

Profile and Plan Essentials

LEA Name		AUN
Mid-West SD		116555003
Address 1		
8 Dock Hill Road		
Address 2		
City	State	Zip
Middleburg	PA	17842
Director of Special Education Name		
Erin Slater		
Director of Special Education Email		
slater.erin@mwsd.cc		
Director of Special Education Phone Number		Director of Special Education Ext
570-837-0046		1300
Chief Administrator Name		
Mr Joe Stroup		
Chief Administrator Email		
stroup.joe@mwsd.cc		

Special Education Students

Total Number of Students Receiving Special Education 475

School District Total Student Enrollment 1972

Percent of Students Receiving Special Education 24.1

Steering Committee

Name	Position/Role	Building	Email
Joe Stroup	Superintendent	Midd-West SD	stroup.joe@mwsd.cc
Erin Slater	Director of Special Education	Midd-West SD	sheedy.erin@mwsd.cc
Dane Aucker	Director of Curriculum	Midd-West SD	daucker@mwsd.cc
Karissa Graybill	General Education Teacher	Midd-West HS	graybill.karissa@mwsd.cc
Bobby Willow	Parent	Midd-West SD	willow.bobby@mwsd.cc
Justin Haynes	Board Member	Midd-West SD	haynes.justin@mwsd.cc
Megan Messimer	Special Education Teacher	Midd-West HS	messimer.megan@mwsd.cc
Tara Pierce	Special Education Teacher	Midd-West SD	tpierce@mwsd.cc
Edward Gunkle	Building Principal	Midd-West HS	Gunkle.Edward@mwsd.cc
Sabrina Arbogast	Other	Midd-West SD	sarbogast@mwsd.cc
Sarah Erdman	Board Member	Midd-West SD	erdman.sarah@mwsd.cc
Denya Burris	Parent	Midd-West SD	burris.denya@mwsd.cc
Karie Gunkle	Special Education Teacher	West Snyder El Sch	kgunkle@mwsd.cc
Beth Rowles	General Education Teacher	West Snyder El Sch	browles@mwsd.cc
Jennifer Hummel	General Education Teacher	Midd-West HS	jhummel@mwsd.cc
Abbie Micik	Special Education Teacher	West Snyder El Sch	micik.abbie@mwsd.cc
Melissa Boonie	Other	Midd-West SD	mboonie@mwsd.cc
Stacey Hostetler	Parent	Midd-West SD	shostetler@mwsd.cc
Erica Hood	Board Member	Midd-West SD	hood.ericam@mwsd.cc
Sarah Brubaker	Building Principal	Middleburg El Sch	brubaker.sarah@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)

Indicator not flagged at this time.

Graduation (Indicator 1)

Improvement and Planning Activity
Check and connect
Early Warning Systems

Drop Out (Indicator 2)

Improvement and Planning Activity
Check and connect
Early Warning Systems

Assessment (Indicator 3)

Improvement and Planning Activity
Assessment information is included in each IEP and once a student is in 9th grade their possible pathway to graduation will be included in their IEP as well.
Additional staff training to include special education staff, guidance counselors, and administrators

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
---------------	-----	---------------	-----	------------------

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).**

Least Restrictive Environment

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

o 68.9 % of LEA students with an IEP served inside the regular classroom 80% or more of the day (State % is 61.8) o 8.4 % of LEA students with an IEP served inside the regular classroom less than 40% of the day (formerly greater than 60%) (State % is 9.9) o 4.3 % of LEA students educated in other settings (EX: centers, segregated settings...)(State % is 4.4) Currently the only data for the Midd-West School District that follows a slightly different trend than the state norm that the Midd-West School District educations a larger percentage of students using itinerant support as opposed to supplemental support. The Midd-West School District needs to ensure that they 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 Midd-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. If students' needs are not being met in the core we also have tiered support. Academically speaking, we offer interventions for all tested subjects in grades 6-12 as well as for reading and math at the elementary level. We have SEL curriculums at the elementary level as well as PBIS at the elementary and middle schools. 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. All district buildings also have SAP teams that meet regularly to address student needs and set them up with needed resources.

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 positive behavior support plans, staff, assistive technology, peer supports and other specifically designed instruction. 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. At the beginning of each school year the district provides guided time to review each student's IEP before the beginning of the school year to ensure all students needs are being met day one.

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 begins 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-teaching and pull-out classes has been beneficial. Extracurricular activities are encouraged as well as supported at times through paraeducators, administrators and staff. 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 now has a self-contained elementary emotional support classroom which has allowed us to keep several students in district, as well as bring students back to their homeschool. Students who are currently placed out of district are able to participate in extra-curricular activities and events as determined appropriate by the IEP team. Sun-Tech

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 five 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. 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 Mid-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. During the 21-22 school year, the district created an in-house supplemental elementary emotional support program. Through creating this program we were able to keep 3 students in district and bring an additional student back. Each year the district reviews the current and upcoming students' needs to determine if staffing and programming need adjusted to meet the current needs. The district is looking to create a supplemental emotional support program at the middle school in order to continue to meet the needs of our students as they age.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Yellow Breeches	Approved Private School (APS)		Patty Carns	Emotional Support	1
5 Star - CSIU	Other	Behavioral Support	Andra Sauers	Emotional Support	2
Soaring Heights	Approved Private School (APS)		Gabriella Fisher	Emotional Support	3
New Story	Approved Private School (APS)		Brittany Maurer	Autistic Support	3
CSIU Program, class for Deaf/Hard of Hearing students	Other	Neighboring School District	CSIU	Deaf and Hard of Hearing Support	1
Work Foundations	Other	Neighboring School District	CSIU	Autistic Support	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. At some buildings in the district a Guardian Angel program pairs students in need with a supportive adult that does check-ins and creates positive interactions without the students' knowledge of being targeted. Identified students can also receive Social Work services if the IEP Team refers the student for such a support and the team finds the student eligible after an evaluation. We also offer social skills instruction as a SDI or elective course at the high school area for students in need of direct instruction in this area.

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. 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. During the 22-23 school year, the district hosted an entire professional development day dedicated to special education topics, one session was solely on behaviors and interventions.

3. Describe the district positive school wide support programs.

West Snyder Elementary School has utilized school-wide positive behavior support planning since the 2012 school year. Middleburg Elementary School has utilized school-wide positive behavior support planning since the 2016 school year. Both elementary programs have Tier I, Tier II and Tier III supports in place. Both elementary buildings have the same three expectations: Be Respectful, Be Responsible, Be Safe. Each building has a committee that reviews their lesson plans and expectations as well as manages the referrals and Tier II and III plans for identified students. Tier II interventions center around individualized behavior plans/incentive programs. Tier III interventions usually involve an outside resource that helps to address behavioral health. The Midd-West Middle School has utilized school-wide positive behavior support planning since the 2018 school year. The middle school has Tier I and Tier II services in place. Tier III has been tweaked several times due to staffing changes. The Midd-West High School has been piloting their school-wide positive behavior support plan with the 8th grade students.

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

Midd-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 hold 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. The district has agreements with two separate counseling agencies to offer in house counseling or web-based counseling. All four buildings have a SAP team and any staff member can refer a student to SAP if they have concerns or if they feel the student needs access to more supports.

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 that they waived the IEP meeting. A parent may only waive an IEP meeting two times in a row, after a third restraint an IEP meeting is held regardless.

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 poses the logistical problem of staffing and providing services outside the normal school day.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 30 - ES	Secondary	Full-time (1.0)	03/20/2024 03:33 PM

Building Name		
Midd-West MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 12
Age Range Justification		FTE %
		0.1

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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.2

Building Name		
Midd-West MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 12
Age Range Justification		FTE %
		0.14

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	11 to 11
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	Secondary	11 to 11
Age Range Justification		FTE %
		0.08

Building Name		
Midd-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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 22 - TP	Elementary	Full-time (1.0)	03/12/2024 09:05 AM

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)		54
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		0.83

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile 23 - AK	Elementary	Full-time (1.0)	03/12/2024 09:05 AM

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)		60
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		0.92

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 18 - DW	Secondary	Full-time (1.0)	03/17/2024 10:47 PM

Building Name		
Midd-West HS		
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	Secondary	8 to 10
Age Range Justification		FTE %
		0.04

Building Name		
Midd-West HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.16

Building Name		
Mid-West HS		
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	16 to 16
Age Range Justification		FTE %
		0.17

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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.05

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	15 to 15
Age Range Justification		FTE %
		0.07

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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 8 - AM	Elementary	Full-time (1.0)	03/11/2024 03:03 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%)		7
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		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 14 - HJ	Elementary	Full-time (1.0)	03/12/2024 08:50 AM

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	9 to 10
Age Range Justification		FTE %
		0.34

Building Name		
Middleburg 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	11 to 11
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 11 - PK	Secondary	Full-time (1.0)	03/20/2024 03:29 PM

Building Name		
Midd-West MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.56

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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.15

Building Name		
Midd-West MS		
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	Secondary	12 to 12
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 2 - ET	Elementary	Full-time (1.0)	03/11/2024 03:46 PM

Building Name
Middleburg El Sch

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
There will not be an over lap between the two groups		0.16

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	7 to 9
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 27 - MMes	Secondary	Full-time (1.0)	03/17/2024 10:46 PM

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%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
Students would not be receiving instruction in a setting with more than a 3 year span		0.35

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%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
Students would not be receiving instruction in a setting with more than a 3 year span		0.45

Building Name		
Midd-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	15 to 16
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 29 - KC	Elementary	Full-time (1.0)	03/11/2024 03:13 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%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.1

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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.3

Building Name		
West Snyder El Sch		
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	Elementary	6 to 6
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 16 - SD	Secondary	Full-time (1.0)	03/11/2024 03:47 PM

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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.15

Building Name		
Midd-West MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic 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 %
		0.25

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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %

	0.05
--	------

Building Name		
Midd-West MS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.12

Building Name		
Midd-West MS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 21 - KN	Multiple	Full-time (1.0)	03/17/2024 10:53 PM

Building Name		
Mid-West HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 118
Age Range Justification		FTE %
Services are not provided in a setting where students are outside their age range		0.25

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)		10
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		0.15

Building Name
Mid-West MS

Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.22

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 %
Services are not provided in a setting where students are outside their age range		0.02

Building Name		
Midd-West HS		
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	14 to 14
Age Range Justification		FTE %
		0.04

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	9 to 9
Age Range Justification		FTE %
		0.02

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)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 11
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 13 - DH	Secondary	Full-time (1.0)	03/20/2024 03:32 PM

Building Name		
Midd-West HS		
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	Secondary	13 to 16
Age Range Justification		FTE %
		0.46

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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.15

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	14 to 14
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 10 - LH	Secondary	Full-time (1.0)	03/11/2024 03:46 PM

Building Name		
Midd-West MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.16

Building Name		
Midd-West MS		
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	11 to 11
Age Range Justification		FTE %
		0.02

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%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 12
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Proposed Position 7 - VE	Elementary	Full-time (1.0)	03/11/2024 03:46 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)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	76 to 8
Age Range Justification		FTE %
		0.34

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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
---------------	---------------------------	---	----------------

Program Position 4 - MM	Elementary	Full-time (1.0)	03/11/2024 03:26 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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.15

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	6 to 6
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)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.12

Building Name		
West Snyder El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
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 %
		0.05

Building Name		
Middleburg El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load

Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 20 - TB	Secondary	Full-time (1.0)	03/11/2024 03:30 PM

Building Name	
Midd-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
School District	Secondary
Age Range Justification	FTE %
	0.25

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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
Due to the unique needs of the program		0.25

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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 1 - EK	Elementary	Full-time (1.0)	03/11/2024 03:31 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	5 to 7
Age Range Justification		FTE %
Currently all students in this category are 7 years old		0.1

Building Name		
Middleburg El Sch		
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	Elementary	7 to 7
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 26 - CT	Elementary	Full-time (1.0)	03/11/2024 03:33 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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.2

Building Name		
West Snyder El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Teacher will work with 4th and 5th grade separately - there will not be a three year age difference in the room at one time		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Proposed Position 12 - MG	Secondary	Full-time (1.0)	03/11/2024 03:36 PM

Building Name
Midd-West HS
Support Type

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	112 to 14
Age Range Justification		FTE %
		0.44

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%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Profile 15 - TB	Secondary	Full-time (1.0)	03/11/2024 03:39 PM

Building Name
Midd-West HS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Students across three separate grade levels won't be in the same classroom at the same time		0.62

Building Name		
Midd-West HS		
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	Secondary	14 to 14
Age Range Justification		FTE %
		0.02

Building Name		
Midd-West HS		
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	15 to 15
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 6 - KG	Elementary	Full-time (1.0)	03/11/2024 03:41 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)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.32

Building Name		
West Snyder El Sch		
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	Elementary	8 to 8
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 3 - AG	Elementary	Full-time (1.0)	03/11/2024 03:42 PM

Building Name		
Middleburg El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.24

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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 28 - JK	Secondary	Full-time (1.0)	03/11/2024 03:45 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	14 to 14
Age Range Justification		FTE %
		0.02

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

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.08

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	14 to 14
Age Range Justification		FTE %
		0.05

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%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %

	0.4
--	-----

Building Name		
Midd-West HS		
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	Secondary	14 to 14
Age Range Justification		FTE %
		0.02

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	14 to 14
Age Range Justification		FTE %
		0.08

Building Name		
Midd-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	14 to 14
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 9 - GP	Secondary	Full-time (1.0)	03/11/2024 03:46 PM

Building Name		
Midd-West MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 12
Age Range Justification		FTE %
		0.48

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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 11
Age Range Justification		FTE %
		0.05

Special Education Facilities

Building Name		Room #
Mid-West MS		118
School Building		Building Description
		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		
2021-08-02		
Uploaded Files		
Middle School.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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
West Snyder El Sch		602
School Building		Building Description
		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

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Middleburg El Sch		48
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 20 feet, 3 inches	587sqft	20
Implementation Date		
2021-09-02		
Uploaded Files		
Middleburg Elementary.pdf		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Midd-West HS		519
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2022-08-16		
Uploaded Files		
Midd-West High School.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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
West Snyder El Sch		308
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
West Snyder El Sch		404
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Mid-West HS		508
School Building		Building Description
		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		
Mid-West High School.pdf		

7 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Midd-West MS		206
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Middleburg El Sch		35
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 30 feet, 0 inches	840sqft	30
Implementation Date		
2021-09-02		
Uploaded Files		
Middleburg Elementary.pdf		

9Assurance 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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Midd-West HS		510
School Building		Building Description
		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		
Mid-West High School.pdf		

10 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Middleburg El Sch		24
School Building		Building Description
		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_ef0f8fe8.pdf		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
West Snyder El Sch		600
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Midd-West HS		104
School Building		Building Description
		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		
Midd-West High 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Midd-West MS		118
School Building		Building Description
		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		

14Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
West Snyder El Sch		414
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Midd-West HS		621
School Building		Building Description
		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		
Midd-West High School.pdf		

16 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Midd-West HS		113
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 23 feet, 0 inches	736sqft	26
Implementation Date		
2023-08-24		
Uploaded Files		
Midd-West High School.pdf		

17Assurance 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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Midd-West MS		218
School Building		Building Description
		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		

18Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Middleburg El Sch		26
School Building		Building Description
		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		

19 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Midd-West HS		517
School Building		Building Description
		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		
Midd-West High School.pdf		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
West Snyder El Sch		500
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
Implementation Date		
2021-09-02		
Uploaded Files		
West Snyder.pdf		

21Assurance 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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Midd-West MS		215
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 31 feet, 0 inches	868sqft	31
Implementation Date		
2024-08-18		
Uploaded Files		
Middle School.pdf		

22Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Middleburg El Sch		43
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29
Implementation Date		
2024-03-18		
Uploaded Files		
Middleburg Elementary_b68c3499.pdf		

23 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Middleburg El Sch		27
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 30 feet, 0 inches	840sqft	30
Implementation Date		
2023-08-18		
Uploaded Files		
Middleburg Elementary.pdf		

24 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Special Education Support Services

25Special 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			
Autism spectrum disorder is the fastest growing serious developmental disability in the United States. This course will teach you about the disorder. To understand the characteristics of ASD, you'll begin with a study of three students with autism. This underscores that, while there are often areas where impairments are common, each child's ability and skill levels are unique. The course continues with a discussion of diagnostic criteria, especially with recent changes to DSM-V, and how these changes impact the ever-increasing prevalence data. The definition of ASD is defined with clear examples of the symptoms common for students with autism. Lastly, you'll look at other issues relating to ASD as well as the challenges faced by students.			
Lead Person/Position		Year of Training	
Erin Slater, Supervisor of Special Education		2027	
Hours Per Training	Number of Sessions	Provider	Audience
.75	1	District Other	General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Positive Behavior Support

Description of Training			
Safe Crisis Management - Recertification			
Lead Person/Position		Year of Training	
Erin Slater/Supervisor of Special Education/SCM trainer; Kelci Crabb/Teacher/SMC trainer		2024 2025 2026 2027	
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/Supervisor of Special Education/SCM trainer; Kelci Crabb/Teacher/SMC trainer		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
12	6	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training	
Challenging behaviors are often identified as one of the biggest difficulties for school staff. Disruptive student behavior is much more than just a frustration for teachers. It can greatly disrupt entire classes and even negatively impact school climate. However, functional behavior assessments are proven to work. They also help create the basis for a remediation tool called behavior intervention plans. BIPs recognize that disruptive behaviors have antecedents or triggers, and that they can be replaced with pro-social behaviors. Moreover, teaching pro-social behaviors and reinforcing it with positive behavior supports can dramatically improve school climate. This course gives you a thorough overview of the tools and processes involving BIPs.	
Lead Person/Position	Year of Training
Erin Slater/Supervisor of Special Education	2024

Hours Per Training	Number of Sessions	Provider	Audience
.8	1	District Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
<p>Many educators learn that sometimes the most difficult behaviors are cries for help. This course gives you an understanding of emotional behavioral disabilities. A surprising percentage of students experience emotional or behavioral difficulties at some point in their adolescence. Statistics show that students with EBD's are more vulnerable to lower grades, failing courses, higher dropout rates and higher unemployment. The good news is that are interventions that can help stem the tide. You'll examine the definition of EBD, as well as how EBD's are addressed in IDEA law. You'll also hear ideas on how to identify students with EBDs. Mostly importantly, you'll learn prevention and intervention strategies that you can apply in your classroom.</p>			
Lead Person/Position		Year of Training	
Erin Slater/Supervisor of Special Education		2024	
Hours Per Training	Number of Sessions	Provider	Audience
.8	1	District Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
<p>Managing challenging behavior is key to effective teaching and classroom management. This course will explain functional behavior assessments. FBA's are useful for all students who exhibit challenging behavior, and not just a tool for students with disabilities. As an evidence-based process, the functional behavior assessment recognizes that challenging behaviors by students are used because they serve a function. Positive and negative reinforcement as well as sensory stimulation are functions that are discussed in detail. You'll also</p>			

learn about the relationships between antecedents, behaviors and consequences plus the use of ABC charts. The course is also chock-full of examples of ABC charts that will help you put these ideas into practice.			
Lead Person/Position		Year of Training	
Erin Slater/Supervisor of Special Education		2025	
Hours Per Training	Number of Sessions	Provider	Audience
.8	1	District Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
While education has always been affected in times of crisis, this century’s global pandemic presented educators with unprecedented challenges. However, it also created an opportunity for schools to improve the ways they respond to and serve students’ needs when they return to school after a crisis. This course is designed to explore strategies for providing effective emotional and behavioral support after a crisis, resulting in a higher quality of life for all. Topics covered include building on the trauma-informed care movement to provide behavioral support; using functional thinking to manage challenging behaviors; identifying alternatives to suspension; and using evidence-based strategies that can help students master basic academic skills.			
Lead Person/Position		Year of Training	
Erin Slater/Supervisor of Special Education		2025	
Hours Per Training	Number of Sessions	Provider	Audience
.8	1	District Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training

All teachers know there's more to the job than just teaching. You also have to prevent and address disruptive behavior so your students can focus on learning. Fortunately, effective classroom management is a skill everyone can learn. This course focuses on antecedent strategies from tier one of the Positive Behavior Support framework. Tier one antecedent interventions take place before problem behavior occurs, building a foundation that benefits all students and preventing the onset of problem behavior among low-risk students. We'll explore three critical tier one components: (1) Expectations, Procedures and Routines, (2) Environmental Design and (3) Instructional Design.

Lead Person/Position		Year of Training	
Erin Slater/Supervisor of Special Education		2025	
Hours Per Training	Number of Sessions	Provider	Audience
.8	1	District Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training

When teachers prevent and effectively manage problem behaviors, students can focus on meeting their academic goals. However, when problem behavior escalates, it disrupts the learning environment for everyone in the classroom. Fortunately, effective classroom management is a skill everyone can learn. In this course, we'll focus on tier one consequence strategies from the Positive Behavior Support framework. Tier one consequence interventions take place after behavior occurs, with the goal of encouraging positive choices and discouraging problem behavior. We'll explore three critical tier one consequence components: (1) Positive Behavior Recognition, (2) Consistent Instructional Response and (3) Data-Based Decision Making.

Lead Person/Position		Year of Training	
Erin Slater/Supervisor of Special Education		2026	
Hours Per Training	Number of Sessions	Provider	Audience
.8	1	District Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Some students simply don't respond to Tier 1 strategies in the positive behavior support framework discussed in "Managing Challenging Behavior: Part 1 – Antecedent Strategies" and "Part 2 – Consequence Strategies." This course is designed to support teachers by providing a practical overview of Tier 2 strategies within the same framework. Topics covered include how function-based thinking can help teachers choose the right interventions for each student; evidence-based Tier 2 strategies that teachers can implement; and structured mentoring programs that enable teachers to partner with school staff outside their classrooms.			
Lead Person/Position		Year of Training	
Erin Slater/Supervisor of Special Education		2026	
Hours Per Training	Number of Sessions	Provider	Audience
.8	1	District Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

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	2024 2025 2026 2027

Hours Per Training	Number of Sessions	Provider	Audience
.5	1	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		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
.5	1	District Other	Paraprofessionals

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		2024	

		2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	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		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Other	Special Education Teachers

Science of Literacy

Description of Training
Science of Reading

Lead Person/Position		Year of Training	
Dane Aucker		2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District	General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Parent Trainings			
Lead Person/Position		Year of Training	
Erin Slater		2024 2025 2026 2027	
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		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		2025	
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		2026	
Hours Per Training	Number of Sessions	Provider	Audience
.75	3	District Other	Special Education Teachers

Signatures & Affirmations

Approval Date

2022-05-23

Uploaded Files

Affirmation.pdf

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

Superintendent/Chief Executive Officer

Joe Stroup

Date

