

Profile and Plan Essentials

Special Education Students

Total Number of Special Education Students 156

Total Student Enrollment 964

Percent of Special Education Students 16.2

Steering Committee

Name	Position/Role	Building	Email
April Farrell	Director of Special Education	Muncy SD	afarrell@muncysd.org
Dr. Craig Skaluba	Superintendent	Muncy SD	cskaluba@muncysd.org
Dr. Kimberly Hamilton	Director of Curriculum	Muncy SD	khamilton@muncysd.org
Steve Haddon	Building Principal	Ward L Myers El Sch	shaddon@muncysd.org
Tim Welliver	Building Principal	Muncy JSHS	twelliver@muncysd.org
Joe Earnest	Board Member	Muncy SD	earnestj@muncysd.org
Carla Auten	Other	Muncy SD	
Joelyn Neidig	Other	Ward L Myers El Sch	jneidig@muncysd.org
Chris Geiger	General Education Teacher	Ward L Myers El Sch	cgeiger@muncysd.org
Tammie Hartland	Special Education Teacher	Muncy JSHS	thartland@muncysd.org
Rae Ellah Biddle	General Education Teacher	Muncy JSHS	rbiddle@muncysd.org
Kelly Groover	Special Education Teacher	Ward L Myers El Sch	kgroover@muncysd.org
Adam Fischer	Special Education Teacher	Muncy JSHS	afischer@muncysd.org
Matt McCrone	Special Education Teacher	Muncy JSHS	mmccrone@muncysd.org
Cindy Murphy	Parent	Muncy SD	cmurphy@muncysd.org
Sarah Odell	Parent	Muncy SD	
Courtney Taylor	Special Education Teacher	Muncy JSHS	ctaylor@muncysd.org
Heather Diehl	Special Education Teacher	Ward L Myers El Sch	hdiehl@muncysd.org

School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

Yes

24 P.S. 1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Ashler Manor	Group Home		Other	16

1. Describe the host’s educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility?
- The Muncy School District strives to include all individuals and team members involved in every student's education. Regarding students who have been placed in educational facilities located outside of their own home, the Muncy School District collaborates with all team members to ensure the student's needs are being met as outlined in the Individualized Education Plans (IEP) and in the least restrictive environment. Ashler Manor residential facility is located within the boundaries of the Muncy School District. With regard to Ashler Manor, the program offers school on campus and all students have the option of registering at Muncy School District for their educational programming. For students attending school on campus, Muncy School District acts as the Special Education LEA and contracts with Central Susquehanna Intermediate Unit for professional staffing. Additionally, Blast Intermediate Unit and Muncy School District staff may be utilized to meet related service needs. The Muncy School District implements an IEP team approach to assure all students are receiving a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Each IEP team makes this determination through the IEP process. When deemed necessary, the IEP team may use the 'Supplementary Aides and Services' Toolkit to help guide these decisions. The IEP team always begins placement decisions with the least restrictive environment in mind, which is inclusion within the regular education classroom to the maximum extent possible. Once the determination of FAPE in the LRE is determined by the IEP Team, the LEA will then issue a Notice of Recommended Educational Placement (NOREP). NOREP's are also issued to parents when the level or amount of special education support changes (i.e. from supplemental to itinerant, or supplemental to full-time). At this point in time, the Muncy School District does not have any barriers to address that limit the Muncy School District's abilities to serve these students. Barriers that may limit the district's ability to meet obligations under 1306 include the rural location, access to services, and budgetary constraints due to cost of services required.
2. Describe the district’s procedures for communicating with the 1306 facility and the student’s school district of residence to ensure successful transition back to school?

The Muncy School District strives to include all individuals and team members involved in every student's education, including the home district. Home districts are invited to each IEP meeting and are provided copies regardless of their ability to attend. Additionally, outside agency supports are invited as they often continue to provide supports to the student during and after transition.

Incarcerated Students Oversight

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

Yes

306.2 Facilities			
Facility Name	Facility Type	Services Provided By	Student Count
SCI Muncy	State Correctional Institution (Women)	District	0

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).
The Muncy Prison is located within the Muncy School District for incarcerated adult women. Should Muncy School District have students whom are incarcerated and are in need of specially designed instruction in this facility, we would receive notification from the prison, request the student's records, and provide appropriate services based on need and in accordance with state and federal laws and regulations. The District follows current regulations and Basic Education Circulars to ensure FAPE and Child Find.

Least Restrictive Environment

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

Regarding State Performance Plan (SPP) targets and based on the Special Education Data Report (SEDR), the district's percentages are very similar to the state percentages in regard to SPP targets. With regard to indicator 5, Educational Environments, Muncy School District is above the state average for students served in the regular education setting for more than 80% of the day. Muncy School District serves 74% of the students receiving special education in the regular education setting while the state average is 61.5%. For students receiving services in the regular education setting for less than 40% of the day, Muncy School District and the state average were both 9.6% based on the SEDR data. This data point can be impacted by the overall small population of Muncy School District. In order to continue to meet or exceed the SPP Target, the LEA will utilize PaTTAN and Intermediate Unit supports and training in order to meet the needs of students. The LEA will provide training to special education and regular education staff on LRE and supplementary aids and services, specifically the Supplementary Aids and Services Consideration Toolkit. Administration assists in coordinating Individualized Education Plans that meet the least restrictive environment of each individual student. Students receiving services in other settings was not displayed on the SEDR due to the overall small group size.

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?

It is the goal of the Muncy School District to serve students in the regular education setting whenever possible. All identified students are included with non-disabled peers to the maximum extent utilizing support staff, curricular modifications and/or adaptations, and/or technological devices on an individualized basis. In the Muncy School District, general education is considered first for all students. Once a student is identified as requiring specially designed instruction in order to be successful within the general education setting, the team determines which supplementary aids and services are to be provided so that the child can remain in this educational setting. The Muncy School District has a wide variety of intervention programs available such as 95% Group, Read Naturally, Edmark Reading Program, MyPath, Study Island, Books on Tape, Get More Math and after school programs provided through Title 1 support or general education programs. In addition, current content series have intervention level materials that are utilized to assist with inclusion of students with learning disabilities. Currently all students participate in Target Time which is a period which allows for individualized and small group instruction. At the elementary level, the majority of special education services are provided in the regular education setting to ensure to that the maximum extent possible the students are exposed to and can progress adequately within the general education curriculum. At the Junior/Senior High School, a small number of students receive core subject instruction in the special education classroom. The majority of classes are co-taught in the regular education setting with adaptations and accommodations being made for those individual students needing the extra assistance. Lunch, activity periods, and electives, are all classes in which students in grades 7 through 12 are fully included. Instructional aides are utilized to assist students and teachers to optimize this experience and allow for student success. Students receiving special education services may participate in AIS (Academic Instructional Support) daily in a special education classroom, which is taught by a certified special education teacher as determined necessary by the IEP team. This class provides students with the opportunity to have concepts retaught, prepare for exams, progress monitor as it pertains to their individualized IEP goals, organize materials, and ask for clarification regarding concepts learned or projects/homework assigned. For those students who continue to not show progress, the IEP team is convened to review progress monitoring data and assessment results in order to determine further evaluation is warranted to determine the need for a more restrictive placement. This option is only considered after consideration of supplementary aids and services in the regular education setting. Students whose behaviors are affecting their education are placed on a classroom behavior plan. Additionally, the guidance department offers individual and small group supports based on student need. If the student continues to exhibit behaviors that interfere with their learning or that of others, an Intermediate

Unit Behavior Specialist or a trained Muncy School District staff member assists the team in developing a plan that will enable the child to be successful through a Functional Behavior Assessment. As a result, the Behavior Specialist/trained Muncy staff member meets with the team to develop a behavior plan that will enable the student to be successful. For those students enrolled in IU operated classrooms, the Coordinator of Special Education attends all ER and/or IEP meetings and periodically visits the student/program to ensure their progress. The IU has agreements with the host districts to allow the students to participate in regular education classes to the maximum extent. Not only are identified students included in the general education setting to the maximum extent possible, they are also encouraged to be actively involved in extracurricular and nonacademic activities. Students have participated in various aspects of the district's extracurricular options from sports teams to involvement with M Club and FBLA.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

Regular education and learning support staff are encouraged to attend professional development opportunities offered through PDE, PaTTAN, and BLaST IU 17 in order to enhance their knowledge and ability to support the inclusion of children with learning disabilities within the general education setting. Muncy School District collaborates with BLaST IU 17, PaTTAN and PDE to bring training to the school district during scheduled in-service training. In addition to in-service training, after school and training during the school day is provided in relation to interventions, strategies, data review, and to allow for team planning. In addition, the Coordinator of Special Education attends monthly meeting with the local Intermediate Unit and the annual conference offered through PDE to keep abreast of current evidence-based models and practices as well as to discuss successful programs, services, and options with colleagues. The special education teachers and Special Education Coordinator work closely with the regular education teachers to ensure student success.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. Muncy School District utilizes a variety of supplementary aids and services based on individual student needs and as determined by the IEP team. Additionally, staff are trained in the Supplementary Aids and Services (SAS) Toolkit. Examples of supplementary aids and services currently being used include: collaboration between IEP team members, paraprofessional supports, modified curriculum, assistive technology, adaptive equipment, sensory supports, social and emotional instruction, individualized behavior supports, providing research based supplemental materials, and environmental adaptations. The examples provided are a small sample of the supplementary aids and services provided to students. Supplementary aids and services are provided to all students who need them, designed to provide meaningful educational benefit, and provided in a manner that avoid stigmatizing students (Gaskin Settlement Agreement, 2005).

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 led extracurricular activities?

Muncy School District has a very low overall number of students receiving services in private institutions. Students are only provided services in private institutions as deemed necessary through evaluation and IEP team determinations including the parent. Periodically, a student may be placed in a private institution through an outside agency. The Coordinator of Special Education or a representative from Muncy School District participates in all IEP meetings and consideration is always given to the least restrictive environment and including students with non-disabled children whenever possible. Muncy School District students continue to receive updates and notifications from Muncy School District while attending private institutions. All students who are eligible for extracurricular activities based on school district policies and administrative regulations are able to participate in extracurricular activities and are provided the supports to do so.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services.

Muncy School District has increased the number of students receiving services within their neighborhood school significantly by increasing the number of

programs provided within Muncy School District. However, the continuum of services is provided through agreements with the local intermediate unit and local school districts as necessary. Due to the rural location of Muncy School District, it can be challenging to find programming for hard to place students. Muncy School District continues to utilize the intermediate unit and community resources to locate programs and provide the continuum of services.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Lyter Elementary School	Other	Neighboring School District	Blast Intermediate Unit	Life Skills Support	2
Loyalsock Valley Elementary School	Other	Neighboring School District	Blast Intermediate Unit	Multiple Disabilities Support	1
Mccall Middle School	Other	Neighboring School District	Blast Intermediate Unit	Life Skills Support	1
Montoursville High School	Other	Neighboring School District	Blast Intermediate Unit	Life Skills Support	2
Hughesville High School	Other	Neighboring School District	Blast Intermediate Unit	Autistic Support	2
Blast Academy South	Other	Other Public Facility Non-Residential	Blast Intermediate Unit	Emotional Support	1
New Story	Licensed Private Academic	Other Private Facility Non-Residential	New Story	Autistic Support	1
Chief Shikellamy	Other	Neighborhood School	CSIU 16	Deaf and Hard of Hearing Support	1

Positive Behavior Support

Date of Approval

2020-12-14

Uploaded Files

Behavior Support Policy_b65ae450.docx

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

Our district is committed to supporting students with behavioral needs in the least restrictive environment and shall only place students in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention(s) to address behavior(s) that interfere with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations. The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. 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. The district also works closely with several behavioral health agencies who may provide supports to students to ensure continuity and fidelity of services. The district also has an Outreach Counselor who serves three days a week in our schools to provide supports and can recommend varying levels of behavioral health services for our students.

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.

Our staff members, which include administrators, teachers and paraprofessionals, receive ongoing training that addresses positive behavior supports, de-escalation techniques, and school based behavioral health. Muncy employs an on-site district staff member that maintains the certification to provide staff training. Additionally, we utilize Blast IU 17, who maintains certified Quality Behavioral Solutions trainers, to train our staff annually at minimum.

Dependent upon availability of training and district need, companies other than Quality Behavior Solutions may be used to provide staff training. The district maintains a team of professionals trained in behavioral de-escalation and managing behavioral crises. Additionally, all staff working with individual students are trained with regard to individual positive behavior support plans.

3. Describe the district positive school wide support programs.

The teaching of school-wide expectations is prevalent in the district at the elementary level as it utilizes a school-wide positive behavior support model.

Positive behaviors are taught on day one of school, re-taught throughout the school if necessary, and modeled by others. The school then holds assemblies throughout the year to encourage and reteach appropriate behaviors.

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

The district works closely with several behavioral health agencies who may provide supports to students to ensure continuity and fidelity of services. The district also has an Outreach Counselor who serves three days a week in our schools to provide supports and can recommend varying levels of behavioral health services for our students. Additionally, the high school employs a school based mental health counselor.

5. Describe the district restraint procedure.

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. The district maintains a team of professionals trained in behavioral de-escalation and managing behavioral crises. The use of restraints are only used as last resort and in accordance with individualized education plans. All notifications and reporting are completed in accordance with state guidelines.

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 Muncy School District is currently not having difficulty ensuring FAPE for individual students in any specific disability category. A full-continuum of services are available in conjunction with the local Intermediate Unit, surrounding school districts, and approved private educational facilities. Foreseeable difficulties include, rural location, which limits access to programs, and budgetary concerns. The Muncy School District always attempts to place students within their own district and utilize any supplementary aids and modifications to allow for student success in the regular school environment. If, after all options are exhausted in the regular school setting, the student is not achieving, the interagency approach or BLaST IU 17 will be utilized for services. The school district supports parents who may be referred to outside agencies for additional services such as TSS, mobile therapy, MH/ID support, partial hospitalization, or residential treatment that will assist our students to achieve success. The Special Education Department's website also provides information for individuals to view the Procedural Safeguards Notice, and resources for parents such as BLaST IU 17, PaTTAN, and parent trainings.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0206	Multiple	Full-time (1.0)	10/08/2021 12:33 PM

Building Name		
Muncy SD		
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	Multiple	5 to 18
Age Range Justification		FTE %
Students will be educated in age appropriate groupings and any age restriction variance that occurs will be addressed in individual IEP's.		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0205	Multiple	Full-time (1.0)	10/08/2021 12:05 PM

Building Name	
Muncy JSHS	
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 13
Age Range Justification		FTE %
		0.3

Building Name		
Muncy JSHS		
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	12 to 13
Age Range Justification		FTE %
		0.08

Building Name		
Muncy JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
Students will be educated in age appropriate groupings and any age restriction variance that occurs will be addressed in individual IEP's.		0.36

Building Name		
Ward L Myers El Sch		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Students will be educated in age appropriate groupings and any age restriction variance that occurs will be addressed in individual IEP's.		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0204	Secondary	Full-time (1.0)	10/08/2021 11:57 AM

Building Name		
Muncy JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Students will be educated in age appropriate groupings and any age restriction variance that occurs will be addressed in individual IEP's.		0.75

Building Name		
Muncy JSHS		
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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Students will be educated in age appropriate groupings and any age restriction variance that occurs will be addressed in individual IEP's.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0203	Secondary	Full-time (1.0)	10/08/2021 11:45 AM

Building Name		
Muncy JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16
Age Range Justification		FTE %
Students will be educated in age appropriate groupings and any age restriction variance that occurs will be addressed in individual IEP's.		0.6

Building Name		
Muncy JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16
Age Range Justification		FTE %
Students will be educated in age appropriate groupings and any age restriction variance that occurs will be addressed in individual IEP's.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0202	Secondary	Full-time (1.0)	10/08/2021 11:43 AM

Building Name		
Muncy JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Students will be educated in age appropriate groupings and any age restriction variance that occurs will be addressed in individual IEP's.		0.6

Building Name		
Muncy JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18

Age Range Justification	FTE %
Students will be educated in age appropriate groupings and any age restriction variance that occurs will be addressed in individual IEP's.	0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0201	Secondary	Full-time (1.0)	10/08/2021 11:43 AM

Building Name		
Muncy JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
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 16
Age Range Justification		FTE %
Students will be educated in age appropriate groupings and any age restriction variance that occurs will be addressed in individual IEP's.		0.5

Building Name		
Muncy JSHS		
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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16
Age Range Justification		FTE %
Students will be educated in age appropriate groupings and any age restriction variance that occurs will be addressed in individual IEP's.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0104	Elementary	Full-time (1.0)	10/06/2021 12:03 PM

Building Name		
Ward L Myers El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 12
Age Range Justification		FTE %
Students are serviced in individual or small groups in age appropriate groupings based on need and any age restriction variance that occurs will be addressed in individual IEP's.		0.25

Building Name		
Ward L Myers El Sch		
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	Elementary	5 to 12
Age Range Justification		FTE %

Students will be educated in age appropriate groupings and any age restriction variance that occurs will be addressed in individual IEP's.	0.4
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Building Name		
Ward L Myers 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	5 to 12
Age Range Justification		FTE %
Students will be educated in age appropriate groupings and any age restriction variance that occurs will be addressed in individual IEP's.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0103	Elementary	Full-time (1.0)	10/06/2021 11:46 AM

Building Name		
Ward L Myers El Sch		
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	Elementary	7 to 9
Age Range Justification		FTE %
		0.5

Building Name		
Ward L Myers El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
0102	Elementary	Full-time (1.0)	10/08/2021 11:43 AM

Building Name		
Ward L Myers El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
Students will be educated in age appropriate groupings and any age restriction variance that occurs will be addressed in individual IEP's.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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0101	Elementary	Full-time (1.0)	10/06/2021 11:32 AM
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Building Name		
Ward L Myers El Sch		
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	Elementary	5 to 11
Age Range Justification		FTE %
Teacher services kindergarten, first and fourth grade at different times throughout the day.		0.5

Special Education Facilities

Special Education Support Services

1Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Other	1	District Wide	District
Guidance Counselor	2	Secondary	District
Guidance Counselor	1	Elementary	District
Other	1	District Wide	District
Paraprofessionals	8	Elementary	District
Paraprofessionals	5	Secondary	District
School Psychologist	1 (4 days)	District Wide	Contractor
Occupational Therapy	2.5 days	District Wide	Contractor
Outreach Coordinator	1 (3 days)	District Wide	Contractor
Deaf and Hard of Hearing Support	1 (.8 days)	Secondary	Contractor
Vision Support	1 (.2 days)	District Wide	Contractor
Job Coach	1	District Wide	Contractor
Physical Therapy	1 (.5 days)	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Students diagnosed with Autism will receive a continuum of services offered by the district with staff being trained to meet their individual needs. The teachers and paraprofessionals servicing students with Autism will receive training to help enhance the learning to help ensure that they are using best practices in servicing students with Autism. Training will include, least restrictive environment, behavioral strategies/modifications, curriculum adaptations, Supplementary Aids and Services, best practices for supporting students with Autism.			
Lead Person/Position		Year of Training	
April Farrell, Coordinator of Special Education		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Audience	Provider
A minimum of 1	1	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other	District

Positive Behavior Support

Description of Training			
Behavior training as it relates to de-escalation techniques, prevention, and intervention strategies.			
Lead Person/Position		Year of Training	
April Farrell, Coordinator of Special Education		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Audience	Provider
6	2	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers	District

Paraprofessional

Description of Training			
Annual 20 hour training related to best practice, behavioral strategies, understanding student needs, and instructional strategies			
Lead Person/Position		Year of Training	
April Farrell Coordinator of Special Education		2022,2023,2024	
Hours Per Training	Number of Sessions	Audience	Provider
1-6.5	A minimum of 2	Paraprofessionals	District Intermediate Unit PaTTAN Other

Transition

Description of Training			
Review of transition plan and community resources including PaTTAN, Intermediate Unit, and OVR consultation.			
Lead Person/Position		Year of Training	
April Farrell, Coordinator of Special Education		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Audience	Provider
1	1	Parents Special Education Teachers Other	District Intermediate Unit Other

Science of Literacy

Description of Training			
Applying research based instructional strategies and interpreting data to meet the needs of our diverse learners.			
Lead Person/Position		Year of Training	
School Administrators		2022,2023,2024	
Hours Per Training	Number of Sessions	Audience	Provider
2	1	Building Administrators General Education Teachers Special Education Teachers	District

Parent Training

Description of Training			
Secondary Transition			
Lead Person/Position		Year of Training	
April Farrell, Coordinator of Special Education		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Audience	Provider
1	1	Parents Special Education Teachers Other	District Intermediate Unit Other

Description of Training			
Understanding the IEP Process			
Lead Person/Position		Year of Training	
April Farrell, Coordinator of Special Education		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Audience	Provider
A minimum of 1	1	Parents	District Intermediate Unit

IEP Development

Description of Training			
Review of best practices in IEP development			
Lead Person/Position		Year of Training	
April Farrell, Coordinator of Special Education		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Audience	Provider
1	1	Special Education Teachers	District

Description of Training			
Least Restrictive Environment and Supplementary Aids and Services			
Lead Person/Position		Year of Training	
April Farrell, Coordinator of Special Education		2022,2023, 2024	
Hours Per Training	Number of Sessions	Audience	Provider
1	1	Special Education Teachers Regular Education Teachers	District

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