

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 244
School District Total Student Enrollment 1190
Percent of Students Receiving Special Education 20.5

Steering Committee

Name	Position/Role	Building	Email
Aubrie Schnelle	Superintendent	Moniteau SD	aschnelle@moniteau.org
Lance Fox	Building Principal	Moniteau JSHS	lfox@moniteau.org
Dustin Thompson	Building Principal	Moniteau JSHS	dthompson@moniteau.org
Kevin Boariu	Building Principal	Dassa McKinney El Sch	kboariu@moniteau.org
Nicole Fox	Building Principal	Dassa McKinney El Sch	nfox@moniteau.org
Paula Bredl	Director of Special Education	Moniteau SD	pbredl@moniteau.org
David DiCaprio	Director of Curriculum	Moniteau SD	ddicaprio@moniteau.org
Megan Guntrum	Special Education Teacher	Dassa McKinney El Sch	mguntrum@moniteau.org
Wendy Taylor	Special Education Teacher	Moniteau JSHS	wtaylor@moniteau.org
Jakquiline Conchilla	General Education Teacher	Dassa McKinney El Sch	jconchilla@moniteau.org
Linda Dillaman	Board Member	Moniteau SD	ldillaman@moniteau.org
Michael Panza	Board Member	Moniteau SD	mpanza@moniteau.org
Michael Schnelle	Parent	Moniteau SD	michael.schnelle@sru.edu

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
IEP/RR corrections	Special Education and Regular Education Teacher Training in Special Education as outlined in Improvement Plan.

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

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
Valley Community Services	Group Home		District	1

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.)
 Once the student is registered at Moniteau School District, the request for records is sent out to the previous school district to obtain or transfer special education documents. At this point, the IEP Team convenes with the proper team members, under Chapter 14, to discuss the student's strengths and needs. The IEP Team discusses and reviews any concerns surrounding FAPE and LRE. Discussions by team members would include strengths and needs of the student, so the student(s) can make meaningful gains. Collaboration and continued communication with the group home and the student's parent occur on a regular basis to ensure FAPE is being received and the appropriate program of special education and training are consistent with Chapter 14 of the Pennsylvania regulations and standards. When Moniteau SD is notified that the group home has a student living with them, we issue the 1306 form to the district where the parent resides, so the district is aware of the student's enrollment. Under Section 1306, the form needs to be signed verifying parent residency to claim the students and provide appropriation of funds to support the student's education.
2. Describe the district’s procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
 The Moniteau School District maintains a collaborative relationship with the facility and continues to be a member of the Individualized Education Program (IEP) team. As with all students, the district continues to consider the continuum of services to ensure the student(s) is provided a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). The district has no current problems or barriers which would limit the district's ability to meet its obligations under Section 1306. Furthermore, the IEP Team reconvenes as many times as needed to ensure FAPE and LRE are being met and to continue to discuss next steps.

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).

There are no prisons or other facilities for incarcerated students within the District. If a facility were to locate within the District, the District would utilize existing Child Find procedures to develop a system to ensure that a free appropriate public education (FAPE) is available, to provide for any student identified and in need of special education services, and to participate in that student's IEP. If a correctional facility was to open within the geographical boundaries of Moniteau School District, the district would work cooperatively with the correctional facility to ensure Section 1306 of the Public School Code is implemented. Students with special needs that would be assigned to the correctional facility would receive all the necessary Special Education services, supplementary aids and services, and related services as outlined in their IEP. The district would implement the student's existing IEP and/or fulfil the obligation of completing an initial evaluation/re-evaluation if needed upon their entrance into the facility. Moniteau School District would adhere with the regulations of Child Find and provide the necessary access to FAPE and LRE based on the student's individualized needs while they are in the correctional facility.

Least Restrictive Environment

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

The district has increased the number of students with disabilities and IEPs that are served in the general education classroom for increased portions of their school day. Some initiatives that are beginning to be implemented are the MTSS model at both the elementary and secondary buildings. Co-teaching continues to be in place at certain grade levels at the elementary and for certain classes at the secondary building. The district continues to provide training to staff and most recently in the area of MTSS (Multi-Tiered Systems of Support). The district also has an MTSS program for the area of Speech/Language due to the high numbers in that disability category. The district contracts with Midwestern Intermediate Unit IV to provide MTSS in the area of Occupational Therapy in the primary grades. Valid reasons for exclusion from regular education for more than 20% of the school day include, but are not limited to: 1) the student fails to make expected academic progress, 2) despite the provision of appropriate accommodations/modifications the pace of instruction continues to be too fast for the student, 3) the student lacks sufficient prerequisite skills, knowledge or understanding of the content area, 4) the student is not retaining content of instruction, 5) the gap between expectations in the regular classroom and student progress continues to widen, 6) the level of progress is insufficient to demonstrate educational benefit for the student. Yes, student required more support to be successful. If so, what were the reasons? The IEP team addresses the question, as to what supplementary aids and services from which an individual student would derive benefit, on an individual basis relating to that particular student's strengths and needs. These aids and services may include: support through a special education teacher and/or paraprofessional, curricular modification/accommodations, assessment accommodations/modifications, social/behavioral accommodations/modifications, accommodation/modifications to the physical environment, assistive technology services/devices, or any other supports specifically designed to meet the individual student's need. Aids and services should be reviewed regularly for effectiveness and the team should determine if the use of these modifications sufficiently meet the student's need to benefit from the implementation of additional s

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 Moniteau School District is committed to utilize Least Restrictive Environment principles when placing a student in the most appropriate educational placement. The determination of the Least Restrictive Environment is a decision that is considered by the IEP team. The IEP team starts with a regular education setting with supplementary aids and services and moves away from that setting only when a student is unable to make meaningful progress in the general education curriculum or when the student is interfering with the learning of the other students. The Moniteau School District is able to provide services along the full spectrum of student needs either in the school district or in programs operated by the Midwestern Intermediate Unit IV in neighboring school districts and/or St. Stephens Glade Run, especially for those students in low incidence populations. Programming is also provided through private facilities operated in the county. Placement decisions are discussed and determined at the IEP meeting by the IEP team. Placement flows through the following process: Placement decision is made at the IEP meeting by the IEP team. Full-range of the student's needs are discussed and determined. Full-range of placement options are discussed and considered beginning with the services available in the General Education setting. Movement to a placement outside the school district is considered only when services can not be beneficial or appropriately delivered in the general education setting. Decisions for placement will be made solely upon the educational needs of the individual student. The District makes every effort to educate students with disabilities in the least restrictive setting. The IEP team discusses the placement options and supports that each student needs in order to make meaningful educational benefit and progress with the end goal to have that student educated in the least restrictive environment to the maximum extent possible. IEP teams begin discussions with the consideration of implementing the IEP in the regular educational setting with supplementary aids and services to the general education classroom. It is only when that level of support and intervention/specially designed instruction is

insufficient in meeting the students' educational needs that a more restrictive setting is determined to be the appropriate environment for service delivery. The district implements Paths as the universal social emotional curriculum Kindergarten through sixth grade and Lions Quest is as the social emotional curriculum for those students identified with needs in that area.

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

Teachers are provided with inservice training regarding best practices, pedagogy, and curriculum to ensure engagement and progress of students with disabilities within the general education classroom. For example, teachers were trained, over the past school year, in Heggerty, ECRI, Houghton Mifflin Harcourt Into Math, Slippery Rock Math Workshops, and Houghton Mifflin Harcourt Waggle Training. Regular Education Teachers are represented at every IEP meeting to review and/or support implementation of the student's specially designed instruction for the regular education setting.

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

The IEP team addresses the question, as to what supplementary aids and services from which an individual student would derive benefit, on an individual basis relating to that particular student's strengths and needs. These aids and services may include: support through a special education teacher and/or paraprofessional, curricular modification/accommodations, assessment accommodations/modifications, social/behavioral accommodations/modifications, accommodation/modifications to the physical environment, assistive technology services/devices, or any other supports specifically designed to meet the individual student's need. Aids and services are reviewed regularly for effectiveness to determine if their use sufficiently meets the student's needs. Whenever a student is placed outside the regular education setting, the IEP team will consider opportunities for the student to participate in appropriate programs and extra-curricular activities in inclusionary settings.

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?

Students with IEP's have the same opportunities to participate in academic, nonacademic or extracurricular activities as peers who are non-disabled. Several of the students participate in variety of activities including: athletics, band, chorus, plays, musicals, talent shows, and clubs. The supports necessary for a student to be successful in extracurricular activities are determined by the IEP Team during the IEP meeting, or a reconvening of the IEP Team to further discuss options. The district provides the supports necessary for these students to be successful in the extracurricular activity of their choice.

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)

Moniteau School District recently built capacity by starting a Supplemental Autistic Support/Emotional Support program/classroom within the district. After reviewing data, the district determined it would be best to start this classroom to further support the continuum of services within the district instead of sending these students to an out of district placement.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
St. Stephens	Licensed Private Academic		Glade Run	Emotional Support	3
St. Stephens	Licensed Private Academic		Glade Run	Autistic Support	2
Watson Institute	Approved Private School (APS)		Watson Institute	Multiple Disabilities Support	2

Positive Behavior Support

Date of Approval
2010-02-22

Uploaded Files

113.2 Behavioral Support - Moniteau.pdf

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

Moniteau School District adopted Board Policy 113.2 Behavior Support on February 22, 2010. Students with disabilities shall be educated in the least restrictive environment and shall only be placed 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 to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws 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. When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary. Moniteau School District initiated School-Wide Positive Behavior Support Program (SWPBS) in the 2011-2012 school year and continues to the current school year. The program is designed to emphasize school-wide support systems that include proactive strategies for defining, teaching, and supporting appropriate student behaviors and creating a positive school environment. The Program focuses on the 4 B's – Be Safe, Be Respectful, Be Responsible, Be Productive.

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

The Moniteau School District has provided district-wide training for all staff in nonviolent crisis intervention, de-escalation training and safety care techniques. These techniques emphasize early intervention and nonphysical methods for preventing or managing disruptive behavior. Staff learn how to identify behaviors that could lead to a crisis, how to most effectively respond to each behavior to prevent the situation from escalating, how to use verbal and nonverbal techniques to defuse hostile behavior and resolve a crisis before it becomes violent, and how to cope with their own fear and anxiety. The Moniteau School District is committed to facilitating training on the implementation of a Positive School Wide Behavior Support System. Dassa McKinney Elementary conducts SWPBS events at the school. Through this training and implementation of a Positive School Wide Behavior System, the district hopes to decrease the number of disciplinary referrals throughout the student body. The elementary school has recently began utilizing the SWIS system again to collect behavioral data for data-driven decision making. The district utilizes safety care techniques that are permissible and provided by personnel trained

to utilize such techniques. Training has been provided by a Moniteau Teacher who is certified to instruct on Safety Care techniques through QBS. The district is currently reconsidering the opportunity of partnering with MIU IV to provide Safety Care Training to staff members.

3. Describe the district positive school wide support programs.

The School Wide Positive Behavior Team has worked with all staff members to create expectations for students in all areas of the building. These expectations are posted throughout the building to remind students of the appropriate behaviors. At the Elementary level, an assembly is held during the first week of school highlighting these expectations so students are aware of what each action looks like. When students are observed following the 4 Bee's, they will gain the opportunity to receive a bee slip. The slips are used to purchase items at the school store weekly. Additionally, teachers are required to nominate a student each month for student of the month and they are given a sign to be posted in their yard for the month. In order for the School Wide Positive Behavior program to be successful, students must demonstrate appropriate behavior and reduce disruptive and inappropriate behaviors. The consequences are fair and consistent for all students. Our goal is to intervene before the behavior becomes a problem. As a result, students who do not follow the positive behavior program at the Secondary level will receive a School Wide Discipline referral. Discipline will then be administered on a progressive basis. Elementary level students who do not follow the Four Bee's will be asked to reflect on their actions in Bee-Havior Time. During this time student will be asked to take 5-10 minutes to sit quietly in the back of the classroom and reflect on these disruptive behaviors. Data is collected at both building levels and used by the administration to determine what type of additional support or individual support is needed for the students.

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

The district recently implemented a social-emotional curriculum (PATHS) for students grades K-6. The district also has invested and implemented Lions Quest as the social emotional curriculum for identified special education students throughout the district. Furthermore, the district has recently contracted with an outside counseling agency, Associates in Counseling and Wellness, LLC, to provide mental health support for students who are in need of in school counseling beyond the SAP process and at the cost of the district. Moniteau School District also has three guidance counselors in the district. The elementary building has one guidance counselor while the secondary building has two guidance counselors.

5. Describe the district restraint procedure.

According to the district board policy 113.2 Behavioral Support, positive techniques are defined as methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards. This policy also outlines the definition of a restraint as the "application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following: 1. Briefly holding a student, without force, to calm or comfort him/her. 2. Guiding a student to an appropriate activity. 3. Holding a student's hand to escort him/her safely from one area to another. 4. Hand-over-hand assistance with feeding or task completion. 5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parent/guardians and specified in the IEP. 6. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices." Furthermore, the same policy outlines the following procedures: "designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if: 1. The restraint is used with specific component elements of a positive Behavior Support Plan. 2. The restraint is used in conjunction with teaching socially

appropriate alternative skills or behaviors. 3. Staff are authorized to use the restraint and have received appropriate training. 4. Behavior Support Plan includes efforts to eliminate the use of restraints." Parents are informed as soon as practical. The parents may also waive the meeting by providing written notice. When students exhibit behaviors that interfere with their learning or the learning of others, a permission to Evaluate/Reevaluate is sent to parents to obtain permission to complete a Functional Behavior Assessment. This information is then utilized to write individualized Positive Behavior Support Plans as part of the student's IEP. Students' IEPs that include the use of restraints contain information that explains how and when the restraint will be used in the Positive Behavior Support Plan. The IEPs of these students also contain goals that provide the student with instruction and practice of socially acceptable behaviors to be utilized when the student finds himself/herself in compromising situations. If possible, discussion about the situation requiring the restraint is utilized to identify other ways for the student to express emotions through socially acceptable skills. There is a plan in the Positive Behavior Support Policy for eliminating safety care techniques by utilizing more acceptable means of behavior support such as de-escalation techniques. Prone restraints are not part of the Positive Support Policy and staff are not trained to utilize prone restraints. If the student does not have a Positive Behavior Support Plan, permission to conduct a Functional Behavior Assessment is obtained and completed. An IEP team meeting would follow during which time a Positive Behavior Support Plan would be written and implemented. If the student's IEP contains a Positive Behavior Support Plan, the IEP team would convene to review and revise the plan to address the current issues. The Moniteau School District collects required data on necessary restraints and reports the information through the RISC system. The district also reports information received from classes operated by the Midwestern Intermediate Unit IV and Approved Private Schools for district students attending these programs.

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.

Moniteau School District doesn't currently have any students who receive Instruction Conducted in the Home. When the district does have students in this situation, the district works with the parent to ensure the appropriate documents are in place and recieved by the district.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Robin Gordon	Multiple	Part-time (0.5)	05/12/2022 09:50 AM

Building Name		
Moniteau SD		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Multiple	6 to 12
Age Range Justification		FTE %
These students are seen on an individual basis for their HI services.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Wendy Taylor	Secondary	Full-time (1.0)	05/12/2022 09:46 AM

Building Name		
Moniteau JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
These students are grouped according to age range parameters and are seen on an individual basis.		0.26

Building Name		
Moniteau JSHS		
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	12 to 18
Age Range Justification		FTE %
These students are grouped according to age range parameters throughout the school day.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elaina Rosen	Secondary	Full-time (1.0)	05/12/2022 09:38 AM

Building Name		
Moniteau JSHS		
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	13 to 13

Age Range Justification	FTE %
	0.05

Building Name		
Moniteau JSHS		
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	13 to 18
Age Range Justification		FTE %
These students are grouped according to age range or seen individually.		0.16

Building Name		
Moniteau JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Jordyn McGraw	Multiple	Part-time (0.5)	05/11/2022 03:25 PM

Building Name		
Moniteau SD		
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	Multiple	6 to 21
Age Range Justification		FTE %
This is not a classroom. The speech therapist conducts small groups within the allowable age range.		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Kevin Grejda	Multiple	Full-time (1.0)	05/11/2022 03:25 PM

Building Name		
Moniteau SD		
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	Multiple	10 to 16
Age Range Justification		FTE %
This is not a classroom. The speech therapist conducts small groups within the allowable age range.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Sara Dobson	Elementary	Full-time (1.0)	05/11/2022 03:26 PM

Building Name		
Dassa McKinney El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		27
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 12
Age Range Justification		FTE %
This is not a classroom. The speech therapist conducts small groups within the allowable age range.		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Zachary Hefferan	Secondary	Part-time (0.5)	05/12/2022 09:18 AM

Building Name		
Moniteau JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range

School District	Secondary	13 to 17
Age Range Justification		FTE %
		0.06

Building Name		
Moniteau JSHS		
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 17
Age Range Justification		FTE %
		0.17

Building Name		
Moniteau JSHS		
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	13 to 14
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Beth Stoltz	Secondary	Full-time (1.0)	05/12/2022 09:31 AM

Building Name		
Moniteau JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
This is not a classroom. She supports these students on an individual basis.		0.2

Building Name		
Moniteau JSHS		
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 %
These students are in seperate groups/classes throughout the school day and grouped within age range.		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Amy Mickivigan	Secondary	Full-time (1.0)	05/12/2022 09:35 AM

Building Name		
Moniteau JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 19
Age Range Justification		FTE %
These students are grouped accoring to age range throughout the school day.		0.12

Building Name		
Moniteau JSHS		
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	17 to 18
Age Range Justification		FTE %
		0.17

Building Name		
Moniteau JSHS		
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	17 to 17
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Amy Trezona	Secondary	Part-time (0.5)	05/12/2022 09:28 AM

Building Name		
Moniteau JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
		0.2

Building Name		
Moniteau JSHS		
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	17 to 17
Age Range Justification		FTE %

	0.05
--	------

Building Name		
Moniteau 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 12
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Jacqueline Cross	Elementary	Full-time (1.0)	04/25/2022 02:03 PM

Building Name		
Dassa McKinney El Sch		
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	Elementary	6 to 8
Age Range Justification		FTE %
		0.38

Building Name		
Dassa McKinney El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
These are Itinernat Support students that don't receive their services at the same time.		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Paula Rishack	Secondary	Full-time (1.0)	04/25/2022 01:57 PM

Building Name		
Moniteau JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
		0.92

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

Kristen Donelson	Secondary	Full-time (1.0)	04/25/2022 01:53 PM
------------------	-----------	-----------------	---------------------

Building Name		
Moniteau 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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 20
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
kohlmeyer	Elementary	Full-time (1.0)	04/25/2022 01:48 PM

Building Name		
Dassa McKinney 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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9

Age Range Justification	FTE %
	0.25

Building Name		
Dassa McKinney 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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Megan Guntrum	Elementary	Full-time (1.0)	05/12/2022 09:40 AM

Building Name		
Dassa McKinney El Sch		
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	Elementary	7 to 8
Age Range Justification		FTE %
		0.25

Building Name		
Dassa McKinney 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
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.25

Building Name		
Dassa McKinney 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	10 to 11
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Jessica Hoover	Elementary	Full-time (1.0)	04/25/2022 12:54 PM

Building Name		
Dassa McKinney El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.04

Building Name		
Dassa McKinney El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Jessica Sloan	Multiple	Part-time (0.5)	04/25/2022 12:33 PM

Building Name
Moniteau SD

Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 13
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Jennifer Beachem	Elementary	Full-time (1.0)	05/12/2022 09:42 AM

Building Name		
Dassa McKinney El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.04

Building Name		
Dassa McKinney 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	6 to 8
Age Range Justification		FTE %
		0.35

Building Name		
Dassa McKinney El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Richard Szul	Elementary	Full-time (1.0)	04/25/2022 12:59 PM

Building Name		
Dassa McKinney El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.9

Building Name		
Dassa McKinney El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.02

Special Education Facilities

Building Name		Room #
Dassa McKinney El Sch		504
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2022-05-11		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Dassa McKinney El Sch		807
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 12 feet, 0 inches	312sqft	11
Implementation Date		
2022-05-11		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Dassa McKinney El Sch		809
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 12 feet, 0 inches	312sqft	11
Implementation Date		
2022-05-11		
Uploaded Files		

3 Assurance Check

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

Building Name		Room #
Dassa McKinney El Sch		303
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2022-05-11		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Dassa McKinney El Sch		309
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2022-05-11		
Uploaded Files		

--

5 Assurance Check

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

Building Name		Room #
Dassa McKinney El Sch		404
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2022-05-11		
Uploaded Files		

6 Assurance Check

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

Building Name		Room #
Dassa McKinney El Sch		615
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2022-05-11		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Dassa McKinney El Sch		203
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2022-05-11		
Uploaded Files		

--

8 Assurance Check

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

Building Name		Room #
Moniteau JSHS		612
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2022-05-11		
Uploaded Files		

9 Assurance Check

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

Building Name		Room #
Moniteau JSHS		605
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2022-05-11		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Moniteau JSHS		113
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2022-05-11		
Uploaded Files		

--

11 Assurance Check

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

Building Name		Room #
Moniteau JSHS		110
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2022-05-11		
Uploaded Files		

12 Assurance Check

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

Building Name		Room #
Moniteau JSHS		101
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2022-05-11		
Uploaded Files		

13Assurance Check

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

Building Name		Room #
Moniteau JSHS		409
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2022-05-11		
Uploaded Files		

--

14 Assurance Check

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

Building Name		Room #
Moniteau JSHS		413
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2022-05-11		
Uploaded Files		

15 Assurance Check

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

Building Name		Room #
Moniteau JSHS		301
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2022-05-11		
Uploaded Files		

16Assurance Check

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

Special Education Support Services

17Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
School Psychologist	1	District Wide	District
Paraprofessionals	8	Elementary	District
Paraprofessionals	4	Secondary	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Guidance Counselor	1	Elementary	District
Guidance Counselor	2	Secondary	District
Director of Special Education	1	District Wide	District
Transition Coordinator	.25	Secondary	District
Other	1	Elementary	District
Other	1	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
ABA/PFA (Practical Functional Assessment)			
Lead Person/Position		Year of Training	
Curt Springer/Carla Krisuk		2022	
Hours Per Training	Number of Sessions	Provider	Audience
2	2		Parents Special Education Teachers

Positive Behavior Support

Description of Training			
Safety Care			
Lead Person/Position		Year of Training	
Zachary Hefferan		2021	
Hours Per Training	Number of Sessions	Provider	Audience
3.5	1	District	Paraprofessionals

Description of Training			
Deescalation Training			
Lead Person/Position		Year of Training	
Curt Springer, Educational Consultant		2022	
Hours Per Training	Number of Sessions	Provider	Audience
3.5	1	Intermediate Unit	Paraprofessionals

Paraprofessional

Description of Training			
Sensory Room/			
Lead Person/Position		Year of Training	
Gretchen Gross-Krajl, Occupational Therapist		2021	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Paraprofessionals

Description of Training			
De-escalation Training			
Lead Person/Position		Year of Training	
Curt Springer/MIU IV Educational Consultant		2021	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Paraprofessionals

Transition

Description of Training			
PA 2021 Fall Financial Reality Series (5 sessions in the series)			
Lead Person/Position		Year of Training	
Paula Bredl/		2021	
Hours Per Training	Number of Sessions	Provider	Audience
2 hours	5	PaTTAN	Parents

Description of Training			
2021 PA Community on Transition Conference			
Lead Person/Position		Year of Training	
Paula Bredl/Director of Special Education		2021	

Hours Per Training	Number of Sessions	Provider	Audience
16	1	PaTTAN	Parents

Description of Training			
OVR Student Transition Trainings			
Lead Person/Position		Year of Training	
Elaina Rosen		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	5	Other	Other

Science of Literacy

Description of Training			
ECRI			
Lead Person/Position		Year of Training	
Edna Black/TaC Educational Consultant		2021	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Heggerty			
Lead Person/Position		Year of Training	
Nicole Fox/Assistant Principal		2021	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	General Education Teachers Special Education Teachers

--	--	--	--

Parent Training

Description of Training			
2021 PA Community on Transition Conference			
Lead Person/Position		Year of Training	
Paula Bredl		2021	
Hours Per Training	Number of Sessions	Provider	Audience
16	1	PaTTAN	Parents

Description of Training			
PA 2021 Fall Financial Reality Series (5 sessions in the series)			
Lead Person/Position		Year of Training	
Paula Bredl/Dir. of Special Education		2022	
Hours Per Training	Number of Sessions	Provider	Audience
2 hours	1	PaTTAN	Parents

Description of Training			
Parent Panel			
Lead Person/Position		Year of Training	
Dustin Thompson/Prinicpal		2021	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	General Education Teachers Parents Special Education Teachers

IEP Development

Description of Training			
Writing compliant IEPs			
Lead Person/Position		Year of Training	
Paula Bredl/Director of Special Education		2021	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

