

Profile and Plan Essentials

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
Diann Vera	Special Education Teacher	Millville Area JSHS	verad@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
Alicia Differ	Building Principal	Millville Area JSHS	adiffer@millsd.us
Edward Sanders	Building Principal	Millville Area El Sch	sandere@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

District has completed all monitoring corrective action/improvement plans.

## Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities



**Significant Disproportionality - Discipline**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

**Significant Disproportionality - Identification**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

## Non-Resident Students Oversight

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

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.

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.

## Incarcerated Students Oversight

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

No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

## Least Restrictive Environment

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

The Millville Area School District on the last Special Education Data Report available, from 2019-2020 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 65% and the state being 61.5%. Our report does not display any LEA data for Supplemental or Full-time placements due to small group sizes in the 19-20 school year. During the 21-22 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.

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 student's 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?

We do not have any students who fall into this category at this time. 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 student's 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)

As of the writing of this plan, the district does not have any students placed in an out of district program. 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

## Positive Behavior Support

Date of Approval  
2016-11-26

### Uploaded Files

113.101402220220615141925.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 without 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 harm's 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 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.
4. Describe the district school-based behavior health services.  
The Millville Area School District employs 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.

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
10-12 Learning Support/Transition	Secondary	Full-time (1.0)	06/15/2022 12:05 PM

<b>Building Name</b>		
Millville Area JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9-12 Learning Support	Secondary	Full-time (1.0)	06/23/2022 09:41 AM

<b>Building Name</b>		
Millville Area JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
This caseload contains one 19 year old learning support student who has elected to remain in school another year, This student is instructed independently and not with the younger students.		0.26

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
7 - 9 Learning Support	Secondary	Part-time (0.5)	06/23/2022 09:41 AM

<b>Building Name</b>		
Millville Area JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Millville Area JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
7 - 8 Learning Support	Secondary	Full-time (1.0)	06/23/2022 09:42 AM

<b>Building Name</b>		
Millville Area JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Millville Area JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15

<b>Age Range Justification</b>	<b>FTE %</b>
	0.16

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
7-12 Life Skills	Secondary	Full-time (1.0)	06/23/2022 09:43 AM

<b>Building Name</b>		
Millville Area JSHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
This is a 7 - 12 building, all students in this program are working on individual skills and receive instruction a their individual levels.		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
7 - 12 Emotional Support	Secondary	Full-time (1.0)	06/23/2022 09:46 AM

<b>Building Name</b>
Millville Area JSHS
<b>Support Type</b>
Emotional Support
<b>Support Sub-Type</b>
Emotional Support

<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Millville Area JSHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
5-6 Learning Support	Elementary	Full-time (1.0)	06/23/2022 09:46 AM

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

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Millville Area El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
3 - 4 Learning Support	Elementary	Full-time (1.0)	06/23/2022 09:48 AM

<b>Building Name</b>		
Millville Area El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11

<b>Age Range Justification</b>	<b>FTE %</b>
	0.1

<b>Building Name</b>		
Millville Area El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
1 - 6 Life Skills	Elementary	Full-time (1.0)	06/23/2022 09:56 AM

<b>Building Name</b>		
Millville Area El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
Students are educated in a K - 6 building, all are instructed on their individual levels based on their IEP goals.		0.15



<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
K - 2 Learning Support	Elementary	Full-time (1.0)	06/23/2022 09:50 AM

<b>Building Name</b>		
Millville Area El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Millville Area El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Emotional Support	Elementary	Full-time (1.0)	06/23/2022 09:51 AM

<b>Building Name</b>		
Millville Area El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Class is in a K - 6 building, Students are in regular education most of day and come for emotional support as needed, all working on individual goals, not working with students of varied ages.		0.1

<b>Building Name</b>		
Millville Area El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 12
<b>Age Range Justification</b>		<b>FTE %</b>

Class is in a K - 6 building, Students are in regular education most of day and come for emotional support as needed, all working on individual goals, not working with students of varied ages.	0.12
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech and Language Support	Multiple	Full-time (1.0)	06/23/2022 09:55 AM

<b>Building Name</b>		
Millville Area SD		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		56
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	5 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen in individual /small group sessions, older students are not seen with younger students at the same time.		0.86

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support	Elementary	Full-time (1.0)	06/23/2022 09:53 AM

<b>Building Name</b>
Millville Area El Sch
<b>Support Type</b>
Autistic Support
<b>Support Sub-Type</b>
Autistic Support

<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
Classroom is in a K - 6 Building, Students are educated on their individual levels		0.5

<b>Building Name</b>		
Millville Area El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
Classroom is in a K - 6 Building, Students are educated on their individual levels		0.08

<b>Building Name</b>		
Millville Area El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Classroom is in a K - 6 Building, Students are educated on their individual levels		0.25



## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Millville Area El Sch		15
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 0 inches x 19 feet, 0 inches	684sqft	24
<b>Implementation Date</b>		
2022-06-23		
<b>Uploaded Files</b>		

### 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	

<b>Building Name</b>		<b>Room #</b>
Millville Area El Sch		21
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 27 feet, 0 inches	675sqft	24
<b>Implementation Date</b>		
2022-06-27		
<b>Uploaded Files</b>		

2 Assurance Check

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

Building Name		Room #
Millville Area El Sch		25
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 25 feet, 0 inches	675sqft	24
Implementation Date		
2022-06-27		
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	

<b>Building Name</b>		<b>Room #</b>
Millville Area El Sch		32
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29
<b>Implementation Date</b>		
2022-06-27		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Millville Area El Sch		47
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 25 feet, 0 inches	625sqft	22
<b>Implementation Date</b>		
2022-06-27		
<b>Uploaded Files</b>		



5 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Millville Area El Sch		44
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 26 feet, 0 inches	624sqft	22
<b>Implementation Date</b>		
2022-06-27		
<b>Uploaded Files</b>		

6 Assurance Check

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

<b>Building Name</b>	<b>Room #</b>
Millville Area JSHS	608

<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
42 feet, 0 inches x 26 feet, 0 inches	1092sqft	39
<b>Implementation Date</b>		
2022-06-27		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Millville Area JSHS		414
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 24 feet, 0 inches	528sqft	18
<b>Implementation Date</b>		
2022-06-27		
<b>Uploaded Files</b>		

8Assurance Check

Assurance Check	Yes	No
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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	

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

#### 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	

<b>Building Name</b>		<b>Room #</b>
Millville Area JSHS		406
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
<b>Implementation Date</b>		
2022-06-27		
<b>Uploaded Files</b>		

10 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Millville Area JSHS		402
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
42 feet, 0 inches x 22 feet, 0 inches	924sqft	33
<b>Implementation Date</b>		
2022-06-27		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Millville Area JSHS		109
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 20 feet, 0 inches	600sqft	21
<b>Implementation Date</b>		
2022-06-27		
<b>Uploaded Files</b>		

12Assurance 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	

<b>Building Name</b>		<b>Room #</b>
Millville Area El Sch		Office
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
12 feet, 0 inches x 16 feet, 0 inches	192sqft	6

<b>Implementation Date</b>
2022-06-27
<b>Uploaded Files</b>

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	

## 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
Other	1	District Wide	Contractor

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
Autism Conference			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dee Davis		2022-2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
varied	varied	PaTTAN Other	Building Administrators Paraprofessionals Special Education Teachers

### Positive Behavior Support

<b>Description of Training</b>			
School Wide Positive Behavior Support			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Student Services		2022-2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
Varied	Varied	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

### Paraprofessional

<b>Description of Training</b>	
Paraprofessional Conference	
<b>Lead Person/Position</b>	<b>Year of Training</b>



Director of Student Services		2022-2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
12	2	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Trainings within OTIS system on Varied Subjects			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Student Services		2022-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
8	8	District PaTTAN Other	Building Administrators Parents Paraprofessionals

### Transition

<b>Description of Training</b>			
Transition Conference			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Student Services		2022-2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	10	PaTTAN	Special Education Teachers

<b>Description of Training</b>			
Transition Compliance Monitoring			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Student Services		2022-2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

10	5	Intermediate Unit	Special Education Teachers
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### Science of Literacy

<b>Description of Training</b>			
Wilson Reading			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Curriculum Director		2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
20	5	Other	Special Education Teachers Other

<b>Description of Training</b>			
Foundations			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Curriculum Director		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
8	1	Other	Building Administrators General Education Teachers Special Education Teachers

<b>Description of Training</b>			
ECRI			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Curriculum Director		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

12	2	Intermediate Unit	General Education Teachers Special Education Teachers
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### Parent Training

<b>Description of Training</b>			
PSSA and Your Student			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Principal		2022-2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

<b>Description of Training</b>			
Special Education 101			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Student Services		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

<b>Description of Training</b>			
Positive Action Parent Trainings			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Student Services/ School Psychologist		2022-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	10	District	Parents Other

## IEP Development

<b>Description of Training</b>			
Qualities of IEPs			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Student Services		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
10	2	PaTTAN	Special Education Teachers

<b>Description of Training</b>			
Transiton Commpliance			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Student Services		2022-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
10	2	Other	Special Education Teachers

<b>Description of Training</b>			
New Teacher Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Student Services		2022-2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	General Education Teachers Special Education Teachers



## Signatures & Affirmations

Approval Date

Uploaded Files

- 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

Date

