

Profile and Plan Essentials

LEA Name		AUN
Mount Union Area SD		111316003
Address 1		
603 North Industrial Drive		
Address 2		
City	State	Zip
Mount Union	PA	17066
Director of Special Education Name		
Dr. Dianne Thomas		
Director of Special Education Email		
dthomas@muasd.org		
Director of Special Education Phone Number		Director of Special Education Ext
(814) 542-2518		162
Chief Administrator Name		
Dr Amy J Smith		
Chief Administrator Email		
asmith@muasd.org		

Special Education Students

Total Number of Students Receiving Special Education 245

School District Total Student Enrollment 1132

Percent of Students Receiving Special Education 21.6

Steering Committee

Name	Position/Role	Building	Email
Dr. Amy Smith	Superintendent	Mount Union Area SD	asmith@muasd.org
Dr. Dianne Thomas	Director of Special Education	Mount Union Area SD	dthomas@muasd.org
Mrs. Sandra Rickabaugh	Building Principal	Shirley Twp El Sch	srickabaugh@muasd.org
Mrs. Stephanie Hancock	General Education Teacher	Shirley Twp El Sch	shancock@muasd.org
Mrs. Lindsay Tucker	General Education Teacher	Shirley Twp El Sch	ltucker@muasd.org
Mr. Chad Mickle	Building Principal	Mount Union-Kistler El Sch	cmickle@muasd.org
Bethany Dunkle	Special Education Teacher	Mount Union-Kistler El Sch	bdunkle@muasd.org
Mr. Christian McClure	Director of Curriculum	Mount Union Area SD	cmclure@muasd.org
Mrs. Katherine Kritzer	Parent	Mount Union-Kistler El Sch	kkritzer@muasd.org
Mrs. Carol Jackson	Board Member	Mount Union Area SD	cjackson@muasd.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)

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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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
IFC Services, Inc.	Group Home		District	0

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

The Mount Union Area School District supports nonresident students (1306) in group homes or other placements, located within our borders. All students, categorized as 1306 non-resident students, are supported to attend the public schools within the school district to the maximum extent appropriate as outlined in the BEC: Educational Programs for Students in Non-Educational Placements 22 Pa. Code Section 14.102. Students are enrolled and started without hesitation. Children in need of special education services receive services immediately per resident school district IEP. In addition, meetings are held within two weeks to update all required paperwork to ensure the student is receiving a free and appropriate public education within the least restrictive environment consistent with Chapter 14 and IDEA 2004 as well as 342 of the Pennsylvania regulations and standards. The Mount Union Area School District ensures special education services are provided by a certified special education teacher. All educational decisions made regarding goals, programming, and educational placement are done so with a team approach, which includes input from the resident district and any outside agencies that may be involved with the child's case, such as MH/MR or foster placement agencies. Additionally, the resident district is kept up-to-date with respect to the student. The Mount Union Area School District finances the provision of the educational program for the students in the group home per Section 1306 of the school code. The only barrier that can be identified in regards to the District's ability to meet its obligations under Section 1306 of the Public School Code centers on communication between the LEA and student's previous school district. However, these barriers are addressed through continued collaborative efforts between the District and 1306 facilities to ensure child find and provision of FAPE for students with disabilities (ie: improve communications & networking with outside agencies/programs, inter agency collaboration, etc.)

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

Generally when a student is going to be placed in the group home, a member of management communicates with the Director of Special Education/Pupil Services immediately. Meetings are held with the former educational facility to help ensure a successful transition to the District. Once the student is officially enrolled with the District, a meeting is held again approximately two weeks following the child's start date to update special education paperwork as well as to update the parents and to answer any questions they may have for their child's education. Conversely, if the student would vacate the group home and return to the home school district, communication would occur with the receiving district and meetings would be held to ensure the student will transition to the new program successfully. All paperwork supporting the student will be transferring immediately to the new educational institution.

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).**

The Mount Union Area School District works collaboratively with the Huntingdon County Prison to provide a quality educational program to eligible students with disabilities. This program operates under the guidance of Huntingdon Area School District, to whom the District contracts for services at the prison. Comprehensive referral and identification procedures have been developed to ensure that all eligible students with disabilities are provided a FAPE. Procedures for ensuring FAPE include meeting with County Prison officials weekly to check inmate rosters for students that potentially qualify for educational services under Brian B. v. Commonwealth of PA. Students are interviewed and asked to participate in the program. The district of residence is contacted for records and to coordinate the course of study for students. Based on their screening results an evaluation is conducted, when appropriate, in accord with Chapter 14 & IDEA requirements and procedures. For identified students, IEP's are followed and data are reviewed and collected from the student, teachers, parents, and district representatives to determine appropriate programs/services. The District will ensure implementation of Child Find activities through: evaluation procedures, development of Individualized Education plans, educational placements, re-evaluation, and personnel development, maintenance of confidentiality, parental involvement, surrogate parents assignment, private school placements, procedural safeguards and due process procedures. The requirement includes an approved academic program, appropriate credentials of personnel, appropriate supervision and provision of the program consistent with special education standards and regulations. Incarcerated students remain eligible for educational services in the same manner and to the same extent as a student who has been placed in an alternative education program for disruptive students. The educational program and placement will permit students to make normal academic progress and achieve requirements for graduation as defined by the home district. The district would conduct psycho-educational testing, convening the MDE/IEP teams to determine the level of need and services. Once decided, the agency responsible for providing educational services would provide FAPE to the student (s).

Least Restrictive Environment

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

A review of the district least restrictive environment data from the Penn Data Special Education Data Reports yielded the following information:

Special Education Data Report	Mount Union Area School District	SE Inside Reg. Edu.	SE Inside Regular	SE in Other Settings
Class 80% or More	Class < 40% 2015-2016	LEA 85.8%;	LEA 6.1%;	LEA No data reported;
61.8%	State 9.5%	State 4.9% 2016-2017	LEA 86.7%	LEA No data reported
State 62.4%	State 9.0%	State 4.9% 2017-2018	LEA 84.6%	LEA No data reported
State 62.0%	State 9.3%	State 4.9% 2018-2019	LEA 81.2%	LEA No data reported
reported	State 61.5%	State 9.4%	State 4.8% 2019-2020	LEA 78.6%
LEA No data reported	State 61.5%	State 9.6%	State 4.8% 2020-2021	LEA 78.8%
LEA No data reported	State 62.1%	State 9.8%	State 4.7% 2021-2022	LEA 75.0%
LEA No data reported	State 61.8%	State 9.9%	State 4.4% 2022-2023	LEA 71.9%
LEA No data reported	State 61.6%	State 10.0%	State 4.4%	The LEA has consistently met state projected

expectations shown as documented on the previous identified report periods. When IEP meetings are held, LRE is always a point of discussion. The IEP team, with parents (and student if transition age) consider all data to determine the LRE. Multiple options are in place to support all students' academic achievement including PBIS and MTSS. Additionally, other support services are in place to ensure we are addressing the who student meaning we have an internal School-based Mental Health Team in place at each of our buildings, the Child Study Team is in process, Guidance Staff meet with students individually or within groups to address areas of need. All students receive free breakfast and lunch, co-teaching is frequently used, and SAP is in place. Besides the three-Tiered approach within the MTSS model, students with IEPs are instructed within small groups that may or may not include regular education students. When necessary, the IEP team works diligently to ensure recommended levels of support ensure FAPE within the LRE. Access to the general education curriculum is essential. All necessary accommodations and modifications are made available within the educational setting to further ensure students are receiving a FAPE within the LRE. Lastly, the LEA does not use any alternative education programming. The LEA's mantra is "Proactive for Students." Keeping that in mind, teams work diligently for solutions to keep students educated within the LEA.

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 Mount Union Area School District views special education as a service, rather than a program. During the development of a student's IEP, the special education teachers work collaboratively with regular education teachers, at all levels, to develop accommodations and curricular modifications for individual students with the focus on maximizing the amount of time that a student is educated in the general education setting. To help ensure all students with special needs can participate within the Least Restrictive Environment (LRE), the district employs 32 paraprofessionals and 5 paraprofessional/LPN staff members. These paraprofessionals may be assigned to specific students to facilitate their inclusion in the regular education program. Students with unique medical or personal care needs may be provided with paraprofessional/LPN and/or a personal care assistant. The services of the occupational therapist, physical therapist, vision therapist, teacher of the deaf, interpreter services and speech and language therapist are often integrated into a student's regular classes, when appropriate. This occurs through considerable collaboration with all educational stakeholders. The district also utilizes the SETT framework to determine effective assistive technology interventions (i. e., sound field systems, FM systems, augmentative communication devices, laptops, iPads, text to speech applications, etc.) to support students in communication, instruction and classroom participation. The SETT Framework built on the idea that in

order to develop an appropriate system of assistive technology devices and services, educational teams must collect educational information about the student, the educational environments in which the child spends their time, and the tasks that are required for the students to be active participants in the teaching and learning processes that lead to educational success and support IEP goals. The LEA uses the Child Study Team approach to address student needs. The school psychologist meets with the educational team including parents, to discuss possible accommodations/adaptations that could be offered to support the student prior to an educational evaluation. The District's mantra is "Proactive for Students." It is the goal of the LEA to meet all students where they are at academically as well as socially/emotionally. Services such as SWPBIS, SAP, Social Worker, Guidance, and School Based Mental Health Teams are available to advise teachers/students, as well as to support students and families with needed services. The purpose is to remove barriers that would stand in the way of a child's academic success.

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

District staff are offered a continuum of supports and training to ensure all students meaningfully participate within the general education curriculum. The LEA has moved to an MTSS model to support the educational needs of all students. Staff have been trained in the model. They have undergone Progress Monitoring training. All new staff participate with New Teacher Induction which includes a specific component to training focusing on special education. Teachers meet with special education staff regularly to discuss special education programming recommended through a student's IEP. All teaching staff have received trauma informed instruction training and special education staff have been trained to address trauma informed IEPs including how to write trauma informed goals. There are a variety of tech based programs that are being used district-wide that support struggling learners. Training has been offered for all new programming. Each year, multiple staff and administration participate with non-violent crisis intervention training. Lastly, staff have been trained or in process of being trained to participate with Child Study Teams.

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

To the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children. Removal from the regular educational environment only occurs when education in that setting cannot be achieved satisfactorily with the full range of supplementary aides and services; or is unable to make meaningful progress with the goals included in the student's Individualized Education Plan (IEP). When addressing a full range of supplementary aids and services (SaS) the educational team will consider the following framework: Collaborative--adults working together to support students, Instructional--development and delivery of instruction that addresses diverse learning needs, Physical--adaptations and modifications to the physical environment, and Social-Behavioral--supports and services to increase appropriate behavior and reduce disruptive or interfering behavior. A child with a disability will not be removed from education within an age-appropriate regular classrooms solely because of needed modifications in the general education curriculum, or because of the nature or severity of the student's disability. The Mount Union Area School District takes steps, including the provision of supplementary aides and services determined appropriate and necessary by the child's IEP Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities. Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available.

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?

To the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children. Removal from

the regular educational environment only occurs when education in that setting cannot be achieved satisfactorily with the full range of supplementary aides and services; or is unable to make meaningful progress in the goals included in the student's IEP. A child with a disability is not removed from an age appropriate regular classrooms solely because of needed modifications in the general education curriculum or because of the nature or severity of the student's disability. When making the above mentioned determinations, the LEA will ensure the educational team will address a full range of supplementary aids and services (SaS). In doing so, the educational team will consider the following framework: Collaborative--adults working together to support students, Instructional--development and delivery of instruction that addresses diverse learning needs, Physical--adaptations and modifications to the physical environment, and Social-Behavioral--supports and services to increase appropriate behavior and reduce disruptive or interfering behavior. A child with a disability will not be removed from education within an age-appropriate regular classrooms solely because of needed modifications in the general education curriculum, or because of the nature or severity of the student's disability. The Mount Union Area School District takes steps, including the provision of supplementary aides and services determined appropriate and necessary by the child's IEP Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities. Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available.

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)

Currently, the LEA offers a full continuum of special education supports and services. The District utilizes in house supports as well as services offered through the TIU 11 to ensure all educational needs are met.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Soaring Heights	Licensed Private Academic		Private	Emotional Support	8
	Licensed Private Academic			Emotional Support	

Positive Behavior Support

Date of Approval

2022-08-26

Uploaded Files

Behavior Support Policy.pdf

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

The LEA takes a multifaceted approach to support students' emotional and social needs. One way the District supports students is through curriculum and programming. School counselors K-12 provide small group and whole group counseling lessons within the classroom and small group setting. They utilized the Second Step programming as well as other research-based programming to support students' needs. In addition, school counselors provide specific counseling groups to whole, small, and individualized group settings. These groups address bullying, anger, and grief to name a few. Unique to this LEA, all counselors have a Bachelor's Degree in Psychology. In addition to the above, the LEA has partnered with Merakey to offer school-based mental health services in each of the District's school buildings. Each school-based team is staffed with a Master's and a Bachelor's level clinician. The Master's level clinician is a Certified Behavioral Specialist. The district also employs a licensed social worker as well as a behavioral specialist. The LEA's school psychologist has established a renovated approach to the Child Study Team. This approach is designed to partner with other LEA programming such as SAP, PBIS, and MTSS to gather data that will address the unique needs of students when addressing the specific social and emotional needs of the students serviced within the LEA. Parents are encouraged to participate with the Child Study Team process to ensure all pertinent stakeholders involved with the child are making data informed decisions.

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.

Annually, staff members who are Safety Care Certified receive a six hour training to update their skills and knowledge. In addition annual, quarterly, and monthly meetings are held with the Merakey teams to ensure all LEA stakeholders are updated regarding student progress, team programming, and school-based data. School district policies that address discipline of students with disabilities as well as behavior support provides guidelines and explanations about positive behavior support district-wide. Further to enhance the LEA's capacity to offer behavioral supports, identified staff receive direct professional development about the design of positive behavior supports through District professional development offerings and through consultation from lead Intermediate Unit Consultants that are specifically trained in these areas. The District also uses the Student Assistance Program (SAP) and the SAP Liaison to provide another layer of social, emotional, and behavioral support to student and families. Through the student support services referral process, the SAP Liaison will partner and collaborate with the District and family to ensure students are receiving appropriate care for their needs. Identified District staff have also participated with Trauma-Informed instructional strategies. In addition to trauma informed teaching practices, all district faculty have received training in suicide prevention and awareness as a means of behavioral support to students.

3. Describe the district positive school wide support programs.

Our district also has taken a stronger stance at reviewing and implementing positive school wide support programs at the Jr/Sr High with fidelity. Currently,

the District infuses positive school-wide support programs throughout the buildings K-12, but there is an added layer of professional development support and review through PaTTAN with the inclusion of our TAC supports at the TIU 11. The main tenets of creating a safe school climate, a connected school community, and valuing student voice create a cohesive culture across the District. The Jr. High School has been participating with the Pathways to Graduation, designed to support students identified as Emotional Disturbance. The training offered to staff is beneficially not only for this specific group of identified students, but the strategies can be utilized with all students who need additional mentorship and/or other strategies that helps to provided them with a safe person to check and connect with in the school setting. The Jr. and Sr. High Guidance Counselors are also investigating programming that will address collaborative Academic, social, and emotional learning strategies that will support our student population. The following school-wide programs have been offered-Academic Resource Time, Student Clubs, Student Council, as well as other support and leadership activities within the community have been provided (partnership with OVR, CareerLink, PA Dept of Transportation, Salvation Army, to name a few).

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

Currently, the LEA runs emotional support programs in all district buildings. In addition, an emphasis is placed upon school-wide positive behavioral support within all special education programming. The data reviewed for Compliance Monitoring this year yielded an improvement with our behavioral data. In addition to emotional support programming, the LEA has partnered with Merakey to operate school-based mental health teams in all buildings. As part of the grants received for ESSER funding, the LEA added a social worker to the staff and the District employs a behavioral specialist. Additional school safety funding has opened the door for the district to apply for funding, if awarded, will fund a second social worker and an School Resource Officer (SRO) or a School Security Officer (SSO). In addition to the above mentioned, guidance counselors are available at all levels and programs such as SAP are well established to help support our students' needs.

5. Describe the district restraint procedure.

Safety Care programming is the system used for comprehensive non-violent crisis intervention with students. Multiple staff in all buildings are certified to use the intervention. Certified staff are updated yearly to be able to employ this protocol. Any student who may require the use of restraints, have this need identified within the IEP. The use of restraints are always used as a last resort. If the need to use a restraint occurs, the LEA follows the special education regulations and provisions put forth in 22 Pa. Code Chapter 14 and Chapter 711. Under these circumstances, The District notifies the parent and conducts an IEP team meeting within 10-school days unless the parent waives the need for a meeting in writing. All restraints are reported in the RISC system. Following the use of a restraint, the IEP Team reviews the established criteria of when the use of restraint may be included with the student's IEP and determined if this is a necessary to add or to continue with the addition within the IEP. Further, the IEP team considers if there is a need to conduct a functional behavioral assessment (FBA) and update or create a positive behavioral support plan for the student. Finally, the LEA remains compliant with reporting the use of restraints quarterly in the RISC portal for students placed in the District and outside of the District.

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.

The Mount Union Area School District is committed to providing a Free, Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). Once a student has been determined eligible for and in need of specially designed instruction, the IEP team works collaboratively to develop a comprehensive plan based on the child's unique present educational levels, strengths, and needs. The IEP team follows a progression of activities during the IEP development. The discussion of educational placement occurs only after the determination of present educational levels, strengths, needs, specially designed instruction, related services, and participation in the general education program are addressed. The Mount Union Area School District strives to educate all students with disabilities in the regular education program to the maximum extent appropriate. When determining how to best meet a student's individualized goals and objectives, the IEP team begins with a discussion of providing a student's educational program in the regular education environment with supplemental aides and services. Only after the IEP team has determined that success in the regular education program is not possible (even with the provision of supplementary aides and services) via the use of the SAS Toolkit, may it discuss placement in a more restrictive environment. The district recognizes that a child may need to be removed from the regular education classroom for a period of time to meet his/her educational needs. Under these circumstances, the district is committed to providing alternative opportunities for students with disabilities to interact with non-disabled peers to the maximum extent appropriate. The district utilizes research based effective practices designed to improve students' performance and will continue to foster the use of evidence based practices among special education teachers, regular education teachers, parents, administrators, and paraprofessionals. The district supports inclusive opportunities for all students, while also offering a continuum of service options for students including Speech/Language Support, Learning Support, Life Skills Support, Multiple Disabilities Support, Emotional Support, Autistic Support, School-to-Work initiatives, and transition classroom supports. The availability of these services within the district allow us to educate the majority of students within the district they would attend if non-exceptional. The district contracts with local TIU 11 for the provision of services that cannot be supported by our internal resources, including Hearing Support, and Vision Support. The PRIDE agency provides OT and TIU 11 provides PT services on a contractual basis for the district. The MUASD works collaboratively with the IEP team and local community agencies to determine appropriate supports and services for difficult to place students. As mentioned previously, the SAS Toolkit is utilized to enhance LRE for difficult to place students. The district offers a variety of alternative educational settings available for students who demonstrate significant needs which cannot be addressed within the school district. If the district is unable to meet the students' needs either through internal programs or with the assistance of the local intermediate unit, the district will utilize community agencies for support and assistance. Those agencies include Extended Family Academy, Nulton Diagnostics, Merakey (NHS), MH/MR, Children and Youth, Juniata River Center, and Mainstream Counseling to name a few. The MUASD utilizes an intensive inter agency approach and works collaboratively with TIU 11 and the Huntingdon/Mifflin County CASSP (Children and Adolescent Service System Program) program for students that the district encounters placement difficulties in the provision of FAPE. Our primary effort focuses on building local capacity to meet the needs of all student with disabilities. Procedures that are followed regarding difficulties in ensuring a FAPE are: 1) District convenes an IEP team meeting in order to review all district programming options are being utilized. At these IEP meetings, the team needs to appropriately identify the needs of the students and what layers of support are available (SAS Toolkit is utilized to support LRE for student). 2) Once all options have either been attempted or ruled out, the district will begin looking for additional placement options by first contacting neighboring school districts to explore possible programs that can meet the needs of the referred student (s). Next, the District contacts the TIU 11 and other educational placement centers located as close to our region as possible for placements. Once placement if found, the District contacts the parent (s) or guardian (s), schedules a tour of the placement center, then holds an IEP meeting to finalize required paperwork and secure placement.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
19	Secondary	Full-time (1.0)	04/30/2024 02:30 PM

Building Name		
Mount Union Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
19	Secondary	Full-time (1.0)	04/30/2024 02:29 PM

Building Name		
Mount Union Area SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		2

Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.13

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
19	Secondary	Full-time (1.0)	04/30/2024 02:29 PM

Building Name		
Mount Union Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
19	Secondary	Full-time (1.0)	04/30/2024 02:29 PM

Building Name		
Mount Union Area SHS		
Support Type		

Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
18	Secondary	Full-time (1.0)	04/30/2024 02:28 PM

Building Name		
Mount Union Area JHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
18	Secondary	Full-time (1.0)	04/30/2024 02:28 PM

Building Name		
Mount Union Area JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
18	Secondary	Full-time (1.0)	04/30/2024 02:28 PM

Building Name		
Mount Union Area JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
18	Secondary	Full-time (1.0)	04/30/2024 02:27 PM

Building Name		
Mount Union Area JHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
17	Elementary	Full-time (1.0)	04/30/2024 02:27 PM

Building Name		
Shirley Twp El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range

School District	Elementary	12 to 12
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
17	Elementary	Full-time (1.0)	04/30/2024 02:26 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
17	Elementary	Full-time (1.0)	04/30/2024 02:26 PM

Building Name		
Shirley Twp El Sch		
Support Type		
Autistic Support		

Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
17	Elementary	Full-time (1.0)	04/30/2024 02:26 PM

Building Name		
Shirley Twp El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
16	Elementary	Full-time (1.0)	04/30/2024 02:25 PM

Building Name		
Shirley Twp El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
16	Elementary	Full-time (1.0)	04/30/2024 02:30 PM

Building Name		
Shirley Twp El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
16	Elementary	Full-time (1.0)	04/30/2024 02:24 PM

Building Name		
Mount Union-Kistler El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
15	Secondary	Full-time (1.0)	04/30/2024 02:23 PM

Building Name		
Mount Union Area JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range

School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14	Secondary	Full-time (1.0)	04/30/2024 02:23 PM

Building Name		
Mount Union Area JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13	Secondary	Full-time (1.0)	04/30/2024 02:22 PM

Building Name		
Mount Union Area SHS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12	Secondary	Full-time (1.0)	04/30/2024 02:22 PM

Building Name		
Mount Union Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
11	Secondary	Full-time (1.0)	04/30/2024 02:21 PM

Building Name		
Mount Union Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10	Secondary	Full-time (1.0)	04/30/2024 02:21 PM

Building Name		
Mount Union Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9	Secondary	Part-time (0.5)	04/30/2024 02:20 PM

Building Name		
Mount Union Area SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9	Secondary	Part-time (0.5)	04/30/2024 02:20 PM

Building Name		
Mount Union Area SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8	Secondary	Part-time (0.5)	04/30/2024 02:19 PM

Building Name		
Mount Union Area JHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8	Secondary	Part-time (0.5)	04/30/2024 02:19 PM

Building Name		
Mount Union Area JHS		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8	Secondary	Part-time (0.5)	04/30/2024 02:19 PM

Building Name		
Mount Union Area JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7	Elementary	Full-time (1.0)	04/30/2024 02:18 PM

Building Name		
Shirley Twp El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7	Elementary	Full-time (1.0)	04/30/2024 02:17 PM

Building Name		
Shirley Twp El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7	Elementary	Full-time (1.0)	04/30/2024 02:17 PM

Building Name		
Shirley Twp El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6	Elementary	Full-time (1.0)	04/30/2024 02:16 PM

Building Name		
Shirley Twp El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range

School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6	Elementary	Full-time (1.0)	04/30/2024 02:16 PM

Building Name		
Shirley Twp El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 12
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6	Elementary	Full-time (1.0)	04/30/2024 02:15 PM

Building Name		
Shirley Twp El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6	Elementary	Full-time (1.0)	04/30/2024 02:15 PM

Building Name		
Shirley Twp El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6	Elementary	Full-time (1.0)	04/30/2024 02:14 PM

Building Name		
Shirley Twp El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5	Elementary	Full-time (1.0)	04/30/2024 02:13 PM

Building Name		
Mount Union-Kistler El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4	Elementary	Full-time (1.0)	04/30/2024 02:12 PM

Building Name		
Mount Union-Kistler El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3	Elementary	Full-time (1.0)	04/30/2024 02:10 PM

Building Name		
Shirley Twp El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range

School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3	Elementary	Full-time (1.0)	04/30/2024 02:09 PM

Building Name		
Mount Union-Kistler El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2	Elementary	Full-time (1.0)	04/30/2024 02:07 PM

Building Name		
Mount Union-Kistler El Sch		
Support Type		
Autistic Support		

Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2	Elementary	Full-time (1.0)	04/30/2024 02:07 PM

Building Name		
Mount Union-Kistler El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2	Elementary	Full-time (1.0)	04/30/2024 02:07 PM

Building Name		
Mount Union-Kistler El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2	Elementary	Full-time (1.0)	04/30/2024 08:59 AM

Building Name		
Mount Union-Kistler El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1	Elementary	Full-time (1.0)	04/30/2024 08:58 AM

Building Name		
Mount Union-Kistler El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
In compliance		0.08

Special Education Facilities

Building Name		Room #
Mount Union Area SHS		Speech
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 32 feet, 0 inches	640sqft	22
Implementation Date		
2024-06-23		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Mount Union Area SHS		112
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 32 feet, 0 inches	800sqft	28
Implementation Date		
2024-06-23		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Shirley Twp El Sch		4 AS
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 25 feet, 0 inches	700sqft	25
Implementation Date		
2024-06-23		
Uploaded Files		

3 Assurance Check

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

Building Name		Room #
Mount Union-Kistler El Sch		1 JS
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 13 feet, 0 inches	221sqft	7
Implementation Date		
2022-06-23		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Mount Union-Kistler El Sch		ES
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
Implementation Date		
2024-06-23		

Uploaded Files

5 Assurance Check

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

Building Name		Room #
Mount Union Area JHS		169
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 32 feet, 0 inches	736sqft	26
Implementation Date		
2024-06-23		
Uploaded Files		

6 Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Mount Union Area SHS		109
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 16 feet, 0 inches	400sqft	14
Implementation Date		
2024-06-23		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Shirley Twp El Sch		ES
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23

Implementation Date
2024-06-23
Uploaded Files

8 Assurance Check

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

Building Name		Room #
Shirley Twp El Sch		2 RG
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
Implementation Date		
2024-06-23		
Uploaded Files		

9 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Mount Union Area JHS		009
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
Implementation Date		
2024-06-14		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Mount Union Area SHS		211
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 32 feet, 0 inches	800sqft	28
Implementation Date		
2024-06-23		
Uploaded Files		

11 Assurance Check

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

Building Name		Room #
Shirley Twp El Sch		5 RM
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 22 feet, 0 inches	704sqft	25
Implementation Date		
2024-06-23		
Uploaded Files		

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

Building Name		Room #
Mount Union-Kistler El Sch		4 RM
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 14 feet, 0 inches	196sqft	7
Implementation Date		
2024-06-23		
Uploaded Files		

13Assurance Check

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

Building Name	Room #
Mount Union Area SHS	110

School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 16 feet, 0 inches	400sqft	14
Implementation Date		
2024-06-23		
Uploaded Files		

14 Assurance Check

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

Building Name		Room #
Shirley Twp El Sch		Speech
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 0 inches x 20 feet, 0 inches	200sqft	7
Implementation Date		
2024-06-23		
Uploaded Files		

15 Assurance Check

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

Building Name		Room #
Mount Union-Kistler El Sch		Speech
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 14 feet, 0 inches	168sqft	6
Implementation Date		
2024-06-23		
Uploaded Files		

16Assurance Check

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

Building Name	Room #
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Shirley Twp El Sch		3 BS
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
Implementation Date		
2024-06-23		
Uploaded Files		

17Assurance Check

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

Building Name		Room #
Mount Union-Kistler El Sch		2 BD
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 32 feet, 0 inches	864sqft	30
Implementation Date		
2024-06-23		
Uploaded Files		

18 Assurance Check

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

Building Name		Room #
Mount Union Area SHS		108
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 32 feet, 0 inches	800sqft	28
Implementation Date		
2024-06-23		
Uploaded Files		

19 Assurance Check

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

Building Name		Room #
Mount Union-Kistler El Sch		3 CM
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 17 feet, 0 inches	357sqft	12
Implementation Date		
2024-06-23		
Uploaded Files		

20Assurance Check

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

Building Name		Room #
Mount Union Area SHS		104
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 32 feet, 0 inches	800sqft	28
Implementation Date		
2024-06-23		
Uploaded Files		

21 Assurance Check

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

Building Name		Room #
Mount Union Area SHS		170
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 32 feet, 0 inches	800sqft	28
Implementation Date		
2024-06-24		
Uploaded Files		

22 Assurance Check

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

Building Name		Room #
Shirley Twp El Sch		1 DC
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
Implementation Date		
2024-06-23		
Uploaded Files		

23Assurance Check

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

Special Education Support Services

24Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	District
Paraprofessionals	13	Secondary	District
Paraprofessionals	24	Elementary	District
Behavior Specialist	1	District Wide	District
Guidance Counselor	1	Elementary	District
Guidance Counselor	2	Secondary	District
School Psychologist	1	District Wide	District
Occupational Therapist	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Social Worker	1	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Maximizing inclusion of students with Autism in the General Education Setting			
Lead Person/Position		Year of Training	
Director of Special Education/Pupil Services, TIU TAC		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	3 (one session per year)	District Intermediate Unit	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
FBA's Understanding student behavior for the purpose of developing effective positive behavior support plans			
Lead Person/Position		Year of Training	
TIU 11 TAC; PaTTAN; Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Intermediate Unit PaTTAN	Building Administrators General Education Teachers Parents Paraprofessionals

			Special Education Teachers
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Description of Training			
Using Data to Develop Effective SOcial, EMotional, and Behavioral Interventions			
Lead Person/Position		Year of Training	
TIU 11 TAC; Social Worker		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Intermediate Unit	Building Administrators Parents Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Safety Care De-escalation training			
Lead Person/Position		Year of Training	
Director of Special Education/Pupil Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	1 per year	District Intermediate Unit	Paraprofessionals

Description of Training			
Utilizing data to make informed decisions: goals, student interventions, and updating progress			
Lead Person/Position		Year of Training	
TIU 11 TAC; Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
4	2 times per year	District Intermediate Unit	Paraprofessionals Special Education Teachers

Transition

Description of Training			
Writing effective transition plans--connecting present levels, transition grid, and goals			
Lead Person/Position		Year of Training	
TIU 11 TAC/Director of Special Education/Pupil Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
4	1 per year	District Intermediate Unit	Building Administrators Parents Paraprofessionals Special Education Teachers

Description of Training

Presentation/training on PAES Lab			
Lead Person/Position		Year of Training	
TIU 11 TAC		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1 per year	District Intermediate Unit	Building Administrators Parents Special Education Teachers

Description of Training			
Using Transition Assessments to support Transition Planning			
Lead Person/Position		Year of Training	
TIU 11 TAC/Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
4	1 time per year	District Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training	
The Science of Literacy-Developing Reading INterventions Using Research Based Practices	
Lead Person/Position	Year of Training
Director of Special Education/Pupil Services; Director of Curriculum, Instruction, and Assessment; TIU 11 TAC	2024 2025

		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District Intermediate Unit	Building Administrators Parents Paraprofessionals Special Education Teachers

Description of Training			
Progress monitoring--common benchmark assessments to address phonological awareness			
Lead Person/Position		Year of Training	
TIU 11 TAC; Director of Curriculum		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Intermediate Unit	Building Administrators Special Education Teachers

Description of Training			
Science of Literacy--Using data to make informed decisions regarding goals and interventions			
Lead Person/Position		Year of Training	
TIU 11 TAC; Director of Curriculum		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience

1	4	District Intermediate Unit	Special Education Teachers
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Parent Training

Description of Training			
Understanding The Pennsylvania Office of Vocational Rehabilitation (OVR).			
Lead Person/Position		Year of Training	
OVR; Director of Special Education/Pupil Services		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Other	Parents Special Education Teachers

Description of Training			
Parents will be offered the opportunity to participate with a Transition Fair where they will be provided with a variety of vendors and supportive information that will help with post-graduation planning.			
Lead Person/Position		Year of Training	
Director of Special Education/Pupil Services		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	4	District Intermediate Unit Other	Parents Special Education Teachers

Description of Training			
Understanding and navigating special education services			
Lead Person/Position		Year of Training	
Director of Special Education; TIU 11 TAC		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	1 per year	District	Parents

Description of Training			
Understanding the Child Study Team Process and MTSS			
Lead Person/Position		Year of Training	
School Psychologist; TIU 11 TAC; PaTTAN		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	1 per year	District Intermediate Unit PaTTAN	General Education Teachers Parents Special Education Teachers

IEP Development

Description of Training	
Developing Effective IEPs	
Lead Person/Position	Year of Training

Director of Special Education/Pupil Services; TIU 11 TAC		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	3 one per year	District Intermediate Unit	Building Administrators Special Education Teachers

Description of Training			
Progress Monitoring--Tools for effective and efficient monitoring of progress			
Lead Person/Position		Year of Training	
Director of Special Education/Pupil Services; TIU 11 TAC		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	3 one per year	District Intermediate Unit	Building Administrators Special Education Teachers