

Profile and Plan Essentials

Special Education Students

Total Number of Special Education Students 422

Total Student Enrollment 2039

Percent of Special Education Students 20.7

Steering Committee

Name	Position/Role	Building	Email
Joe Stroup	Superintendent	Midd-West SD	stroup.joe@mwsd.cc
Erin Sheedy	Director of Special Education	Midd-West SD	sheedy.erin@mwsd.cc
Thor Edmiston	Director of Curriculum	Midd-West SD	edmiston.thor@mwsd.cc
Heidi Oldt	Parent	Midd-West SD	holdt@mwsd.cc
Mandi Romig	General Education Teacher	Midd-West HS	mromig@mwsd.cc
Matthew Deitz	General Education Teacher	Midd-West HS	mdietz@mwsd.cc
Brian Beward	Parent	Midd-West HS	bbeward@mwsd.cc
Victor Abate	Board Member	Midd-West SD	vabate@mwsd.cc
Shari Conrad	Other	Midd-West MS	conrad.shari@mwsd.cc
Liliana Shutt	Other	Midd-West HS	96370@mwsd.cc
Lori Keister	General Education Teacher	Middleburg El Sch	lkeister@mwsd.cc
Tammy Laub	Other	Midd-West HS	tlaub@mwsd.cc
Allison Hornberger	General Education Teacher	Middleburg El Sch	ahornberger@mwsd.cc
Edward Gunkle	Building Principal	Middleburg El Sch	Gunkle.Edward@mwsd.cc
Sabrina Arbogast	Other	Middleburg El Sch	sarbogast@mwsd.cc
Beth Keister	Other	Midd-West SD	bkeister@mwsd.cc
Ashley Kuhns	Parent	Midd-West SD	kuhns.ashley@mwsd.cc
Courtney Trawitz	General Education Teacher	West Snyder El Sch	ctrawitz@mwsd.cc
Jenelle VanHorn	Parent	Middleburg El Sch	vanhorn.jenelle@mwsd.cc
Paul Mall	Other	Midd-West SD	mall.paul@mwsd.cc
Jeremey Brown	Building Principal	Midd-West MS	jbrown@mwsd.cc
Karie Gunkle	Special Education Teacher	West Snyder El Sch	kgunkle@mwsd.cc
Chloe Sauer	Other	Midd-West HS	96824@mwsd.c
Shari Sheaffer	General Education Teacher	West Snyder El Sch	sharishaaffer@mwsd.cc
Brandy Shawver	General Education Teacher	Midd-West MS	Shawver.brandy@mwsd.cc
Brent Bobb	Other	Midd-West SD	brentbobb@verizon.net
Jennifer Hummel	Other	Midd-West SD	jhummel@mwsd.cc
Gretchen Powell	Special Education Teacher	Midd-West MS	gpowell@mwsd.cc
Abbie Wolfe	Special Education Teacher	West Snyder El Sch	wolfe.abbie@mwsd.cc

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)

Improvement and Planning Activity

Ensure that outside agency representatives are invited to all transition age meetings

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

Corrective Action	Improvement and Planning Activities
Intensive Interagency Approach	The LEA will develop a written procedure to ensure that eligible students receiving Homebound Instruction and Instruction in the home are reported as required
FR 225 - Summary of findings include strengths and needs	Staff training and file review
FR 226 - Summary of findings includes present levels, including transition when appropriate	Staff training and file review
FR 246 - Transition planning and services agency invited if appropriate	Updated student documents, Staff training and file review
FR 239 - Documentation of Eval Team Participants	Staff training and file review

Identification Method

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

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
Beacon Light	Resident Treatment Facility		District	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.)
 Mid-West School District has one 1306 facility in the district, a private, mental health residential facility called Beacon Light. The district ensures that the directors of the facility are aware of 1306 requirements for notification of an identified student and the obligations of the district to provide special education services and be an active member of the IEP team. Upon notification of the arrival of a student at the facility, district personnel review special education documents and schedule a meeting to determine appropriate programming. The programming is then provided by certified teachers either at the facility or in district.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
 FAPE is ensured by frequent communication with directors at the facility as well as progress monitoring and communication with the resident district personnel as well. Mid-West School District affords the same education and programming to non-resident students as are provided to resident students. All Chapter 14 guidelines and regulations are followed. Conversations about placement begin in the regular education setting with supplementary aids and services, and work along that continuum until the most effective and least restrictive placement can be determined. When possible, the 1306 students are educated in district programs.

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).

Child Find practices are used in order to locate or identify incarcerated students. Annual notices are published in the newspaper. When incarcerated students are located and identified, proper steps are taken according to Chapter 14 guidelines for evaluation and eligibility determination for a free appropriate public education. There are no juvenile corrections facilities located in the Midd-West School District. The correctional facility in which Midd-West students could be placed is located within the boundaries of the Selinsgrove Area School District. Incarcerated students are ensured the right to a free appropriate public education until the age of 21. The Selinsgrove Area School District complies with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed therein. School districts providing special education services to incarcerated school-age individuals are required to: 1. comply with the "child-find" obligations of IDEA; 2. utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates; 3. implement, timely review and/or develop Individualized Education Programs (IEPs) for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and provide FAPE in conformity with the IEP. 4. Selinsgrove Area School District is permitted to charge Midd-West School District for the cost of the special education services, not to exceed the total cost of the special education program being provided to the individual.

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.
 - o 70.84 % of LEA students with an IEP served inside the regular classroom 80% or more of the day (formerly less than 21%) (State % is 61.71) o 18.22 % of LEA students with an IEP served inside the regular classroom no more than 79% of the day and no less than 40% of the day (formerly 21-60%) (State % is 23.86) o 7.97 % of LEA students with an IEP served inside the regular classroom less than 40% of the day (formerly greater than 60%) (State % is 9.66) o 0.68 % of LEA students educated in public separate facilities (EX: centers, segregated settings...)(State % is 1.46) o 2.05 % of LEA students educated in private separate facilities (EX: private day schools) (State % is 2.88) o 0.00% of LEA students educated in public or private separate residential facilities (EX: ICP, PRRI, residential treatment program) (State is .31%) Currently the only data for the Mid-West School District that follows a slightly different trend than the state norm that the Mid-West School District educates a larger percentage of students using itinerant support as opposed to supplemental support. The Mid-West School District needs to ensure that they are watching student progress and that students are able to continue to show growth with that lower level of support and that more students are not in need of the more intensive support that a supplemental program would provide.
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 Mid-West School District uses a multi-tiered systems of support to address students academic, behavioral, social and emotional needs. The school district utilizes research based core curriculum in all of those aforementioned areas and assesses periodically to determine if students are making adequate progress from the core. We have SEL curriculums at the elementary and middle school levels as well as PBIS. If students needs are not being met in the core we also have tiered support. In Tier II we utilize small skill groups with the guidance counselor, prevention specialist, differentiated assignments during independent work time, skill grouping. Also for behavior we utilize individualized plans at this level. If students still need more support we offer guidance on an individualized basis and utilize our CSBBH supports to help with behavior at this level.
3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

All supplementary aids and services are considered before removal from the general education environment. All staff have access to the Supplementary Aids and Services Toolkit to help guide them through the steps to determine appropriate placement and supports. The general education setting is always considered, with appropriate supplementary aids and services, before considering a more restrictive placement. This would include but not limited to the use of PBSP's, staff, assistive technology and peer supports. If the IEP team decides that the student may not receive an educational benefit from the service being delivered in a specific setting, the team may determine the appropriate setting.
4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

Students with an IEP have the same opportunities to participate in academic, nonacademic, and extra-curricular activities as peers who are non-disabled. All students enrolled in the district are strongly encouraged to participate in extra-curricular activities. This topic is discussed at IEP meetings, so parents have the information necessary to support their child in these activities. Additionally, paraprofessional support and in some cases, teachers, attend the after-school activities or specific events such as the prom to help support the children who need that level of additional support in order to participate. All supplementary aids and services necessary for students to participate in extra-curricular activities are provided based upon individual student need. This includes nursing services, transportation, and staffing.
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?

In Mid-West School District, conversations about student placement begin in the regular classroom, with non-disabled peers. The IEP team considers the recommendations made in the most recent evaluation of the student in order to determine the most appropriate placement for the student. Accommodations and modifications, as well as supplementary aids and services are considered. Paraeducators have been used to support some students in the regular education setting. We hold monthly special education team meetings in which new students, current needs for programming, etc., are discussed and programming and scheduling options are developed. Across many grades and classes, we have implemented a co-teaching model, so that special education students are not pulled out of the regular curriculum. For some students who continue to need supplemental curriculum, a combination of co-teach and pull-out classes has been beneficial. Extracurricular activities are encouraged as well as supported at times through paraeducators, administrators and staff. Peer tutors and facilitated peer groups are included in programming/placement options. Once placement decisions are made, student growth and progress is monitored closely in order to ensure that he/she is successful in that least restrictive environment and whether any additional supports or accommodations are necessary. In recent years, professional development for teachers has focused on co-teaching, emotional and behavioral supports/strategies, assistive technology and assistive communication, and educating students with challenging behaviors. The district also now provides support for students who are Deaf or Hard of Hearing. This has allowed the district to provide more programming in district and within regular education settings. As a result, multiple students have been able to return to district programming, from out of district placements.

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 Mid-West School District is committed to ensuring a continuum of services are available for our students. The district has expanded School-wide Positive Behavior to include both elementary schools as well as the middle school. The district is also in year two (COVID closures interfered with implementation) of a district-wide training initiative focusing on trauma informed care. The district is also in year three of implementation of contracting a SAP Liaison/Prevention Specialist through the CMSU to help address the increasing need in mental health concerns. In the 2021-2022 school year the district started using PASS, a Social Emotional screener for students K-12, previously the district used the SRSS in only grade K-5. We are also fortunate in Mid-West to be working with the Special Education staff at the Central Susquehanna Intermediate Unit (CSIU). WE take advantage of professional development opportunities for teachers and staff, provided by TAC staff from the CSIU or PaTtan. In recent years, Mid-West staff have received or participated in trainings on topics such as: School Wide Positive Behavior Support, Co-teaching, Safe Crisis Management and De-escalation techniques, working with students with Autism and ADHD, and Collins Writing. The district has also implemented a district wide research based supplemental curriculum for Language Arts and Math, with a language component. Our Autistic Support program participated in the Verbal Behavior Initiative and continues to employ the strategies. District staff attend various networking meetings at the CSIU and share strategies there. We have a School Based Behavioral Health program in three of our four buildings. Staff utilize many of the techniques suggested by Pattan for encouraging parent involvement. Last year we held several parent trainings in our buildings and encouraged parents to attend Local Task Force meetings. In the last two years, the district has created positions/programs for students who were either previously placed out of district or who were at risk for being placed out of district. These programs are the School To Work Transition program and the Emotional Support program at the High School level, as well as employment of a district Teacher of the Hearing Impaired. We try to develop and deliver instruction that addresses diverse learning needs. This means we may modify curricular goals and/or test delivery. Teachers work to provide alternate ways learning can be demonstrated or changing the method of presentation as well as seeking research-based alternate/supplemental materials and instructional adaptations. Adaptations and modifications to the physical environment are considered; we look at furniture arrangement in environments as well as specific seating arrangements and individualized desk, chair needs and the need for adaptive equipment. Adjustments to sensory input (e.g., light, sound), environmental aids (e.g., classroom acoustics, heating, ventilation), and structural

aids (e.g., wheelchair accessibility, trays, grab bars) are all considered when trying to address diverse learning needs. The staff at Midd-West are continually trying to add to our repertoire of supports and services to increase appropriate behavior and reduce disruptive or interfering behavior. As needs are determined by the team, we provide social skills instruction, and counseling supports. IEP teams create Functional Behavior Assessments, develop Positive Behavior Support Plans and discuss the possibilities of modification of rules/expectations and cooperative learning strategies. In addition, almost all of the paraeducators in the district, some administrators and a growing number of teachers are certified in Safe Crisis Management de-escalation and behavioral support techniques.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Story	Other		Ileana Bingaman	Emotional Support	7
5 Star - CSIU	Other	Behavioral Support	Erin Hepworth		4
CSIU Program, class for Deaf/Hard of Hearing students	Other	Neighboring School District	Shikallemmy School District		1
Soaring Heights	Approved Private School (APS)		Gabriella Fisher		1
Merakey	Other		Jeffery Meck		1
CSIU Program - Lewisburg	Other	Neighboring School District	CSIU		1
Yellow Breeches	Approved Private School (APS)		Kevin Oakes		1
Mifflin County School District	Other	Neighboring School District	Mifflin County School District		1

Positive Behavior Support

Date of Approval
2016-06-27

Uploaded Files

113.1 Discipline of Students with Disabilities.pdf
113.2 Behavior Support.pdf

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

The Mid-West School District uses a multi-tiered systems of support to address students academic, behavioral, social and emotional needs. The school district utilizes research based core curriculum in all of those aforementioned areas and assesses periodically to determine if students are making adequate progress from the core. We have SEL curriculums at the elementary and middle school levels as well as PBIS. If students needs are not being met in the core we also have tiered support. In Tier II we utilize small skill groups with the guidance counselor or prevention specialist. Also for behavior we utilize individualized plans at this level. If students still need more support we offer guidance on an individualized basis and utilize our CSBBH supports to help with behavior at this level.

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.

For several years, the district has been receiving training and coaching related to School Wide Positive Behavior Support and its tenants are employed in every building. In the last three years, staff have been trained in JKM's Safe Crisis Management with an emphasis on positive relationships with students and ensuring student safety in order to ensure staff safety. A large component of the Safe Crisis Management curriculum focuses on prevention strategies and de-escalation strategies. The majority of Special Education teachers and nearly all Paraprofessionals participate in that training. Special education teachers are also trained in conducting Functional Behavior Assessments and writing Positive Behavior Support Plans. These trainings focus on identifying function of behaviors and teaching replacement behaviors/strategies. Select staff have also participated in the Youth Mental Health First Aid training as well as training on Overcoming Difficult Behavior Scenarios.

3. Describe the district positive school wide support programs.

The Mid-West policy on behavioral support services notes that district behavior supports should be based on positive rather than negative techniques to ensure that students will be free from demeaning treatment and unreasonable use of restraints and other aversive techniques. Further, it notes that behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

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

Mid-West School District utilizes DTAC for a School Based Behavioral Health program in three buildings. There are two Master's level providers and five Bachelor's level providers servicing about 40 students currently. Students receive behavioral health support both in school and through consultation with families. We have begun monthly InterAgency meetings in order to discuss concerns for students, families, and resources. The Behavioral health staff and

representatives from Children & Youth Services, as well as one of the primary counseling (wraparound) agencies attend. The district also employs a Prevention Specialist/SAP liaison through CMSU.

5. Describe the district restraint procedure.

The district maintains and reports data on restraints, as well as reviews this data regularly to ensure compliance. The LEA and parent are notified of all restraints the day they occur. The nurse also checks the student during or after the restraint for safety and also gets a record. All waivers and IEP meetings are held within 10 days of the restraint. If a restraint is needed in the classroom, the LEA or designated staff member will make a phone call home to parents prior to the end of the school day to notify them that a restraint was used. Specific information in regard to the how the incident occurred, how long it occurred, and how the student is currently doing is shared. Parents also receive a letter offering them an IEP meeting to discuss the restraint and events leading up to it. The parent can accept or decline the meeting. If the parent accepts an IEP meeting following the restraint, the district holds the IEP meeting within 10 days of the restraint. If parents decline, they sign and return the letter documenting they waived the IEP meeting.

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.

In light of intensifying behaviors and increasing mental health concerns, the biggest concern is for students who are at risk of waiting for an appropriate educational placement. In order to meet the need in the interim we have been utilizing instruction conducted in the home. Instruction in the home is also difficult at this junction in education because of numerous health concerns and the utilization of virtual instruction.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 22 - TP	Elementary	Full-time (1.0)	03/30/2022 03:45 PM

Building Name		
Middleburg El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		52
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Due to the nature of speech and language instruction students outside of the three year range do not work together		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 28 - JK	Secondary	Full-time (1.0)	04/01/2022 09:07 AM

Building Name	
Mid-West HS	
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	15 to 17
Age Range Justification		FTE %
		0.08

Building Name		
Mid-West HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.15

Building Name		
Mid-West HS		
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	16 to 17
Age Range Justification		FTE %
		0.04

Building Name		
Mid-West HS		
Support Type		
Life Skills Support		

Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	19 to 19
Age Range Justification		FTE %
		0.07

Building Name		
Midd-West HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 27 - MMes	Secondary	Full-time (1.0)	03/30/2022 03:50 PM

Building Name		
Midd-West HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.02

Building Name		
Mid-West HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 20
Age Range Justification		FTE %
		0.1

Building Name		
Mid-West HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Mid-West HS		

Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	20 to 20
Age Range Justification		FTE %
		0.07

Building Name		
Midd-West HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 18
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 26 - MK	Elementary	Full-time (1.0)	03/30/2022 04:12 PM

Building Name		
West Snyder El Sch		
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	Elementary	9 to 11
Age Range Justification		FTE %
		0.35

Building Name		
West Snyder El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.28

Building Name		
West Snyder El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.02

Building Name		
West Snyder El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile 23 - LM	Elementary	Full-time (1.0)	03/30/2022 04:13 PM

Building Name		
West Snyder El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		41
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Services are not provided in a setting where students are outside their age range		0.63

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Program Position 21 - KN	Multiple	Full-time (1.0)	09/29/2021 10:47 AM
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Building Name		
Midd-West HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
Services are not provided in a setting where students are outside their age range		0.12

Building Name		
Middleburg El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Services are not provided in a setting where students are outside their age range		0.11

Building Name
Midd-West MS
Support Type
Speech And Language Support

Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.28

Building Name		
West Snyder El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.02

Building Name		
Middleburg El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.02

Building Name		
Mid-West MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 20 - TB	Secondary	Full-time (1.0)	03/30/2022 04:15 PM

Building Name		
Mid-West HS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.25

Building Name
Mid-West HS

Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 17
Age Range Justification		FTE %
Due to the unique needs of the program		0.5

Building Name		
Midd-West HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 18 - DW	Secondary	Full-time (1.0)	03/30/2022 04:18 PM

Building Name		
Midd-West HS		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.12

Building Name		
Midd-West HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.06

Building Name		
Midd-West HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.08

Building Name		
Mid-West HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.12

Building Name		
Mid-West HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.1

Building Name		
Mid-West HS		
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	Secondary	15 to 15
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 16 - SD	Secondary	Full-time (1.0)	03/30/2022 04:20 PM

Building Name		
Mid-West MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.1

Building Name		
Mid-West MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %

	0.5
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Building Name		
Midd-West MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile 15 - KK	Secondary	Full-time (1.0)	03/30/2022 04:21 PM

Building Name		
Midd-West HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 14 - CJ	Secondary	Full-time (1.0)	03/30/2022 04:22 PM

Building Name		
Mid-West HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.34

Building Name		
Mid-West HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.08

Building Name		
Mid-West HS		
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	15 to 15
Age Range Justification		FTE %
		0.2

Building Name		
Mid-West HS		
Support Type		
Physical Support		
Support Sub-Type		
Physical Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 13 - BR	Secondary	Full-time (1.0)	09/13/2021 01:26 PM

Building Name
Mid-West HS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.5

Building Name		
Midd-West HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Proposed Position 12 - MG	Secondary	Full-time (1.0)	03/30/2022 04:24 PM

Building Name		
Midd-West HS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.3

Building Name		
Midd-West HS		
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	13 to 14
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 11 - PK	Secondary	Full-time (1.0)	03/30/2022 04:25 PM

Building Name		
Midd-West MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 10 - AS	Secondary	Full-time (1.0)	03/30/2022 04:29 PM

Building Name		
Mid-West 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 %
		0.04

Building Name		
Mid-West MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1

Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 11
Age Range Justification		FTE %
		0.08

Building Name		
Midd-West MS		
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	11 to 12
Age Range Justification		FTE %
		0.06

Building Name		
Midd-West MS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.04

Building Name		
Midd-West MS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.1

Building Name		
Midd-West MS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.02

Building Name		
Midd-West MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 9 - GP	Secondary	Full-time (1.0)	03/30/2022 04:30 PM

Building Name		
Mid-West MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.3

Building Name		
Mid-West MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.4

Building Name		
Mid-West MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 11
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 8 - AW	Elementary	Full-time (1.0)	09/14/2021 12:54 PM

Building Name		
West Snyder El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Due to the specialization of Autistic support this classroom supports grades K-5		0.5

Building Name
West Snyder 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	10 to 10
Age Range Justification		FTE %
		0.05

Building Name		
West Snyder El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 5
Age Range Justification		FTE %
		0.08

Building Name		
West Snyder El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %

	0.12
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Proposed Position 7 - VE	Elementary	Full-time (1.0)	03/30/2022 04:34 PM

Building Name		
West Snyder El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.02

Building Name		
West Snyder El Sch		
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	Elementary	7 to 8
Age Range Justification		FTE %
		0.04

Building Name		
West Snyder El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 6 - KG	Elementary	Full-time (1.0)	03/30/2022 04:35 PM

Building Name		
West Snyder El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.46

Building Name		
West Snyder El Sch		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 29 - KC	Elementary	Full-time (1.0)	03/30/2022 04:36 PM

Building Name		
West Snyder El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.05

Building Name		
West Snyder El Sch		
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	Elementary	9 to 9
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 4 - MM	Elementary	Full-time (1.0)	03/30/2022 04:50 PM

Building Name		
Middleburg 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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.2

Building Name		
Middleburg El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.12

Building Name		
Middleburg El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.25

Building Name		
West Snyder El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Program Position 3 - AP	Elementary	Full-time (1.0)	03/30/2022 04:50 PM
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Building Name		
Middleburg El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		27
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.54

Building Name		
Middleburg El Sch		
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	Elementary	9 to 11
Age Range Justification		FTE %
		0.35

Building Name		
Middleburg El Sch		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 2 - EKI	Elementary	Full-time (1.0)	03/30/2022 04:47 PM

Building Name		
Middleburg El Sch		
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	8 to 9
Age Range Justification		FTE %
		0.34

Building Name		
Middleburg El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.1

Building Name		
Middleburg El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 1 - EK	Elementary	Full-time (1.0)	03/30/2022 04:49 PM

Building Name		
Middleburg El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5

Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
Currently all students in this category are 7 years old		0.1

Building Name		
Middleburg El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.15

Building Name		
Middleburg El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.02

Building Name		
Middleburg El Sch		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.05

Special Education Facilities

Building Name		Room #
West Snyder El Sch		600
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 27 feet, 0 inches	567sqft	20
Implementation Date		
2021-09-02		
Uploaded Files		
West Snyder.pdf		

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 #
West Snyder El Sch		601
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 32 feet, 0 inches	704sqft	25
Implementation Date		
2021-09-02		
Uploaded Files		
West Snyder.pdf		

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 #
West Snyder El Sch		404
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, 0 inches x 24 feet, 0 inches	648sqft	23
Implementation Date		
2021-09-02		
Uploaded Files		
West Snyder.pdf		

3 Assurance Check

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

Building Name		Room #
West Snyder El Sch		414
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 26 feet, 0 inches	494sqft	17
Implementation Date		
2021-09-02		
Uploaded Files		
West Snyder.pdf		

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 #
Middleburg 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
38 feet, 0 inches x 22 feet, 0 inches	836sqft	29
Implementation Date		
2021-09-02		
Uploaded Files		

Middleburg Elementary.pdf

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 #
Middleburg El Sch		23
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 22 feet, 0 inches	836sqft	29
Implementation Date		
2021-09-02		
Uploaded Files		
Middleburg Elementary.pdf		

6 Assurance Check

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

Building Name		Room #
Middleburg El Sch		24
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 24 feet, 0 inches	912sqft	32
Implementation Date		
2021-09-02		
Uploaded Files		
Middleburg Elementary.pdf		

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 #
Middleburg El Sch		48
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 19 feet, 6 inches	292sqft	10
Implementation Date		
2021-09-02		
Uploaded Files		

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 #
West Snyder El Sch		308
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 22 feet, 0 inches	418sqft	14
Implementation Date		
2021-09-02		
Uploaded Files		
West Snyder.pdf		

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 #
Midd-West MS		118
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
Implementation Date		
2021-09-02		
Uploaded Files		
Middle School.pdf		

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 #
Midd-West MS		119
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
Implementation Date		
2021-09-02		
Uploaded Files		

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 #
Midd-West MS		206
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 22 feet, 0 inches	594sqft	21
Implementation Date		
2021-09-02		
Uploaded Files		
Middle School.pdf		

12 Assurance Check

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

Building Name		Room #
Midd-West MS		218
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
Implementation Date		
2021-09-02		
Uploaded Files		
Middle School.pdf		

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 #
Midd-West HS		104
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 31 feet, 0 inches	744sqft	26
Implementation Date		
2021-09-16		
Uploaded Files		

High School.pdf

14 Assurance Check

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

Building Name		Room #
Midd-West HS		105
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
22 feet, 0 inches x 23 feet, 0 inches	506sqft	18
Implementation Date		
2021-09-16		
Uploaded Files		
High School.pdf		

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 #
Midd-West HS		508
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
21 feet, 9 inches x 30 feet, 0 inches	652sqft	23
Implementation Date		
2021-09-16		
Uploaded Files		
High School.pdf		

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 #
Midd-West HS		510
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
21 feet, 9 inches x 30 feet, 0 inches	652sqft	23
Implementation Date		
2021-09-16		
Uploaded Files		

High School.pdf

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 #
Midd-West HS		517
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
26 feet, 7 inches x 30 feet, 11 inches	821sqft	29
Implementation Date		
2021-09-16		
Uploaded Files		
High School.pdf		

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 #
Midd-West HS		620
School Building		Building Description
Senior High		A special education center where no general education are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 7 inches x 30 feet, 10 inches	819sqft	29
Implementation Date		
2021-09-16		
Uploaded Files		
High School.pdf		

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 #
Midd-West HS		621
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
26 feet, 7 inches x 30 feet, 11 inches	821sqft	29
Implementation Date		
2021-09-16		
Uploaded Files		

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 #
West Snyder El Sch		602
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 35 feet, 0 inches	735sqft	26
Implementation Date		
2021-09-16		
Uploaded Files		
West Snyder.pdf		

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	

Special Education Support Services

22Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	District
Paraprofessionals	45	District Wide	District
School Psychologist	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	2.5	District Wide	Contractor
Social Worker	1	District Wide	District
Guidance Counselor	2	Elementary	District
Guidance Counselor	4	Secondary	District
Other	1	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
<p>The district currently operates one supplemental level Autistic Support program at the elementary level and one at the middle school level. At least one special education teacher is identified in each of the other three buildings, to provide primary support to any students who receive itinerant Autistic Support. Staff in the Autistic Support program are trained in Verbal Behavior. The other key staff have had some exposure/observations of Verbal Behavior and have attended workshops or the National Autism Conference. As that elementary population shifts to middle level and eventually high school, there is a need to provide more professional development for the staff in those buildings. In the past, Autism awareness training sessions have been offered at the middle school. The district has recruited the Autism specialists from the IU to provide professional development to individual staff members on how to best accommodate learners with autism. This year, as in the past two years, special education teachers are encouraged to attend the National Autism Conference in State College. Paraprofessionals have received and will continue to receive in-service training on working with students with Autism as well as sensory strategies for students. Two of three Speech and Language therapists continue to participate in professional development opportunities focused on augmentative communication. Middle School and High School Staff will receive an awareness and sensitivity training about students with Autism during the August In-Service. Additionally the special education staff will continue to participate in professional development related to working with students with Autism. The building principal and supervisor of special education will make teachers aware of future training opportunities as they arise and will make provisions so that at least one member of the team can attend to gain further ideas on how to best support these students. For out of district trainings/conferences, staff who attend will be encouraged to share ideas/information with the team.</p>			
Lead Person/Position		Year of Training	
Erin Slater, Supervisor of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	4	District Other	General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training	
<p>We subscribe to Vector Solutions for online web-based trainings. Vector has an entire Autism Spectrum module. This module covers: ABA overview, ABA: Reinforcement and Discrimination procedures, ABA: Shaping, Fading and Conditioning Reinforcers, ASD Overview, ASD Overview Essentials, ASD Intervention Strategies, Asperger's and Verbal Students with ASD - Part 1 and Part 2; PECS: Part 1 - Pyramid Approach, PECS: Part 2 - Use and Benefits, Social Stories Overview, Social Stories: Ten Defining Criteria, Structured Teaching: Part 1 - Individualized Visual Daily Schedules, Structured Teaching: Part 2 - Work Systems, Structured Teaching: Part 3 - Tasks and Activities</p>	
Lead Person/Position	Year of Training

Erin Slater, Supervisor of Special Education		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
15	1	District Other	General Education Teachers

Positive Behavior Support

Description of Training			
Safe Crisis Management - Recertification			
Lead Person/Position		Year of Training	
Erin Slater, Christopher Blockus, Kelci Crabb		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	12	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Safe Crisis Management - Initial certification			
Lead Person/Position		Year of Training	
Erin Slater, Christopher Blockus, Kelci Crabb		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
12	6	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training

School-Wide Positive Behavioral Interventions and Supports – or PBIS – is a framework of research-validated strategies designed to create school environments that promote and support appropriate behavior of all students. People working in schools where PBIS thrives share common behavioral expectations that are valued by the entire school community and apply to all students. Students in PBIS schools are taught the required skills to behave appropriately and are consistently praised for behaving well. This course will help school staff members contribute to the creation of effective schools through PBIS by exploring changing school culture, the basics of PBIS and strategies for effectively implementing PBIS.

Lead Person/Position		Year of Training	
Erin Slater, Supervisor of Special Education		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Other	General Education Teachers Paraprofessionals

Paraprofessional

Description of Training			
Paraeducators: Assisting and Supporting Instruction - Paraeducators increasingly play important roles in assisting and supporting teachers as they provide high quality instruction. In many cases, paraeducators help support students who require accommodations and/or modifications in order to be successful in school. In this course, you'll learn about the roles of the paraeducator and the use of accommodations and modifications in the classroom.			
Lead Person/Position		Year of Training	
Erin Slater, Supervisor of Special Education		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
.5	3	District Other	Paraprofessionals

Description of Training			
Behavior Management Basics Paraeducators - While working under the supervision of teachers and other school staff members, paraeducators are increasingly responsible for assisting in the management of student behavior. Many paraeducators support certified and licensed school staff as they help students learn the behavior skills necessary for success in educational environments and beyond. In this course, we'll examine the role of the paraeducator, common factors related to challenging student behavior and the basics of behavior management.			
Lead Person/Position		Year of Training	
Erin Slater, Supervisor of Special Education		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience

.5	3	District Other	Paraprofessionals
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Description of Training			
Paraeducators Roles and Responsibilities - Perhaps now more than ever paraeducators are playing critical roles in helping certified and licensed school staff serve an increasingly diverse student population. Under the supervision of teachers and other school staff members, paraeducators are asked to perform a wide variety of tasks, including preparing learning materials, assisting individuals or small groups of students and providing individual support to children with special needs. In this course we'll define the important role of the paraeducator, discuss the need for teacher and paraeducator teamwork and highlight best practices related to commonly assigned paraeducator tasks.			
Lead Person/Position		Year of Training	
Erin Slater, Supervisor of Special Education		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Other	Paraprofessionals

Transition

Description of Training			
Transition - the district will have a transition training at the beginning of each school year to address any new trends in transition and refresh staff on the expectations of transition at the various levels			
Lead Person/Position		Year of Training	
Erin Slater, Supervisor of Special Education		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Other	Special Education Teachers

Description of Training			
Transition Planning - Successful transition planning is an extensive process in which the student, family members and professionals come together to develop an action plan designed to lead the student to a successful adult life. This course provides a clear rationale for the transition planning process. You'll learn the			

importance of coming together as teams to clearly design the individualized transition plan within the IEP process and the importance of establishing self-determination and self-advocacy skills in your students. Finally, you'll learn how to use specific, targeted classroom activities to ensure that the completed transition plan adequately represents student preferences and abilities.

Lead Person/Position		Year of Training	
Erin Slater, Supervisor of Special Education		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Other	Special Education Teachers

Description of Training			
Transition Services - Transition services help prepare students with disabilities for life beyond school. This course details all key aspects of effective transition planning. Statistics show that, compared with non-disabled peers, students with disabilities are more likely to have lower wages and higher rates of unemployment. However, schools that provide effective transition support can significantly improve a student's chances to succeed in life. According to IDEA, transition services must be included in the IEP. For students 16 and older, an Individual Transition Plan and Summary of Functional Performance are also required. This course concludes with transition best practices that will equip you to give your students the best transition guidance possible.			
Lead Person/Position		Year of Training	
Erin Slater		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
.5	3	District Other	Special Education Teachers

Science of Literacy

Description of Training			
ECRI			
Lead Person/Position		Year of Training	
Julie Lohr/Corey Aucker		2021	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Other	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Parent Trainings			
Lead Person/Position		Year of Training	
Erin Slater		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	6	District Other	Parents

IEP Development

Description of Training			
IEP Compliance - IEP compliance is never a matter to be considered lightly. This course gives you a thorough grounding on how to create effective, compliant IEP's. For example, the course details the importance of confidentiality under FERPA law and who should know about the contents of a particular IEP. The IEP process of information flow is described including explanations about the team involved and the document itself. You'll also benefit from a better understanding on IEP content including present levels, goals, progress reporting, accommodations, participation with peers, transition planning (if applicable) and transfer of IDEA rights. The course concludes with a recap of key points for IEP development, odds and ends, and when an IEP must be in place.			
Lead Person/Position		Year of Training	
Erin Slater, Supervisor of Special Education		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Other	Special Education Teachers

Description of Training
IEP Meetings and Team Collaboration - Parents and school professionals who work together as part of an IEP team are required to safeguard a child's legal entitlement. This entitlement includes a free, appropriate public education in the least restrictive environment, and according to the child's individual needs. This course provides insight and recommendations to assist those who serve on IEP committees to collaboratively support children with special needs.

Lead Person/Position		Year of Training	
Erin Slater, Supervisor of Special Education		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
.75	3	District Other	Special Education Teachers

Description of Training			
IEP - Facilitated Meetings - For children in schools who have special education needs, a successful partnership between parents and school professionals is critical. When dealing with an issue as significant as a child's education, it's easy to understand why the IEP process can at times be frustrating. Amid the potential conflicts, the goal shared by all of the participants – doing what's best for the child – can be overshadowed. However, there is a growing alternative in a number of states: to involve a skilled facilitator in IEP meetings with the sole purpose of maintaining a collaborative environment. In this course, we'll explore definitions and purpose, dispute resolution alternatives, how facilitation works, and when facilitation fails.			
Lead Person/Position		Year of Training	
Erin Slater, Supervisor of Special Education		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
.75	3	District Other	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- 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.
- 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

