

Profile and Plan Essentials

| | | |
|---|--|------------|
| LEA Name | AUN | |
| Millville Area SD | 116195004 | |
| Address 1 | | |
| PO Box 260 | | |
| Address 2 | | |
| City | State | Zip |
| Millville | PA | 17846 |
| Director of Special Education Name | | |
| Dee Davis | | |
| Director of Special Education Email | | |
| davisd@millsd.us | | |
| Director of Special Education Phone Number | Director of Special Education Ext | |
| 570-854-1402 | 1007 | |
| Chief Administrator Name | | |
| Mr Joseph R Rasmus | | |
| Chief Administrator Email | | |
| jrasmus@millsd.us | | |

Special Education Students

Total Number of Students Receiving Special Education 135
School District Total Student Enrollment 586
Percent of Students Receiving Special Education 23

Steering Committee

| Name | Position/Role | Building | Email |
|-------------------|-------------------------------|-----------------------|----------------------|
| Alexa Longacre | Other | Millville Area SD | alongacre@millsd.us |
| Danielle Fritz | Special Education Teacher | Millville Area El Sch | dfritz@millsd.us |
| Tiffany Anderson | General Education Teacher | Millville Area El Sch | tanderson@millsd.us |
| Joseph Rasmus | Superintendent | Millville Area SD | jrasmus@millsd.us |
| Jessica Whitmoyer | Board Member | Millville Area SD | jwhitmoyer@millsd.us |
| Matt Mills | Building Principal | Millville Area JSHS | mmills@millsd.us |
| Brandon Gordner | Building Principal | Millville Area El Sch | bgordner@millsd.us |
| Dee Davis | Director of Special Education | Millville Area SD | david@millsd.us |
| Lindsey Shultz | Special Education Teacher | Millville Area JSHS | lshultz@millsd.us |
| Sherry Kakaley | General Education Teacher | Millville Area JSHS | kakleys@millsd.us |

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

| Corrective Action | Improvement and Planning Activities |
|----------------------------|---|
| Development of a MTSS plan | During the 24-25 school year, we reached out to PATTAN and the local IU to begin the training and planning for a MTSS system to be implemented in the future. |

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?

No

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

When we have students placed into a facility, we still remain part of the student's IEP team. We attempt to stay as involved as possible to ensure that the student is still connected to the school community. We want the student to understand that they are still a Millville student and when their placement is completed, they will return to our community and that we will work together with agencies to provide support to be successful. If we had a facility in the bounds of our school district. We would be obligated to child find requirements at the facility. If we evaluated a student and they were eligible for services, we would convene an IEP team and develop an IEP to present to the facility and family. If services were recommended for the student and accepted a NOREP would be issued. The district would provide the support services for the student with a special education teacher, if we did not have a teacher available, we would look to contract with the local intermediate unit to provide services.

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

We are invited to IEP meetings and/or discharge meetings, if held, for our students. Sometimes we will receive an exit summary, sometimes we do not. We reach out to the family to discuss needs. If a student is not already identified, we will take the placement as a child find obligation and issue a permission to evaluate to gather information about needs and determine if the student meets the criteria of a student with a disability. If there was a facility in our school area, we would work together with the facility to ensure the best possible transition back to a public school facility. If not returning to our district we would have been sharing progress reports with the home district and would be inviting them to attend a meeting to discuss support services required for a successful transition back to their home district.

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 most recent data for Least Restrictive Environment. Highlight areas of improvement.**

The Millville Area School District on the last Special Education Data Report available, from 23-24 indicated that we were above the state average in students receiving itinerant level services, inside regular class 80% of time or more, with our average being 74.5% and the state being 61.7%. Our report does not display any LEA data for Supplemental or Full-time placements due to small group sizes in the 23-24 school year. During the 23-24 school year, we had one student in a full-time placement outside the district for approximately 14 weeks, but that was the only out of district placement. Our district provides a continuum of special education and related services in our buildings. The need for placement of students outside of the district is demonstrated when a student presents with a behavior that an IEP team has determined we cannot handle within our programs, following the completion of an FBA and PBSP.

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 Millville Area School District has a referral process in place, across the district. If a faculty is concerned about a student, they can make a referral to the child study team at any time. This team will discuss the referral and determine the next steps for the student. We can either put interventions in place in the general education or make a referral for a multidisciplinary evaluation. If a student is evaluated and identified as a student in need, the district has a range of Supplementary Aides and services available. For Social/Emotional needs of students, faculty can make referrals to the Student Assistance Program. Following the referral, information gathering sheets are sent to all of the student's teachers and family is contacted. This is all reviewed and then referrals can be made to outside agencies, the school social worker, counselor or GAGGLE, an online therapy system provided by the district for student usage.

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

The district provides training for faculty members in the requirements of special education and specially designed instruction. We have a learning support teacher at every grade level. This individual will meet with general education teachers to explain, modify, demonstrate accommodations/modifications needed to allow students to be successful in the general curriculum, if the students IEP team has decided that is where the student should receive services.

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

Should a student with identified need wish to participate in extracurricular activities, his/her IEP team will meet to discuss appropriate services to ensure meaningful participation. When we had a life-skills student who wished to participate in cheerleading, a personal aide was sent to all practices and games with the student. If necessary, the IEP team will ask for a meeting with the athletic director if a specific accommodation is needed for a student to participate.

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?**

At this time, we have two students who fall into this area. These two students are eligible to participate in school activities upon request. Should a student be placed in an out of district placement or private institution, they would be granted permission to participate in extracurricular activities and the IEP team would determine the needs and supports required for the students participation.

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)

Should a student require a placement in the future, we would meet as a team, discuss the need and make recommendations. The Millville Area School District has a large continuum of classes available on campus, so we are able to provide a continuum of services without outside placements. To build capacity in our programs, we need to remain current on trainings in Safe Crisis Management, the faculty/administration need to continue to expand their knowledge on current practices and effective researched based interventions to support our students.

Out of District Placements

| Facility Name | Facility Type | Other | Operated By | Service Type | Number of Students Placed |
|---------------|---------------------------|-------|-------------|-------------------|---------------------------|
| New Story | Licensed Private Academic | | New Story | Emotional Support | 2 |
| | | | | | |
| | | | | | |

Positive Behavior Support

Date of Approval

2013-02-27

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 Millville Area School District employees full-time, 2 guidance counselors, 1 blended outreach coordinator, a social worker and a school psychologist. This team of individuals provides services to students who are in need of emotional and social support. Students may be identified in multiple manners: a referral from home, a faculty referral, the evaluation process, a child study referral or a self-referral to the guidance office. The guidance counselor offers lunch groups for students and the social worker will do skill building lessons for groups of students.

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

The Millville Area School District has two certified trainers in the QBS, INC, Safety Care program. This crisis management program has a strong emphasis on de-escalation techniques. The trainers have two recertification classes yearly and a new certification class is held when needed to train new employees. Currently we have 25 professional staff and paraprofessionals trained and certified in this program. As part of the program, the de-escalation portion can be taught with out the physical management. This portion is offered to individuals who do not feel they can participate in the physical management program. The elementary building participates in school-wide positive behavior support. Through this program all elementary faculty and staff are trained in positive behavior supports, based on the building program. Should a student be in crisis and displaying a behavior that may put themselves or others in harms way, the buildings have crisis teams to call for assistance. Crisis team members are all connected with a system of Motorola Walkie-talkies.

3. Describe the district positive school wide support programs.

The Millville Elementary School participates in a school wide positive behavior support system. The elementary building was recognized for fidelity of their program in the 19-20, 20-21, 21-22 school year. The team has developed a system of lesson plans designed to be used in classrooms to meet the expectations for all students while in the district. The PBIS team meets 2x/month to review behavioral data and provide support for the building. This is a highly structured, formal program designed to be used by all faculty and staff in the elementary building. The elementary building has a building wide on-line program for PBIS for students/faculty. Faculty can give students points throughout the day connected to expected behaviors. Students collect points and then can use them to purchase activities when offered.

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

The Millville Area School District employees an Outreach Coordinator to address the needs for school-based behavioral health. Our worker is an employee of the local mental health agency, Columbia Montour Snyder Union Mental Health and Supports. She meets with students on a

regular basis who are demonstrating need. Based on the level of need, she can/will make referrals to outside agencies for assistance with things such as, but not limited to, behavior, family dynamics, drug/alcohol, and/or counseling. She also assists with families who have needs for food, clothing, heat, when contacted by families. In addition, the district maintains an online therapy program, GAGGLE, where students can be referred for 10 therapy sessions, during the school day, to address their individual needs.

5. **Describe the district restraint procedure.**

The Millville Area School District restraint procedure aligns with the laws for restraints. A student must be a danger to him/herself in order to be restrained. A restraint will only be conducted after de-escalation techniques have been attempted. Should a student continue to elevate the trained crisis team will be activated and a restraint will proceed. During the restraint a team leader is identified, so only one individual is speaking. When possible restraints will have an observer for documentation purposes. The crisis team operates under the general rule of, if needed hold in a restraint for no longer than 5 minutes and then give the student a chance to return to no hold. The team will conduct a controlled release at the 5 minute mark, if the student remains calm, they proceed with de-escalation techniques, if the student returns to dangerous behavior the team will move back into a hold. When all is returned to calm, the team leader will make a phone call to the supervisor and then home immediately to the family to report the incident. The student/staff will be checked by the school nurse and any marks/injuries will be documented. Paperwork for the restraint will be sent home to the family that day and turned into the supervisor for review. Upon review the supervisor will determine if an IEP team meeting should be convened. The incident will then be reported in the state RISC system. Students who could require a district restraint have Safety-Care listed in their IEPs and it is discussed at the student's IEP meeting on a yearly basis.

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.

At this time, the district does not have any concerns with students who would need Instruction Conducted in the Home. We have not experienced any student waiting for an appropriate educational placement for more than 30 days.

Education Program (Caseload FTE)

| | | | |
|----------------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| 1.0 K - 6 Autistic Support | Elementary | Full-time (1.0) | 03/20/2025 09:42 AM |

| | | | |
|--------------------------------|---|---------------------------|------------|
| Building Name | Millville Area El Sch | | |
| Support Type | Autistic Support | | |
| Support Sub-Type | Autistic Support | | |
| Level of Support | Itinerant (20% or Less) | | |
| Identify Classroom | School District | Classroom Location | Elementary |
| Age Range Justification | All students have an age waiver in place. Students are instructed in individual groups based on individual needs. | | |
| | Case Load | | 2 |
| | Age Range | | 5 to 12 |
| | FTE % | | 0.17 |

| | | | |
|--------------------------------|---|---------------------------|------------|
| Building Name | Millville Area El Sch | | |
| Support Type | Autistic Support | | |
| Support Sub-Type | Autistic Support | | |
| Level of Support | Supplemental (Less Than 80% but More Than 20%) | | |
| Identify Classroom | School District | Classroom Location | Elementary |
| Age Range Justification | All students have an age waiver in place. Students are instructed in individual groups based on individual needs. | | |
| | Case Load | | 2 |
| | Age Range | | 5 to 12 |
| | FTE % | | 0.25 |

| | | | |
|----------------------|-----------------------|--|--|
| Building Name | Millville Area El Sch | | |
|----------------------|-----------------------|--|--|

| | | |
|---|---------------------------|------------------|
| Support Type | | Case Load |
| Autistic Support | | 3 |
| Support Sub-Type | | Age Range |
| Autistic Support | | 5 to 12 |
| Level of Support | | FTE % |
| Full-Time (80% or More) | | 0.38 |
| Identify Classroom | Classroom Location | |
| School District | Elementary | |
| Age Range Justification | | |
| All students have an age waiver in place. Students are instructed in individual groups based on individual needs. | | |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|----------------------------|--------------------|----------------------------------|---------------------|
| 1.0 5 - 6 Learning Support | Elementary | Full-time (1.0) | 03/20/2025 09:34 AM |

| | | |
|--------------------------------|---------------------------|------------------|
| Building Name | | Case Load |
| Millville Area El Sch | | 10 |
| Support Type | | Age Range |
| Learning Support | | 10 to 13 |
| Support Sub-Type | | FTE % |
| Learning Support | | 0.2 |
| Level of Support | Classroom Location | |
| Itinerant (20% or Less) | Elementary | |
| Identify Classroom | Classroom Location | |
| School District | Elementary | |
| Age Range Justification | | |

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|-----------------------|--|
| Building Name | |
| Millville Area El Sch | |
| Support Type | |
| Learning Support | |

| | | |
|--|---------------------------|------------------|
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 3 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 10 to 13 |
| Age Range Justification | | FTE % |
| | | 0.15 |

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|----------------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| 1.0 K - 2 Learning Support | Elementary | Full-time (1.0) | 03/20/2025 09:31 AM |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Millville Area 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 | 5 to 8 |
| Age Range Justification | | FTE % |
| | | 0.24 |

| | | |
|-------------------------|--|--|
| Building Name | | |
| Millville Area El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |

| | | |
|--|---------------------------|------------------|
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 2 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 5 to 8 |
| Age Range Justification | | FTE % |
| | | 0.1 |

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|--------------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| 1.0 3-4 Learning Support | Elementary | Full-time (1.0) | 03/20/2025 09:28 AM |

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|--------------------------------|---------------------------|------------------|
| Building Name | | |
| Millville Area El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Itinerant (20% or Less) | | 9 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 8 to 10 |
| Age Range Justification | | FTE % |
| | | 0.18 |

| | | |
|--|--|------------------|
| Building Name | | |
| Millville Area El Sch | | |
| Support Type | | |
| Learning Support | | |
| Support Sub-Type | | |
| Learning Support | | |
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 3 |

| | | |
|--------------------------------|---------------------------|------------------|
| Identify Classroom | Classroom Location | Age Range |
| School District | Elementary | 8 to 10 |
| Age Range Justification | | FTE % |
| | | 0.15 |

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|---------------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| 1.0 Multiple Disabilities | Elementary | Full-time (1.0) | 03/20/2025 09:26 AM |

| | | | |
|--------------------------------|-------------------------------|------------------|------|
| Building Name | Millville Area El Sch | | |
| Support Type | Multiple Disabilities Support | | |
| Support Sub-Type | Multiple Disabilities Support | | |
| Level of Support | Case Load | | |
| Full-Time (80% or More) | 2 | | |
| Identify Classroom | Classroom Location | Age Range | |
| School District | Elementary | 5 to 5 | |
| Age Range Justification | | FTE % | 0.25 |

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|------------------------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| K - 10 Speech and Language Support | Multiple | Full-time (1.0) | 03/19/2025 04:43 PM |

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|----------------------|-----------------------------|--|--|
| Building Name | Millville Area JSHS | | |
| Support Type | Speech And Language Support | | |

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|--------------------------------|--|--|--|------------------|---------|
| Support Sub-Type | | Speech And Language Support | | Case Load | 39 |
| Level of Support | | Itinerant (20% or Less) | | Age Range | 5 to 18 |
| Identify Classroom | | School District | | FTE % | 0.6 |
| Age Range Justification | | Speech and Language services are provided in small group or individually, the age range is compliant during speech/group sessions. | | | |
| Classroom Location | | Multiple | | | |

| | | | |
|------------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| 7-12 Emotional Support | Secondary | Full-time (1.0) | 03/19/2025 04:37 PM |

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|--------------------------------|--|---|--|------------------|----------|
| Building Name | | Millville Area JSHS | | Case Load | 3 |
| Support Type | | Emotional Support | | Age Range | 14 to 17 |
| Support Sub-Type | | Emotional Support | | FTE % | 0.06 |
| Level of Support | | Itinerant (20% or Less) | | | |
| Identify Classroom | | School District | | | |
| Age Range Justification | | Classroom is 7 - 12 grades, all students are working on individual levels, age waivers are signed for all students. | | | |
| Classroom Location | | Secondary | | | |

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|-------------------------|--|---------------------|--|
| Building Name | | Millville Area JSHS | |
| Support Type | | Emotional Support | |
| Support Sub-Type | | Emotional Support | |

| | | |
|---|---------------------------|------------------|
| Level of Support | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 3 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 14 to 17 |
| Age Range Justification | | FTE % |
| Classroom is 7 - 12 grades, all students are working on individual levels, age waivers are signed for all students. | | 0.15 |

| | | |
|---|---------------------------|------------------|
| Building Name | | |
| Millville Area JSHS | | |
| 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 | 14 to 17 |
| Age Range Justification | | FTE % |
| Classroom is 7 - 12 grades, all students are working on individual levels, age waivers are signed for all students. | | 0.08 |

| | | | |
|-----------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| 9-10 Learning Support | Secondary | Full-time (1.0) | 03/19/2025 04:34 PM |

| | |
|-------------------------|------------------|
| Building Name | |
| Millville Area 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 | 15 to 17 |
| Age Range Justification | | FTE % |
| | | 0.26 |

| | | | |
|----------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| 7-9 Learning Support | Secondary | Full-time (1.0) | 03/19/2025 04:32 PM |

| | |
|--------------------------------|---------------------------|
| Building Name | |
| Millville Area JSHS | |
| Support Type | |
| Learning Support | |
| Support Sub-Type | |
| Learning Support | |
| Level of Support | Case Load |
| Itinerant (20% or Less) | 14 |
| Identify Classroom | Classroom Location |
| School District | Secondary |
| Age Range Justification | FTE % |
| | 0.28 |

| | | | |
|--------------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| 7-12 Life Skills Support | Secondary | Full-time (1.0) | 03/19/2025 04:32 PM |

| | |
|----------------------|--|
| Building Name | |
| Millville Area 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%) | | 4 |
| Identify Classroom | Classroom Location | Age Range |
| School District | Secondary | 13 to 16 |
| Age Range Justification | | FTE % |
| Classroom is 7 - 12 grades, all students are working on individual levels, age waivers are signed for all students. | | 0.2 |

| | | |
|---|---------------------------|------------------|
| Building Name | | |
| Millville Area JSHS | | |
| 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 | 16 to 16 |
| Age Range Justification | | FTE % |
| Classroom is 7 - 12 grades, all students are working on individual levels, age waivers are signed for all students. | | 0.07 |

| | | | |
|----------------------------------|---------------------------|---|---------------------|
| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
| 11-12 Learning Support/transitio | Secondary | Full-time (1.0) | 03/19/2025 04:27 PM |

| | |
|-------------------------|--|
| Building Name | |
| Millville Area JSHS | |
| Support Type | |
| Learning Support | |
| Support Sub-Type | |
| Learning Support | |

| | |
|--------------------------------|---------------------------|
| Level of Support | Case Load |
| Itinerant (20% or Less) | 6 |
| Identify Classroom | Classroom Location |
| School District | Secondary |
| Age Range Justification | Age Range |
| | 15 to 17 |
| | FTE % |
| | 0.12 |

Special Education Facilities

| | |
|---------------------------------------|---|
| Building Name | Room # |
| Millville Area JSHS | 402 - Faatz |
| School Building | Building Description |
| | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement |
| 42 feet, 0 inches x 22 feet, 0 inches | 924sqft |
| Implementation Date | Max # of students in classroom |
| 2022-06-27 | 33 |
| 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 | |
| The location of the class has been maintained for at least 3 school years. | Yes | |

| | |
|---------------------------------------|---|
| Building Name | Room # |
| Millville Area El Sch | 47 - Koons |
| School Building | Building Description |
| | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement |
| 25 feet, 0 inches x 25 feet, 0 inches | 625sqft |
| Implementation Date | Max # of students in classroom |
| 2003-06-27 | 22 |
| 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 | |
| The location of the class has been maintained for at least 3 school years. | Yes | |

| | |
|---------------------------------------|---|
| Building Name | Room # |
| Millville Area JSHS | 401 - Shultz |
| School Building | Building Description |
| | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement |
| 30 feet, 0 inches x 24 feet, 0 inches | 720sqft |
| Implementation Date | Max # of students in classroom |
| 2013-06-27 | 25 |
| 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 | 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 # |
| Millville Area El Sch | 25 - Fritz |
| School Building | Building Description |
| | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement |
| 27 feet, 0 inches x 25 feet, 0 inches | 675sqft |
| Implementation Date | Max # of students in classroom |
| 2000-06-27 | 24 |
| 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 | |
| The location of the class has been maintained for at least 3 school years. | Yes | |

| | |
|---------------------------------------|---|
| Building Name | Room # |
| Millville Area El Sch | 44 - Myers |
| School Building | Building Description |
| | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement |
| 24 feet, 0 inches x 26 feet, 0 inches | 624sqft |
| Implementation Date | Max # of students in classroom |
| 2003-06-27 | 22 |

| |
|-----------------------|
| Uploaded Files |
| |

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. | Yes | |

| | |
|---------------------------------------|---|
| Building Name | Room # |
| Millville Area JSHS | 412 - Fink |
| School Building | Building Description |
| | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement |
| 30 feet, 0 inches x 26 feet, 0 inches | 780sqft |
| Implementation Date | Max # of students in classroom |
| 2022-06-27 | 27 |
| Uploaded Files | |
| | |

6Assurance Check

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

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

| | |
|---------------------------------------|---|
| Building Name | Room # |
| Millville Area JSHS | 109 - Jenkins |
| School Building | Building Description |
| | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement |
| 30 feet, 0 inches x 20 feet, 0 inches | 600sqft |
| Implementation Date | Max # of students in classroom |
| 2013-06-27 | 21 |
| 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 | |
| The location of the class has been maintained for at least 3 school years. | Yes | |

| | |
|---------------------------------------|---|
| Building Name | Room # |
| Millville Area El Sch | 13 - UTT |
| School Building | Building Description |
| | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement |
| 36 feet, 0 inches x 19 feet, 0 inches | 684sqft |
| Implementation Date | Max # of students in classroom |
| | 24 |

| |
|-----------------------|
| 2005-06-23 |
| Uploaded Files |
| |

8Assurance 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 # |
| Millville Area JSHS | 406 - Kramer |
| School Building | Building Description |
| | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement |
| 30 feet, 0 inches x 22 feet, 0 inches | 660sqft |
| Implementation Date | Max # of students in classroom |
| 2003-06-27 | 23 |
| Uploaded Files | |
| | |

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. | Yes |

| | |
|---------------------------------------|---|
| Building Name | Room # |
| Millville Area El Sch | 32 - Culver |
| School Building | Building Description |
| | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement |
| 28 feet, 0 inches x 29 feet, 0 inches | 812sqft |
| Implementation Date | Max # of students in classroom |
| 2010-06-27 | 29 |
| 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 | |
| The location of the class has been maintained for at least 3 school years. | Yes | |

| | |
|---------------------------------------|---|
| Building Name | Room # |
| Millville Area El Sch | 16 - Hippenstiel |
| School Building | Building Description |
| | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement |
| 29 feet, 0 inches x 20 feet, 0 inches | 580sqft |
| | Max # of students in classroom |
| | 20 |

| | |
|----------------------------|--|
| Implementation Date | |
| 2024-06-27 | |
| 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 | |
| The location of the class has been maintained for at least 3 school years. | | No |

| | |
|---------------------------------------|---|
| Building Name | Room # |
| Millville Area El Sch | 21 - Dube |
| School Building | Building Description |
| | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement |
| 25 feet, 0 inches x 27 feet, 0 inches | 675sqft |
| Implementation Date | Max # of students in classroom |
| 2015-06-27 | 24 |
| 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 |
| The location of the class has been maintained for at least 3 school years. | Yes |

| | |
|---------------------------------------|---|
| Building Name | Room # |
| Millville Area El Sch | 30 - Bloom |
| School Building | Building Description |
| | A building in which general education programs are operated |
| Classroom Measurements | Classroom Area Measurement |
| 27 feet, 0 inches x 29 feet, 0 inches | 783sqft |
| Implementation Date | Max # of students in classroom |
| 2024-08-01 | 27 |
| 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 | |
| The location of the class has been maintained for at least 3 school years. | Yes | No |

Special Education Support Services

14Special Education Support Services

| Special Education Support Services | Numerical Value | Primary Location | Contractor or District |
|------------------------------------|-----------------|------------------|------------------------|
| Director of Special Education | .8 | District Wide | District |
| Paraprofessionals | 11 | District Wide | District |
| School Psychologist | 1 | District Wide | District |
| Transition Coordinator | .5 | Secondary | District |
| Physical Therapist | .2 | District Wide | Contractor |
| Occupational Therapist | .33 | District Wide | Contractor |
| Social Worker | 1 | District Wide | District |
| Guidance Counselor | 2 | District Wide | District |

Special Education Personnel Development

Autism

| Description of Training | | | |
|-------------------------|--------------------|--------------------|--|
| Autism Conference | | | |
| Lead Person/Position | Year of Training | Hours Per Training | Number of Sessions |
| Dee Davis | 2025 | varied | varied |
| | 2026 | | |
| | 2027 | | |
| | 2028 | | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| varied | varied | PaTTAN Other | Building Administrators Paraprofessionals Special Education Teachers |

Positive Behavior Support

| Description of Training | | | |
|---------------------------------------|--------------------|--|--|
| School Wide Positive Behavior Support | | | |
| Lead Person/Position | Year of Training | Hours Per Training | Number of Sessions |
| Director of Interventional Supports | 2025 | varied | varied |
| | 2026 | | |
| | 2027 | | |
| | 2028 | | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| Varied | Varied | District Intermediate Unit PaTTAN Other | Building Administrators General Education Teachers Paraprofessionals Special Education Teachers |

Paraprofessional

| Description of Training | | | |
|------------------------------|--------------------|-------------------------------|-------------------|
| Paraprofessional Conference | | | |
| Lead Person/Position | Year of Training | | |
| Director of Student Services | 2025 | | |
| | 2026 | | |
| | 2027 | | |
| | 2028 | | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 8 | multiple | District Intermediate Unit | Paraprofessionals |

| Description of Training | | | |
|------------------------------|--------------------|-----------------------------|---|
| District Trainings | | | |
| Lead Person/Position | Year of Training | | |
| Director of Student Services | 2025 | | |
| | 2026 | | |
| | 2027 | | |
| | 2028 | | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 12 | Multiple | District PaTTAN Other | Building Administrators Parents Paraprofessionals |

Transition

| Description of Training | | | |
|--------------------------------|---------------------------|-----------------|----------------------------|
| Transition Conference | | | |
| Lead Person/Position | Year of Training | | |
| Director of Student Services | 2025 | | |
| | 2026 | | |
| | 2027 | | |
| | 2028 | | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 10 | PaTTAN | Special Education Teachers |

Science of Literacy

| Description of Training | | | |
|--------------------------------|---------------------------|-------------------|--|
| LETRS | | | |
| Lead Person/Position | Year of Training | | |
| Curriculum Director | 2025 | | |
| | 2026 | | |
| | 2027 | | |
| | 2028 | | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 20 | 5 | Intermediate Unit | General Education Teachers Special Education Teachers |

Parent Training

| Description of Training |
|--------------------------------|
| |

| PSSA and Your Student | | | |
|-----------------------|--------------------|----------|----------|
| Lead Person/Position | Year of Training | | |
| Principal | 2025 | | |
| | 2026 | | |
| | 2027 | | |
| | 2028 | | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 1 | District | Parents |

| Description of Training | | | |
|------------------------------|--------------------|----------|----------|
| Special Education 101 | | | |
| Lead Person/Position | Year of Training | | |
| Director of Student Services | 2025 | | |
| | 2026 | | |
| | 2027 | | |
| | 2028 | | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 1 | District | Parents |

| IEP Development | | | |
|------------------------------|------------------|--|--|
| Description of Training | | | |
| Qualities of IEPs | | | |
| Lead Person/Position | Year of Training | | |
| Director of Student Services | 2025 | | |
| | 2026 | | |
| | 2027 | | |
| | 2028 | | |

| Hours Per Training | Number of Sessions | Provider | Audience |
|--------------------|--------------------|----------|----------------------------|
| 10 | 2 | PaTTAN | Special Education Teachers |

| Description of Training | | | |
|------------------------------|--------------------|----------|--|
| New Teacher Training | | | |
| Lead Person/Position | Year of Training | Provider | Audience |
| Director of Student Services | 2025 | District | General Education Teachers Special Education Teachers |
| | 2026 | | |
| | 2027 | | |
| | 2028 | | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 1 | District | General Education Teachers Special Education Teachers |

Signatures & Affirmations
Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

