

## Profile and Plan Essentials

### Special Education Students

Total Number of Students Receiving Special Education - 154

School District Total Student Enrollment - 727

Percent of Students Receiving Special Education - 21.2

### Steering Committee

Name	Position/Role	Building	Email
Jennifer Wicht	Director of Special Education	Millersburg Area SD	wichtj@mlbgasd.k12.pa.us
Dr. Brian Toth	Acting Superintendent	Millersburg Area SD	tothb@mlbgasd.k12.pa.us
Mike Lyter	Director of Curriculum	Millersburg Area SD	lyterm@mlbgasd.k12.pa.us
Tarah Gross	Building Principal	Millersburg Area MS	grosst@mlbgasd.k12.pa.us
Dave Shover	Building Principal	Millersburg Area SHS	shoverd@mlbgasd.k12.pa.us
Mark Hamilton	Building Principal	Lenkerville El Sch	hamiltonm@mlbgasd.k12.pa.us
Christina Lahr	Special Education Teacher	Lenkerville El Sch	lahrc@mlbgasd.k12.pa.us
Brandi Riland	Special Education Teacher	Millersburg Area SHS	rilandb@mlbgasd.k12.pa.us
Lynn Mangle	General Education Teacher	Millersburg Area MS	manglel@mlbgasd.k12.pa.us

## 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

Corrective Action	Improvement and Planning Activities
FSA 15 - Parent Training	The LEA will continue to provide parent training on an individual basis in accordance with their child's/student's individual needs. Also, the LEA will work with the CAIU, PaTTAN and local agencies to provide trainings throughout the year pertaining to inclusive practices, special education practices, behavior supports, autism and social and emotional learning needs.
FSA 11 - Least Restrictive Environment	The LEA will provide Staff training to trend towards the SPP target for students in the regular education classroom 80% or more of the day. The LEA will work with the CAIU and District Special Education Solicitor to provide training on differentiation, Universal Design for Learning practices, and inclusive practices.

## Identification Method

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

-Discrepancy Model

## Significant Disproportionality - Placement

Significant Disproportionality -

-District Not Flagged for Significant Disproportionality in this area.

## Significant Disproportionality - Discipline

Significant Disproportionality -

-District Not Flagged for Significant Disproportionality in this area.

## Significant Disproportionality - Identification

Significant Disproportionality –

-District Not Flagged for Significant Disproportionality in this area.

## Non-Resident Students Oversight

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

No

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

If the Millersburg Area School District would have students who fall under section 1306 of the Public School Code, the LRE would follow the procedures to look at each student's needs individually and decide as a team what classes would be appropriate for the student, and what supplementary aids and services would be needed to help make the student successful under Chapter 14. Under Section 1306 of the School Code, the host school district is required to allow nonresident students in children's institutions, including detention homes, drug and alcohol treatment centers and others, located within their borders, to attend the public schools of the host school district. As a host facility, the LEA is responsible to conduct Child Find activities in addition to the evaluation and providing FAPE. If a student residing in a children's institution is found to be exceptional, the host school district is responsible for providing the student with an appropriate program of special education and training consistent with Chapters 14 and 342 of the Pennsylvania regulations and standards. This means the host school district is responsible for making decisions regarding the goals, programming, and educational placement for each student. The host school district is also responsible for seeking advice from the resident school district with respect to the student and keeping the resident school district informed of its plans to educate the student. Costs and resources related to the transportation is one problem or barrier which could limit the district's ability to meet its obligations under 1306 of the Public-School Code. All students receiving services at a host district receive them from a certified special education teacher.

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

The LEA would attend meetings with all education and agency stakeholders and including parents. The LEA would review plans, assess needs, and monitor progress and make adjustments as needs change or goals are met.

## Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

2. 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).

## Least Restrictive Environment

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

Based on the 2019-20 Special Education Data Report, 56.1% of our special education students were included in the regular education setting for 80% or more of their day. This did not meet, but is targeting toward, the SPP 5 data target of 61.5%. Due to small group size, data for students placed in regular education for less than 40% of the day, or placement in another setting, were not reported on the Special Education Data Report. Based on 2020-2021 Special Education Data Report, 57.7% of our special education students were included in the regular education setting for 80% or more of the day. Though it did not meet the 62.1% for the state, the data is targeting in the right direction. As of December 1, 2021, a total of seventeen students were placed in programs outside of the school district, including consortium programs with local school districts, intermediate unit classrooms, private schools, and Vocational / Technical School or are receiving instruction in the home. Each placement was determined by the IEP team to be the least restrictive environment. At least annually, the IEP team reviews students' progress and need for a less restrictive placement. This is an area of improvement for the LEA.

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 special education supervisor, several regular education and special education teachers, and paraprofessionals have participated in specialized trainings through PaTTAN or the Intermediate Unit (IU). Paraprofessionals can obtain their yearly 20 hours of professional development through the online trainings offered through PaTTAN. Regular education and special education teachers are supported through IU consultants in the areas of student behavior and autism. Secondary special education teachers are supported through the IU in transition to help meet the needs of students with IEPs who are of transition age. Special Education teachers have consultants work with them in assistive technology to support students with a variety of resources which support their needs in the regular education classroom and/or access their education. Special education teachers present topics based on the needs of Millersburg Area special education students to regular education teachers through peer presentations to help regular education teachers gain more strategies to support their students in their classrooms. Title I continues to offer supports to both identified and non-identified students to support their reading development at the elementary level. Also, the IU, through consultation with the MTSS program at Lenkerville elementary, work to reach the diverse needs of all students in grades K-3. Functional Behavior Assessments are enacted to support students' behavioral needs which may lead to Positive Behavior Support Plans which support the identified student's needs. The LEA utilizes two guidance counselors in the district, and contracts with an outside agency to provide a social worker and counselor who is accessed through a family's private insurance.

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 ensures that to the maximum extent appropriate, before children with disabilities are removed from the general education environment, that supplementary aids and services are put into place. This is accomplished by following the school district's Psychoeducational Evaluation Referral Process. Also, the LEA has MTSS processes in place at the elementary and middle school levels to review data and provide academic, behavior and mental health supports to students. Paraprofessionals support identified students in both regular and special education classrooms and co-teaching is used in regular education classrooms to support students' needs. The elementary staff will continue to receive professional development from the CAIU in the Science of Reading and the secondary level will be provided training in Universal Design for Learning which will then be rolled out district wide.

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

If a student needed supplementary aids and services to ensure meaningful participation in extracurricular activities, the LEA would work closely with

coaches and staff in the student's areas of need by sharing the student's SDIs and/or PBSP from their IEP. This would include de-escalation strategies if needed.

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 can participate in district lead extracurricular activities?

District procedures allow students that are demonstrating appropriate behaviors and academic effort to participate district extracurricular activities such as clubs, musical activities, and athletics. Students are notified through newsletters/mailings, social media outlets, and the district website of activities and opportunities to sign up and participate in these activities.

6. Discuss the district's need to build capacity and expand programs and services to provide a continuum of services. (Consider the out of district placement chart)

The district desires to continue to build and expand programs in the autistic support, emotional support, and life skills areas. The district has expanded services systematically in the speech/language and OT/PT areas by adding speech/language therapy over the past three years and building pre-referral interventions in the OT areas (with kindergarten and first grade writing and motor areas). Student educational needs and disability numbers indicate the need to continually assess whether programs need to be added in autism and emotional support or shifted to a different building/grade level. The district continues to contract for individual and small group additional counseling services at all grade levels. An additional need which is becoming increasingly apparent is a lack of available special education teachers, IAs, and PCAs which appears to be a trend that will persist for at least the next few years, if not longer. The district is making all reasonable efforts to advertise for and acquire certified/trained special education teachers and support staff. Most districts and IUs in the Commonwealth are struggling with this endeavor as well.

## Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Story	Licensed Private Academic		New Story Schools	Autistic Support	3
Hilltop Academy	Other		CAIU	Autistic Support	8
Yellow Breeches	Licensed Private Academic		Yellow Breeches Educational Center, Inc.	Emotional Support	3
Halifax	Other	Public School	Halifax Area School District	Emotional Support	2



## Positive Behavior Support

Date of Approval  
2010-02-16

Uploaded Files  
POLICY 218.3.pdf

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

Millersburg Area School District has a Middle/High Student Assistance Program to address behavioral and emotional health concerns. We contract with Keystone Human Services, TrueNorth, and local or regional psychological services for mental health services as well as The Department of Drug and Alcohol for Drug and Alcohol consultation. Pennsylvania Counseling Services has provided a truancy counselor through a county grant for the Check and Connect system. Functional Behavior Assessments are utilized for students who have behaviors that impede their learning or that of others. Regular and special education teachers work together to collect data and develop Positive Behavior Support Plans to promote expected behaviors. The district currently contracts with the local intermediate unit for Positive Behavioral Support consultation. It has been helpful to bring in an outside person to provide observation, feedback, and technical support and training to district staff on how to effectively teach students with more severe behavioral problems. This helps to keep students in the least restrictive environment as possible. The district continues to provide safe crisis management training to teachers and aides across the district as well as de-escalation techniques. Students K-12 identified with social or emotional needs may be eligible for affective educational groups and/or experiential education trips as identified needs through the students' IEP.

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 CAIU, through a Behavioral Consultant, provides supports and training to both special and regular education staff to support positive student behaviors, use of de-escalation techniques, creating PBSP and conducting FBAs. K-12 staff representatives at each level and in accordance with job responsibilities have in the past been provided with Safe Crisis Management trainings.

3. Describe the district positive school wide support programs.

At Lenkerville Elementary, lessons that support the prevention of bullying are conducted once every six days as part of regular guidance classes. Students in kindergarten through fifth grade, have guidance class one out of every six school days for forty-five minutes. Students in kindergarten through grade three receive bullying prevention through the Second Step Program. Specifically, kindergarten through grade 2 students receive Second Step, Violence Prevention Curriculum. Students in grade three receive Second Step, Steps to Respect Violence Prevention Curriculum. Grade four receives county funded Botvin Life Skills Training and grade five students receive the county funded program, Too Good For Drugs. In addition, students in kindergarten and grade two receive the county training, Too Good For Drugs. Grade one guidance classes receive the county funded program, Too Good For Violence. Grade three students, in addition to their Second Step Program, receive the county funded program, Too Much Too Lose, Gambling Prevention. In addition to these county services, we contract with True North for mental health services. Pennsylvania Counseling Services has provided a truancy counselor through a county grant for the Check and Connect system.

The middle school is implementing “Positive Action.” Positive Action is an evidence-based whole school reform model that addresses school, family, and community to help improve academics, behaviors, social and emotional learning, and mental and physical health through weekly class lessons. The focus of the lessons revolves around absenteeism improvement, conflict resolution, mental health, behavior management, school safety, parental involvement, classroom management, health education, self-concept, and positive youth development. The principal is the facilitator of a new Positive Behavioral System at the middle school in grades 6-8. Student work towards earning Kudo cards for their positive actions in school. Weekly, 6 student Kudo cards are randomly picked, and student earn small prizes. Monthly, all students who have not received (3) level one infractions are eligible for the monthly activity (some include: ga-ga ball, volleyball tournament, sidewalk chalk, movie & popcorn, creating ornaments at the holidays). Quarterly, all student Kudo cards are combined in a large bin and bigger prizes are presented. (The goal is the more Kudo cards you get quarterly, the better the chance is to win a bigger prize.- Some prizes included: kayak, mountain bike, tv, electric scooter, giant bean bag chair, gaming keyboard/mouse, & a mini refrigerator.) Each quarter represents a “Fresh Start” and all student infractions re-set. This has had a huge positive impact on our students’ behaviors and the overall culture. Our evidence reflects less infractions quarterly than years prior. Students are excited to be at school and seem to appreciate the positive recognition they receive by their teachers and other staff. The middle school is implementing an MTSS model across grades 6-8. This is a school wide initiative that allows for the utilization of resources for students in need of academic or behavioral supports. We provide a system of interventions and resources which allow student to make significant progress. In connection with our current district practices, students go through a screening process and data analysis to inform instructional interventions. We utilize classroom teachers, parent(s), student (when appropriate), and building specialist (e.g., curriculum leaders, special education teachers, ELL teachers, Title 1 teachers, counselors, speech therapists, school psychologists, school nurse, outside agencies, & building leaders) as needed. The middle school recognizes “academic achievers” quarterly. Each student who earned honors or distinguished honors” (A’s& B’s or all A’s) receives a certificate presented by the principal and a “special” treat. The middle school has a student of the month program to recognize (2) students monthly by faculty for their academic achievements and positive behaviors in school. The principal has an open-door policy and meets with students in grades 6-8 daily for a variety of reasons. (e.g., mentor, mediator, plan events, student updates/sharing happenings)

At the high school students participate in a community service project that focuses on the characteristics of caring, honesty / integrity, self-discipline, responsibility/trustworthiness, courage, fairness, perseverance, respect, and citizenship. Students are required to complete 20 hours of community service and present a culminating project to their assigned advisement group. The presentation must identify how their activities represent a variety of the required characteristics. Meetings are held one time each marking period in advisement groups consisting of cross grade level students. This system has helped provide multi-grade level interactions, student accountability, sense of community, and open dialog between students and staff on non-academic topics. The advisement sessions are also utilized for anti-bullying instruction on pre-planned topics such as harassment, drama, conflict, isolation, threats, practical jokes, hate speech, intimidations, and sarcasm. These topics are also addressed in other classes in various subject areas.

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

Districtwide services include county services and contracting with True North for mental health services. Pennsylvania Counseling Services has provided a truancy counselor through a county grant for the Check and Connect system. These supports are in addition to a secondary level SAP Team and MTSS at the elementary and middle school levels.

5. Describe the district restraint procedure.

The LEA will follow School Board Policy 218.3 and will report restraints to the RISC system quarterly. Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. The Director of Special Education or his/her designee shall notify the parent/guardian as soon as practicable of the use of restraint to control the aggressive behavior of his/her child and shall convene a meeting of the IEP team within ten (10) school days of the inappropriate behavior causing 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, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior or further evaluations to gather more data. The use of restraints may only be included in a student's IEP under the following conditions:[1] The restraint is used in conjunction with specific components of positive behavior support. The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior. Staff are authorized, and have received all training required, to use the specific procedure. The positive behavior support plan of the student includes a plan for eliminating the use of restraint through the application of positive behavior support. The use of restraints is not included in the IEP for the convenience of staff, as a substitute for an educational program, or to be employed as punishment.

### 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 LEA reports students with disabilities who are placed on instruction conducted in the home, or who receive homebound instruction in accordance with BEC 34 CFR §300.26(a)(1), Instruction Conducted in the Home, in the Special Education Students @ Home Reporting System, so that the Department can determine whether these students require intensive interagency coordination. The LEA also uses Intensive Interagency supports and county agencies if needed. This system is also aimed at helping students who are at substantial risk of waiting more than 30 days for an appropriate educational placement. The district is aware of the reporting requirements and would continue to utilize this system of reporting for active cases. Currently the district has one student who receives instruction in the home. The district does not have concerns at this time and has been able to meet this student's needs and academics utilizing CAIU staff and other contracted MLBG staff.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS 6-12	Secondary	Full-time (1.0)	06/28/2022 11:29 AM

<b>Building Name</b>		
Millersburg Area MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Teacher provides services separately by grade. IEP waiver statements are provided.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES/Autism 6-12	Multiple	Full-time (1.0)	06/28/2022 11:35 AM

<b>Building Name</b>		
Millersburg Area SD		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	12 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Teacher provides services separately by grade. IEP waiver statements are provided.		0.16

<b>Building Name</b>		
Millersburg Area SD		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Teacher provides services separately by grade. IEP waiver statements are provided.		0.67

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS 9-12	Secondary	Full-time (1.0)	06/28/2022 11:30 AM

<b>Building Name</b>		
Millersburg Area SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Teacher provides services separately by grade. IEP waiver statements are provided.		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS 6-8	Secondary	Full-time (1.0)	06/28/2022 11:31 AM

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<b>Building Name</b>		
Millersburg Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		23
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS 4/5	Elementary	Full-time (1.0)	06/28/2022 11:35 AM

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<b>Building Name</b>		
Lenkerville El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>

	0.24
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES/Autism/LSS 4/5	Elementary	Full-time (1.0)	06/28/2022 11:32 AM

<b>Building Name</b>		
Lenkerville El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		0
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0

<b>Building Name</b>		
Lenkerville El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Lenkerville El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES/Autism	Elementary	Full-time (1.0)	06/28/2022 11:45 AM

<b>Building Name</b>		
Lenkerville El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08



<b>Building Name</b>		
Lenkerville El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LSS	Elementary	Full-time (1.0)	06/28/2022 11:45 AM

<b>Building Name</b>		
Lenkerville El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS	Elementary	Full-time (1.0)	06/28/2022 11:44 AM

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<b>Building Name</b>		
Lenkerville El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
Teacher provides services separately by grade		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
S/L	Multiple	Full-time (1.0)	06/28/2022 11:34 AM

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<b>Building Name</b>		
Lenkerville El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Teacher provides services separately by grade. IEP waiver statements are provided.		0.22

<b>Building Name</b>		
Millersburg Area MS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Millersburg Area SHS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Teacher provides services separately by grade. IEP waiver statements are provided.		0.03

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Lenkerville El Sch		1
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 6 inches x 26 feet, 5 inches	779sqft	27
<b>Implementation Date</b>		
2022-06-12		

### 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	

<b>Building Name</b>		<b>Room #</b>
Lenkerville El Sch		2
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 11 inches x 31 feet, 4 inches	937sqft	33
<b>Implementation Date</b>		
2022-06-08		
<b>Uploaded Files</b>		

### 2Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Lenkerville El Sch		3
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 10 inches x 30 feet, 8 inches	761sqft	27
<b>Implementation Date</b>		
2022-06-12		
<b>Uploaded Files</b>		

### 3Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Lenkerville El Sch		4
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 6 inches x 31 feet, 6 inches	677sqft	24
<b>Implementation Date</b>		
2022-06-12		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Lenkerville El Sch		5
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 1 inches x 29 feet, 10 inches	628sqft	22
<b>Implementation Date</b>		
2022-06-12		
<b>Uploaded Files</b>		

#### 5Assurance 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	

<b>Building Name</b>		<b>Room #</b>
Millersburg Area MS		4104
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 1 inches x 33 feet, 6 inches	706sqft	25
<b>Implementation Date</b>		
2022-06-12		
<b>Uploaded Files</b>		

#### 6Assurance 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	

<b>Building Name</b>		<b>Room #</b>
Millersburg Area MS		4206
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 2 inches x 39 feet, 9 inches	841sqft	30
<b>Implementation Date</b>		
2022-06-12		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Millersburg Area MS		3114
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 8 inches x 24 feet, 10 inches	711sqft	25
<b>Implementation Date</b>		
2022-06-12		
<b>Uploaded Files</b>		



#### 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	

<b>Building Name</b>		<b>Room #</b>
Millersburg Area MS		3116
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 5 inches x 26 feet, 6 inches	567sqft	20
<b>Implementation Date</b>		
2022-06-12		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Millersburg Area SHS		1123
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 3 inches x 36 feet, 7 inches	996sqft	35
<b>Implementation Date</b>		
2022-06-12		
<b>Uploaded Files</b>		

#### 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	

## Special Education Support Services

### 11Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Occupational Therapist	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Paraprofessionals	14	District Wide	District
Social Worker	1	District Wide	Contractor
Guidance Counselor	2	District Wide	District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	Contractor
Behavior Specialist	1	District Wide	Contractor

# Special Education Personnel Development

## Autism

Description of Training			
PEAK - Language and cognitive ability training			
Lead Person/Position		Year of Training	
Shannon Wonders / IU Consultant		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	Intermediate Unit	Central Office Administrators Special Education Teachers

## Positive Behavior Support

Description of Training			
Supportive behavior practices in the classroom			
Lead Person/Position		Year of Training	
Shannon Wonders / IU Consultant		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	6	Intermediate Unit	Central Office Administrators Paraprofessionals Special Education Teachers

Description of Training			
De-escalation Strategies / Safe Crisis Management Certification			
Lead Person/Position		Year of Training	
Certified IU Consultants		2022	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	Intermediate Unit Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
De-escalation Strategies / Safe Crisis Management Re-Certification			
Lead Person/Position		Year of Training	
Certified Staff		2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

## Paraprofessional

Description of Training			
Special Education Paraprofessional Training Series			
Lead Person/Position		Year of Training	
Shannon Wonders / IU Consultant and Jennifer Wicht / Supervisor of Special Education		yearly	
Hours Per Training	Number of Sessions	Provider	Audience
1	20	District Intermediate Unit PaTTAN Other	Central Office Administrators General Education Teachers Paraprofessionals

## Transition

Description of Training			
Overview of Transition in the IEP Process			
Lead Person/Position		Year of Training	
Lauren Delellis/ IU consultant		2022	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	Intermediate Unit	Central Office Administrators Special Education Teachers

## Science of Literacy

Description of Training			
Evidence-based Practices for K-3 Reading Instruction			
Lead Person/Position		Year of Training	
Jennifer Wicht / Supervisor of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District PaTTAN	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

## Parent Training

Description of Training			
ABC's of Autism			
Lead Person/Position		Year of Training	
Jennifer Wicht / Supervisor of Special Education		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit PaTTAN Other	Parents

Description of Training			
ABC's of Special Education			
Lead Person/Position		Year of Training	
Jennifer Wicht / Supervisor of Special Education		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit PaTTAN Other	Parents

Description of Training			
ABC's of Reading			
Lead Person/Position		Year of Training	
Jennifer Wicht / Supervisor of Special Education		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit PaTTAN Other	Parents



## IEP Development

Description of Training			
Writing Legally Defensible IEPs			
Lead Person/Position		Year of Training	
Shannon Wonders		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Central Office Administrators Special Education Teachers

Description of Training			
Development and use of IEP Writer			
Lead Person/Position		Year of Training	
IEP Writer staff		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	Other	Central Office Administrators Special Education Teachers

## Universal Design for Learning

Description of Training			
Including ALL Kids: Practical Strategies for Including Students in all educational environments			
Lead Person/Position		Year of Training	
IU Consultants		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	6	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Description of Training			
Using Accommodations to Unlock the LRE			
Lead Person/Position		Year of Training	
IU Consultants		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	6	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers 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

