

## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>
Governor Mifflin SD		114063003
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10 South Waverly Street		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip</b>
Shillington	PA	19607
<b>Director of Special Education Name</b>		
Brian Bell		
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<b>Director of Special Education Phone Number</b>	<b>Director of Special Education Ext</b>	
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<b>Chief Administrator Name</b>		
Dr Lisa T Hess		
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## Special Education Students

**Total Number of Students Receiving Special Education** 871

**School District Total Student Enrollment** 4158

**Percent of Students Receiving Special Education** 20.9

## Steering Committee

Name	Position/Role	Building	Email
Brian Bell	Director of Special Education	Governor Mifflin SD	brian.bell@gmsd.org
William Bennett	Other	Governor Mifflin SD	william.bennett@gmsd.org
Kerri Palmer	Other	Governor Mifflin SD	kerri.palmer@gmsd.org
Lisa Hess	Superintendent	Governor Mifflin SD	lisa.hess@gmsd.org
Melissa Paparella	Building Principal	Mifflin Park El Sch	melissa.paparella@gmsd.org
Carissa Harley	Building Principal	Governor Mifflin MS	carissa.harley@gmsd.org
Troy Murphy	Special Education Teacher	Governor Mifflin SHS	troy.murphy@gmsd.org
Jacob Snyder	Special Education Teacher	Governor Mifflin SHS	jacob.snyder@gmsd.org
Caryn Friedlander	Board Member	Governor Mifflin SD	caryn.friedlander@gmsd.org
Amanda Renninger	Parent	Governor Mifflin SD	amanda.renninger@gmsd.org
Karen Denunzio	Director of Curriculum	Governor Mifflin SD	karen.denunzio@gmsd.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Delivered professional development on measurable Postsecondary Goals to ensure clearly stated goals related to education, employment, and independent living, based on age-appropriate transition assessments.
Delivered professional development on Annual Individualized Education Plan Goals to ensure that goals that help the student progress toward postsecondary objectives.
Delivered professional development on Transition Services to ensure that Individualized Education Plans contain a coordinated set of activities, including instruction, related services, community experiences, and employment preparation.
Delivered professional development on Course of Study to ensure that a planned program of study that aligns with the student's postsecondary goals is present in all transition-eligible Individualized Education Plans.
Delivered professional development on student Involvement to ensure that evidence that the student was invited to their Individualized Education Plan meeting where transition services were discussed are present in all transition-eligible Individualized Education Plans.
Delivered professional development Agency Participation to ensure that appropriate agency participation is present in all transition-eligible Individualized Education Plans.

### Graduation (Indicator 1)

**Indicator not flagged at this time.**

### Drop Out (Indicator 2)

**Indicator not flagged at this time.**

### Assessment (Indicator 3)

<b>Improvement and Planning Activity</b>
To improve assessment participation, first identify and address barriers by reviewing past data to analyze participation gaps and reasons for opt-outs. Engage

Individualized Education Plan teams to discuss assessments in annual meetings and provide parents with clear guidance on their importance and accommodations. Improve attendance by tracking at-risk students and scheduling make-up test dates. Enhance communication by informing parents early through multiple channels and addressing concerns with one-on-one meetings and success stories. Ensure appropriate accommodations by training staff, conducting pre-test simulations to familiarize students with test formats, and providing social-emotional support through stress management workshops and counselor encouragement.
To strengthen parent engagement, proactively inform them about assessments through letters, emails, and text reminders. Host meetings to explain the benefits of assessments and address any concerns. Offer one-on-one discussions to review accommodations and alternate assessments, ensuring parents feel supported. Share success stories to highlight how participation positively impacts student support and educational outcomes.
Train teachers and staff on implementing accommodations such as extra time, assistive technology, and small-group testing while ensuring testing environments are accessible and comfortable. Conduct pre-test simulations to help students build confidence and reduce anxiety by familiarizing them with test formats and tools. Provide social-emotional support through test-taking strategies, stress management workshops, and encouragement from school counselors and special education staff.
Set district-wide participation goals and track progress through school-level performance reports. Recognize and motivate participation by celebrating milestones through recognition programs and non-monetary incentives like certificates and classroom celebrations.
Ensure accurate identification by reviewing IEP documentation to confirm that only students with significant cognitive disabilities are placed in alternate assessments, providing guidance to Individualized Education Plan teams to prevent unnecessary exclusion. Monitor compliance by regularly reviewing participation data for 4th and 8th graders and conducting post-assessment reviews to refine strategies for future assessments.

## Education Environments (Indicator 5)

<b>Improvement and Planning Activity</b>
Governor Mifflin School District will continue to build out the continuum of service K-12+ to provide programming in district, for students who are currently placed out-of-district. Governor Mifflin School District will particularly focus on Secondary Autistic Support and Emotional Support placements within district to achieve this.
Governor Mifflin School District has teamed with the Berks County Intermediate Unit to train K-6 Autistic Support and Emotional Support staff to train these staff on behavior support strategies and shaping.
Governor Mifflin School District will continue to implement a wide range of behavioral and functional intervention strategies and curriculum.

## 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)

Improvement and Planning Activity
Action Plan: Enhancing Pre-Exit Preparation for Students Leaving High School Educate students and families early about the importance of post-school outcome surveys. Ensure the district collects and updates multiple contact methods, including phone numbers, emails, and social media handles. Assign a Transition Coordinator or staff member to maintain communication after graduation. Emphasize how student responses contribute to improving transition programs for future graduates.
Action Plan: Strengthening Post-School Follow-Up Outreach Utilize multiple communication channels, including text messages, social media, emails, and phone calls, with outreach coming from familiar school staff. Engage trusted individuals such as peer mentors, recent graduates, and special education staff to encourage survey participation. Optimize timing by sending reminders at different times of day, including evenings and weekends, and scheduling follow-ups at 6 and 11 months post-exit to maximize response rates.
Action Plan: Incentivizing Participation Encourage survey completion by offering small rewards such as gift cards, school merchandise, or raffle entries. Partner with local businesses to provide discounts or coupons for participants. Use recognition and social proof by sharing anonymous success stories of past students who benefited from the district's transition services to highlight the survey's impact.
Action Plan: Improving Data Collection & Tracking Implement a contact management system to track response status, follow-up attempts, and flag non-respondents for additional outreach. Train staff with scripts for calls and messages, focusing on relationship-based outreach to increase comfort and engagement. Analyze non-respondent data to identify trends and adjust strategies to improve response rates across all student groups.
Action Plan: Engaging Families & Community Support Networks Encourage parents and guardians to remind students about the importance of completing the survey. Leverage alumni networks, using recent graduates who have successfully transitioned to higher education or employment to advocate for participation. Partner with local agencies, including vocational rehab offices, colleges, and workforce programs, to help reach students who may have disengaged and ensure

they participate in the survey.

### Resolution Sessions (Indicator 15)

**Indicator not flagged at this time.**

### Mediation (Indicator 16)

**Indicator not flagged at this time.**

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.



Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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## 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
Child First Services - Tracy L Hood House	Group Home		District	2
Spectrum Community Services Group Home	Group Home		District	0
Supportive Concepts for Families	Group Home		Licensed Private Academic	0

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

Under § 1306 of the PA School Code, the host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The host school district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a free appropriate public education (FAPE) for eligible children with Individualized Education Plans in accordance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400 et seq.) and for qualified handicapped students with Service Agreements in accordance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 701 et seq.) and 22 PA Code Chapter 15. All students in the Governor Mifflin School District are educated in the least restrictive environment with a consideration to education in the general education classroom with the full array of supports and services available prior to considering a more restrictive environment. The students residing in our 1306 facilities are no exception, and placement in our neighborhood schools in our general education classrooms is always the first considered option. As part of the Best Interest Determination process, the Director of Pupil Services and/or Special Education Supervisor will ask questions and request copies of any special education paperwork, discipline records, and report cards in order to make the most informed recommendation for special education services.

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

The Director of Pupil Services, in conjunction with the Supervisors of Special Education, takes the lead role for each student residing in 1306 facilities within our district boundaries. Upon notification of a student's placement, our Student Services Office promptly coordinates with the placing agency and the group home operational staff to ensure timely registration and the immediate scheduling of a Best Interest Determination (BID) meeting. The Director of Pupil Services actively participates in Best Interest Determination meetings and works collaboratively with building-level administrators, guidance counselors, and special education case managers to support a smooth and responsive transition into our schools. Clear and consistent communication with families, case managers, and agency representatives is maintained throughout the student's enrollment to ensure appropriate supports are in place and any academic, social, emotional, or behavioral needs are addressed. Case managers are assigned immediately to coordinate services, develop or revise IEPs as needed, and serve as a direct liaison between the school, family, and placement agency. When a student is discharged from a 1306 placement, our district prioritizes a

collaborative transition process back to the student's home district. We provide all necessary documentation, participate in transition meetings when invited, and coordinate timelines and supports to ensure continuity of educational programming. If a student was originally from Governor Mifflin and is returning from an out-of-district 1306 placement, our team coordinates with previous service providers to re-establish appropriate supports, review educational progress made during placement, and reconvene the IEP team to revise the student's program as needed. Our goal is to ensure a stable and supportive re-entry experience for every student, regardless of the direction of transition. It is our standard practice to have a student enrolled and attending school within five days of being informed of their residence within our district, ensuring timely access to education and supports. If the student residing in the 1306 facility requires special education services, our Special Education Supervisors also attend the BID meeting to ensure that the student's educational placement is appropriate and is coordinated as quickly as possible. In many cases, they communicate directly with an established Educational Decision Maker (EDM) to ensure that the district understands the student's educational needs and goals and to complete required paperwork. If the student attends one of our neighborhood schools, an IEP meeting will be held within 30 days of their start to establish the student as a Governor Mifflin student. For students attending an out of district placement, our high school special education supervisor acts as their case manager and liaison to the 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.**

Special Education Data Report data reveals that Governor Mifflin School District (GMSD) has not met target goals regarding out-of-district placement (SE in Other Settings). In the 2020-2021 School Year, GMSD met its target by placing 4.2% of its students in "Other Settings" compared to the State average of 4.7%. In the 2021-2022 School Year, GMSD did not meet its target and placed 5.3% of its students in Other Settings. In the 2022-2023 School Year, GMSD placed 6.3% of its students in Other Settings.

**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?**

Governor Mifflin School District utilizes a robust Multi-tiered System of Support (MTSS) to support all students across the district. Additionally, behavioral supports are provided by a Board Certified Behavior Analyst (BCBA) working primarily as a consultant. The BCBA's role is to assist Individualized Education Plan (IEP) and Child Study Teams in managing behaviors that impact student learning. They collaborate with teams to implement a comprehensive approach to behavior management, including evaluation, data collection, interventions, and ongoing monitoring. In addition, a positive behavior support program is available to support all students. Each school offers access to community agency support through the Student Assistance Program (SAP) for students facing challenges related to mental health, drugs, or alcohol. The District has also partnered with Malvern Behavioral Health, Betterview, and Inspired Wellness to provide counseling and behavioral support services within the school setting by Master's level clinicians, improving access to services. Furthermore, the District provides three school social workers who serve as liaisons between the school and families, helping students access community resources for academic and social/emotional needs. These social workers also offer a continuum of social/emotional support across the middle and high school levels. At Mifflin Park, Governor Mifflin Intermediate School, and Governor Mifflin High School, the District offers therapeutic behavioral support through the contracted Laurel Life program, which employs Master's level clinicians, behavioral support staff, and a certified teacher to meet students' academic and social/emotional needs.

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

Regular education teachers and special education teachers work collaboratively to plan for the individual needs of IEP students. The Pennsylvania Department of Education (PDE) Standards Aligned System is utilized to identify Essential Learning for students. Individual student's plans reflect the specific accommodations and supplementary services a student will require to achieve their highest potential. Governor Mifflin works closely with the Berks County Intermediate Unit assistive technology trainer in order to customize technology support for specific student needs. Training consultants through the Berks County Intermediate Unit and Pennsylvania Training and Technical Assistance Network (PaTTAN) provide support for teachers in the use of academic, behavior, and assistive technology strategies to further support the needs of students in the least restrictive environment. Intermediate Unit classes and training sessions provide additional support for teachers in the use of best practices.

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

The Governor Mifflin School District utilizes supplementary aides and services to facilitate inclusion in the general education setting as much as appropriate for each individual student. These supports include but are not limited to: ENVIRONMENTAL NEEDS: Preferential seating, Planned seating, Altered physical room arrangement, Reduced and/or minimized distractions, Positive rules for use of space taught. LEVEL OF STAFF SUPPORT NEEDED: Consultation, Stop-in support, Part-time daily support, Team teaching (parallel, supportive, complimentary, or co-teaching), Daily in class staff support, Total staff support (staff are in close proximity), One-on-one assistant. SPECIALIZED PERSONNEL NEEDS: Health Care Assistant, Behavior Assistant, Signing Assistant, Nursing,

Occupational Therapy, Physical Therapy, Speech and Language Therapist, Augmentative Communication Specialist, Transportation, Counseling, Adaptive Physical Education, Transition Planning, Orientation/Mobility, Career Counseling. SPECIALIZED EQUIPMENT NEEDS: Wheelchair, Walker, Braces, Computer Software, Modified keyboard, Switches, Utensils, Plates, Cups, Straws, Other mealtime equipment and/or material, Restroom equipment. PACING OF INSTRUCTION NEEDED: Vary activity often, Allow breaks, Omit assignments requiring copying in timed situations, Home set of materials for preview and/or review. PRESENTATION OF SUBJECT MATTER NEEDED: Model and/or experiential learning, Utilize specialized curriculum, Use American Sign Language and/or total communication, Provide prewritten notes, Present, demonstrate and/or model, Utilize manipulative, Emphasize critical information, Pre-teach vocabulary, Reduce the language level of the reading assignment, Use visual organizers and/or sequences, Use study carrels, Reduce seat time in class, Use study guides, Provide vocabulary lists Provide main idea summaries, Provide writing process aids, Use journals, Highlight reading material, Reword, rephrase instructions and/or questions. MATERIALS: Limit amount of material on a page, Tape texts and other class materials, Highlight texts and/or study guides, Use supplementary materials, Provide note-taking assistance, Copy class notes, Scan tests and class notes into a computer, Use large print, Braille material, Use communication book or board Provide assistive technology and software (e.g., Snap and Read, Co-writer) ASSIGNMENT MODIFICATION: Give directions in small distinct steps (written, picture and/or verbal), Use written back up for oral directions, Use pictures as supplement to oral directions, Lower difficulty level, Raise difficulty level, Shorten assignments, Reduce paper and pencil tasks, Give extra cues or prompts, Allow student to record or type assignment, Adapt worksheets and/or packets, Utilize compensatory procedures by providing alternate assignment and/or strategy when demands of class conflict with student capabilities, Ignore spelling errors and/or sloppy work, Ignore penmanship, Develop alternative rubrics. SELF MANAGEMENT and/or FOLLOW-THROUGH: Provide pictorial and/or word daily schedule, Provide student calendars, Check often for understanding and/or review, Request parent reinforcement, Have student repeat directions, Teach study skills, Use study sheets to organize material, Design, write, or use long-term assignments timelines, Review and practice in real situations, Plan for generalizations, Teach skill in several settings and/or environments. TESTING ADAPTATIONS: Provide oral instructions and/or read test questions, Use pictorial instructions/questions, Read test to student, Preview language of test questions, Ask questions that have applications in real setting, Specialized staff administration of test, Use short answer, Use multiple choice, Modify format Shorten length, Extend time frame, Use open note/open-book tests. SOCIAL INTERACTION SUPPORT NEEDED: Use peer advocacy, Provide circle of friends. Institute peer tutoring, Structure activities to create opportunities for social interaction, Focus on social process rather than activity/end product, Structure shared experiences in school/ extracurricular, Use cooperative group learning, Use multiple/rotating peers, Teach friendship skills/sharing/negotiation, Teach social communication skills.

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 placed within private institutions are afforded the ability to participate with non-disabled children in extracurricular activities, such as sports. Students of graduation age are afforded the opportunity to participate in district commencement ceremonies and events. High school aged students are also able to participate in the prom. On occasion, out of district students are able to participate in extended school year services, if eligible. Additionally, the district facilitates connections between district social workers and mental health providers to build comprehensive supports for students and families. The district also provides transportation when appropriate as well as paraprofessional support to best facilitate learning for all students.

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

The District is continuing to build a continuum of services K-12 within the low incidence programs, such as Life Skills, Emotional Support, and Autistic Support. The emotional support students' needs will be supported through multiple tiers of service in order to maximize learning and behavioral growth.

Additionally, the District has provided student supports with mental health and behavioral needs through the Laurel Life programs in Mifflin Park and Governor Mifflin High School.

#### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
PAL Program	Other	Preparation for Adult Living programming	Berks County Intermediate Unit #14	Life Skills Support	0
Buxmont CSF	Licensed Private Academic		Buxmont Academy	Emotional Support	1
Pediatric Specialty Care	Other	Nursing care facility	School District of Lancaster	Multiple Disabilities Support	1
Project Search	Other	Vocational Training programming	Berks County Intermediate Unit #14	Learning Support	0
Hogan Learning Academy	Licensed Private Academic		Hogan Learning Academy	Autistic Support	8
Cottage Seven Academy	Licensed Private Academic		Cottage Seven Academy	Emotional Support	6
River Rock Academy	Licensed Private Academic		River Rock Academy	Emotional Support	2
Child and Career Development Center	Licensed Private Academic		Chester County Intermediate Unit	Learning Support	4
Devereux	Approved Private School (APS)		Devereux Behavioral Health	Autistic Support	2
Childrens Home of Reading	Licensed Private Academic		CHOR	Emotional Support	1
Pressley Ridge School for Autism	Licensed Private Academic		Pressley Ridge	Autistic Support	1
John Paul II Center	Licensed Private Academic		John Paul II Learning Center	Life Skills Support	9

Capstone Academy	Licensed Private Academic		Capstone	Autistic Support	1
Access Learning Academy	Licensed Private Academic		Progressions School	Emotional Support	2
New Story: Wyomissing	Licensed Private Academic		New Story Schools	Autistic Support	7
New Story: New Holland	Licensed Private Academic		New Story Schools	Autistic Support	2
New Story Mountville	Licensed Private Academic		New Story Schools	Autistic Support	1
New Story Perkiomen	Licensed Private Academic		New Story Schools	Emotional Support	2
Melmark	Approved Private School (APS)		Melmark	Emotional Support	3
Vanguard	Approved Private School (APS)		Vanguard	Autistic Support	2



## Positive Behavior Support

### Date of Approval

2021-10-18

### Uploaded Files

113.2.pdf

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

The district prioritizes wellness for each and every child, student, educator, staff and provider. It is our goal to enhance Mental Health Awareness, reduce the stigma and other barriers to access the services our students' need. Governor Mifflin School District (GMSD) Implements a continuum of Evidence-Based Prevention Practices. Implementing evidence-based practices within a Multi-Tiered Systems of Support (MTSS) framework provides an effective organizing structure for our schools, programs and district. MTSS supports each student's educational, social, emotional, and behavioral needs. The district has established an Integrated Framework of Educational, Social, Emotional, and Behavioral-Health Supports for all. The use of data for decision making to promote equitable implementation and outcomes. This is done by regularly collecting, analyzing and acting on data to support the mental health needs of all students and staff. The school District is staffed with trained professionals to deliver and provide evidence-based and therapeutic interventions addressing Social and Emotional Learning. -Delivery of Social Skills/Social Thinking and Executive Functioning Direct Instruction -Social Worker Support K-12+ (3 District-Wide Social Workers) -Guidance Counselor/ Student Assistance Program (SAP) Programming -District-Wide Board Certified Behavior Analyst (BCBA) -Itinerant through Full Time Emotional Support K-4 -Itinerant through Supplemental Emotional Support Placements 5-6 -Itinerant through Full Time Emotional Support 7-12+ -Laurel Life Placement for Trauma-Informed Education & Therapeutic Services (Mental Health Support) K-6; 9-12+ (General Education Program)

**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.**

-Training in the following topics will be delivered by the district-wide BCBA, Special Education supervisors, building administrators as well as trained staff. - Functions of Behavior Training -Basics of Applied Behavior Analysis (ABA) -Everyday Behavioral Tools: Classroom Management -Antecedent Interventions and Strategies -Teaching Replacement Behaviors -Consequence strategies (Reinforcement) -Data Collection/Analysis -Safety Care Training -School Based BCBA to deliver training, consultation, development of FBA's/PBSP, Behavioral Skills Training, Team meetings involving students with behavioral/Social-Emotional Needs as well as whole school/district program development to better serve our students. -SAP training -FBA Training -PBSP Development and Implementation Training

**3. Describe the district positive school wide support programs.**

Behavior support will come via professional development in Positive Behavior Interventions and Supports (PBIS), Interventions, Strategies and Evidence Based practices established on the principles of Applied Behavior Analysis (ABA) as well as Responsive Classrooms. Classrooms in our Elementary and Intermediate Schools have piloted responsive classrooms and that will continue to be implemented. Our Middle School and High School incorporate some components of PBIS and that will continue to be developed at their level. The district will continue to move forward using comprehensive, multifaceted,

and cohesive efforts to address barriers to learning and teaching and promote healthy development. Governor Mifflin School District (GMSD) will promote areas of a school wide positive behavior intervention support. Those five broad areas of competencies are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Self-Awareness: recognizing and understanding one's own strengths and limitations, emotions, thoughts, and values with a "growth mindset." Self-Management: how one sets and works towards goals, manages stress, motivates oneself, and regulates emotions. Social Awareness: empathizing with and respecting others, understanding social norms, and appreciating diversity. Relationship Skills: the ability to make and maintain healthy relationships with others, communicate with others, handle conflict, and ask for help. Responsible Decision-Making: safe, constructive problem solving with an understanding of consequences and respect for others. The district will continue to model a school environment where team building and problem solving skills are expected, taught, and reinforced. The school wide-positive behavior approach considers multiple points of support: Individual Student: intensive and individualized behavior intervention planning based on function-based behavior assessments and implementation for students who are unresponsive to school-wide (primary) interventions. Classroom: expectations, routines, structures, and practices for presenting curriculum, designing instruction, and managing social climate of classroom environments that serves as the basis for individual student behavior support planning. School-wide: behavioral expectations and supports (i.e., proactive discipline) for all students and staff, across all school settings that together serve as the foundation for classroom and individual student behavior support. District: specialized behavioral supports, organizational leadership, and implementation resources that as a unity serves as the foundation for effective implementation

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

Each building in our district is equipped with a trained SAP team. The Student Assistance Program (SAP) is here to help you access school and community resources to further support your child. Every building, from the elementary schools to the high school, at Governor Mifflin has a SAP team. The SAP Team is made up of school and community agency staff. Specifically, the SAP team is comprised of: Administrators Guidance counselors Teachers School nurse Board Certified Behavior Analyst (BCBA) Community agency representatives SAP Coordinator from Caron Treatment Centers SAP The Pennsylvania Student Assistance Program (SAP) is a systematic team process used to mobilize school resources to remove barriers to learning. SAP is designed to assist in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. The primary goal of the Student Assistance Program is to help students overcome these barriers so that they may achieve, advance, and remain in school. While Student Assistance Programs exist in other areas of the country, the structure and operation of the program in Pennsylvania is a unique expression of an integrated model serving the needs of Pennsylvania families and students. Laurel Life Placement for Trauma-Informed Education & Therapeutic Services (Mental Health Support) K-6; 9-12+ (General Education Program)

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

The district follows guidelines for restraint procedures using the guidance as defined and outlined in the Pennsylvania special education regulations, Chapters 14. The district follows the guidance of Safety Care whereby it is deemed a measure of last resort and may be used only in an educational program after less restrictive measures, including de-escalation techniques, have been used by personnel. The use of physical restraints is limited to controlling acute or episodic aggressive or self-injurious behavior when the student is acting in a manner as to be a clear and present danger to himself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be less effective. Restraints are not to be used for punishment or incidents of non-compliance that do not pose a clear and present threat of harm to the student or others. The Local Education Agency (LEA) must notify the parent(s) of the use of a restraint and must schedule an IEP meeting within 10 school days of the use of a restraint. Further, the IEP should seek to consider the need for updated or revised functional behavior assessment and positive behavior plans, reevaluation, or a change in placement to address the inappropriate behavior. A parent(s) may agree in writing to waive the post-restraint IEP meeting. In accordance with Pennsylvania Department of Education

guidelines, the district follows a clearly defined process for RISC (Restraint Information System Collection) reporting. The Director of Student Services, in collaboration with building administrators and special education supervisors, oversees the implementation and compliance of RISC procedures. All staff working with students with IEPs are trained annually on appropriate use of physical restraint and exclusionary time out, ensuring these measures are used only as a last resort. When a restraint occurs, it is documented within 24 hours by the staff involved, and parents or guardians are notified within one school day. Each incident is reviewed internally by administration and special education staff to determine appropriate follow-up, including convening the IEP team if a student is restrained more than twice in a quarter. A designated staff member enters the data into the PDE RISC system, typically on a real-time or monthly basis. The Director of Pupil Services monitors data quarterly to identify trends, ensure procedural compliance, and inform professional development. All required data is submitted annually to PDE, and the district remains committed to using restraint only when absolutely necessary, focusing instead on proactive, positive behavior support strategies.

### 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.**

After reviewing the district's SES reporting data, the LEA has not utilized Intensive Interagency services, nor does it have any students of concern who are awaiting placement due to extensive needs.

## Special Education Support Services

### 1Special Education Support Services

<b>Special Education Support Services</b>	<b>Numerical Value</b>	<b>Primary Location</b>	<b>Contractor or District</b>
Director of Pupil Services	1	District Wide	District
Social Worker	1	Secondary	District
Social Worker	2	Elementary	District
School Psychologist	3	Elementary	District
School Psychologist	1	Elementary	Contractor
School Psychologist	2	Secondary	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	3	District Wide	Contractor
Guidance Counselor	5	Elementary	District
Guidance Counselor	6	Secondary	District
Director of Special Education	1	Secondary	District
Director of Special Education	1	Elementary	District
Paraprofessionals	76	District Wide	District

## Special Education Personnel Development

### Autism

Description of Training			
Verbal Behavior Training Intensive Teaching for K-2 Autistic Support Teachers			
Lead Person/Position		Year of Training	
Bill Bennett/Special Education Supervisor		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	Intermediate Unit PaTTAN	Paraprofessionals Special Education Teachers

Description of Training			
Unique Learning Systems Curriculum Training			
Lead Person/Position		Year of Training	
Bill Bennett/Special Education Supervisor		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	5	Intermediate Unit	Special Education Teachers

Description of Training			
Foundations Curriculum Training			
Lead Person/Position		Year of Training	
Bill Bennett/Special Education Supervisor		2028	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Other	Special Education Teachers

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Description of Training			
Sonday Let's Play Learn Curriculum Training			
Lead Person/Position		Year of Training	
Bill Bennett/Special Education Supervisor		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit Other	Special Education Teachers

Description of Training			
Early Numeracy Curriculum Training			
Lead Person/Position		Year of Training	
Bill Bennett/Special Education Supervisor		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Special Education Teachers

Description of Training	
Hands-on Math for Early Numeracy Curriculum Training	
Lead Person/Position	Year of Training
Bill Bennett/Special Education Supervisor	2026
	2027
	2028

Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Special Education Teachers

Description of Training			
Hands-on Math Curriculum Training			
Lead Person/Position		Year of Training	
Bill Bennett/Special Education Supervisor		2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Special Education Teachers

### Positive Behavior Support

Description of Training			
Safety Care Crisis Management Training - Initial			
Lead Person/Position		Year of Training	
Bill Bennett / Supervisor of Special Education		2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
6	3 per year	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training
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Safety Care Crisis Management Training - Recertification			
Lead Person/Position		Year of Training	
Bill Bennett/Special Education Supervisor		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
6	3 per year	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

### Paraprofessional

Description of Training			
Highly Qualified Training through BCIU Para Academy			
Lead Person/Position		Year of Training	
Brian Bell / Director of Student Services		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	20	Intermediate Unit	Paraprofessionals

Description of Training	
Paraprofessionals 20 Hours of Yearly Training - Various online and in-person options available	
Lead Person/Position	Year of Training
Brian Bell / Director of Student Services	2026
	2027
	2028

Hours Per Training	Number of Sessions	Provider	Audience
1	20	District Intermediate Unit PaTTAN Other	Paraprofessionals

Description of Training			
Governor Mifflin School District Autistic Support Paraprofessional Endorsement Program			
Lead Person/Position		Year of Training	
Bill Bennett/Special Education Supervisor		2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	6	District	Paraprofessionals

Description of Training			
Governor Mifflin School District Emotional Support Paraprofessional Endorsement Program			
Lead Person/Position		Year of Training	
Bill Bennett/Special Education Supervisor		2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	6	District	Paraprofessionals

Description of Training	
Governor Mifflin School District Life Skills Support Paraprofessional Endorsement Program	
Lead Person/Position	Year of Training

Bill Bennett/Special Education Supervisor		2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	6	District	Paraprofessionals

### Transition

<b>Description of Training</b>			
High School Transition Planning for IEP Case Managers: Sessions led by Transition Coordinator			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Troy Murphy / Transition Coordinator and Bill Bennett / Supervisor of Special Education			2026 2027 2028
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Special Education Teachers

<b>Description of Training</b>			
Summary of Performance (SOP) Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Bill Bennett/Special Education Supervisor		2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Special Education Teachers

Description of Training			
Graduation Notice of Recommended Educational Placement (NOREP)			
Lead Person/Position		Year of Training	
Bill Bennett/Special Education Supervisor		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Special Education Teachers

Description of Training			
Middle School Transition Planning for IEP Case Managers: Sessions led by Transition Coordinator			
Lead Person/Position		Year of Training	
Troy Murphy / Transition Coordinator and Bill Bennett / Supervisor of Special Education		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Special Education Teachers

### Science of Literacy

Description of Training			
University of Florida Literacy Institute Curriculum Training			
Lead Person/Position		Year of Training	
Bill Bennett / Supervisor of Special Education		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Other	Special Education Teachers

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Description of Training			
Foundations			
Lead Person/Position		Year of Training	
Bill Bennett / Supervisor of Special Education		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Other	Special Education Teachers

Description of Training			
Early Literacy Skill Builder Curriculum Training			
Lead Person/Position		Year of Training	
Bill Bennett / Supervisor of Special Education		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	9	Intermediate Unit	Special Education Teachers

### Parent Training

Description of Training	
Office of Vocational Rehabilitation (OVR) overview of services and resources for parents	
Lead Person/Position	Year of Training
Bill Bennett / Supervisor of Special Education	2026
	2027

		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Service Access and Management (SAM) overview of services and resources for parents			
Lead Person/Position		Year of Training	
Bill Bennett / Supervisor of Special Education		2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
How to Read and Understand Your Child's Individualized Education Plan			
Lead Person/Position		Year of Training	
Bill Bennett / Supervisor of Special Education		2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Understanding the Transition Section of Your Child's Individualized Education Plan			
Lead Person/Position		Year of Training	
Bill Bennett / Supervisor of Special Education		2026	

		2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

### IEP Development

<b>Description of Training</b>			
Writing Legally Defensible Individualized Education Plans			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Bill Bennett / Supervisor of Special Education		2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	1	District	Special Education Teachers

## Signatures & Affirmations

Approval Date  
2025-04-30

### Uploaded Files

GMSD Special Education Affirmation Statement 2025-2028.pdf

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

### Superintendent/Chief Executive Officer

Lisa Hess

### Date

2025-04-25



