance and training to assist local school districts by building the capacity to meet the educational needs of all students.*

*The Seneca Highlands IU9 TaC staff supports districts within Elk, Cameron, McKean and Potter counties in achieving their identified goals.*



## TaC Staff

Phone: (814) 887-5512

### **Brett Lasko**

Secondary Transition, Interagency Coordinator, P2G  
Ext. 206  
blasko@iu9.org

### **Nicole Meyer**

MTSS– Behavior, School Improvement  
Ext. 209  
nmeyer@iu9.org

### **Susie Nussbaum**

MTSS– Reading/Writing, Inclusive Practices/ LRE, P2G, Paraeducators  
Ext. 203  
snussbaum@iu9.org

### **Rachael Paladino**

MTSS– Math, BrainSTEPS, STEM, Assistive Technology, Inclusive Practices/ LRE  
Ext. 201  
rpaladino@iu9.org

### **Ashley Sterbank**

Autism, Inclusive Practices/ LRE, Family Engagement  
Ext. 204  
asterbank@iu9.org

# Training and Consultation Services (TaC)



**Staff Development**



**Consultation**



**Resources**

**TaC training sessions and additional topics are found on the Seneca Highlands IU9 website.**

## **TaC Initiatives**

### **Assistive Technology**

**Point of Contact: Rachael Paladino**

Teachers have the responsibility to be responsive to diverse student needs to help them access, participate, and/or respond to instruction within the general education classroom. These goals may be supported through the use of assistive technology. As defined by IDEA 2004, assistive technology is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. Devices range in complexity from no- or low-tech tools to high-tech tools.

### **Autism**

**Point of Contact: Ashley Sterbank**

Autism Spectrum Disorders (ASDs) are a group of complex neurological developmental disabilities characterized by problems with communication, social interaction, and patterns of interest and behavior.

### **Interagency Coordination**

**Point of Contact: Brett Lasko**

The Interagency Coordinator provides links between area schools, child-serving systems, and families to facilitate collaboration in meeting the needs of students. The Child and Adolescent Service System Program (CASSP) is a program that coordinates and facilitates agency services for children and adolescents. The Interagency Coordinator facilitates the Local Transition Council (LTC) within Cameron/Elk, Potter, and McKean Counties.

### **Multi-Tiered System of Support (MTSS) Behavior**

#### **Safe Schools—School Climate**

**Point of Contact: Nicole Meyer**

Positive Behavior Interventions and Supports (PBIS) is a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

### **Multi-Tiered System of Support (MTSS) Literacy**

**Point of Contact: Susie Nussbaum**

The literacy consultant provides academic support to improve literacy outcomes through the provision of evidence-based practices, resources, training, and technical assistance.

### **Multi-Tiered System of Support (MTSS) Math / STEM**

**Point of Contact: Rachael Paladino**

Within an MTSS model for Mathematics and Science, cross-disciplinary teams use a problem-solving process to facilitate shared ownership for enhancing mathematic and science outcomes. Teams expand their continuum of evidence-based practices and reliable and valid data sources. The development of the infrastructure and implementation efforts occur within the context of culturally responsive practices, positive behavioral supports, and family engagement.

### **Secondary Transition**

**Point of Contact: Brett Lasko**

Secondary transition is the process of preparing students for life after they leave high school, including participation in post-secondary education or training, employment, and community living. These three areas are often referred to as “post-secondary outcomes” and are the driving force behind Individualized Education Programs (IEPs) written for students in high school. The planning process is a collaborative effort between the student, family/caregiver, school team, and agency partners.

### **Inclusive Practices/LRE (Least Restrictive Environment)**

**Point of Contact: Susie Nussbaum, Rachael Paladino, Ashley Sterbank**

Our commitment to least restrictive environment (LRE) for each student is to ensure that Individualized Education Program (IEP) teams begin with the general education setting, with the use of Supplementary Aids and Services, before considering a more restrictive environment. Successful inclusive education of students who have IEPs involves the use of appropriate supports and services necessary to participate in and benefit from both the general classroom setting and other natural environments.

### **School Improvement and Equity**

**Point of Contact: Nicole Meyer, Rachael Paladino, Susie Nussbaum**

The Every Student Succeeds Act (ESSA) provides each state with enhanced flexibility to designate and serve schools in need of support. The consultant will provide support for area Comprehensive Support and Improvement (CSI) schools and Additional Targeted Support and Improvement (A-TSI) schools.