

Profile and Plan Essentials

LEA Name	AUN	
School District	111444602	
Address 1		
201 Eighth St - Highland Park		
Address 2		
City	State	Zip
Lewistown	PA	17044
Director of Special Education Name		
Cindi Marsh		
Director of Special Education Email		
clm13@mcsdk12.org		
Director of Special Education Phone Number		Director of Special Education Ext
717-248-0148		2523
Chief Administrator Name		
Mr Vance S Varner		
Chief Administrator Email		
vsv55@mcsdk12.org		

Special Education Students

Total Number of Students Receiving Special Education

950

School District Total Student Enrollment

4428

Percent of Students Receiving Special Education

21.5

Steering Committee

Name	Position/Role	Building	Email
Cindi Marsh	Director of Special Education	Mifflin County SD	clm13@mcsdk12.org
Chris Evans	Other	Mifflin County SD	cve41@mcsdk12.org
Vance Varner	Superintendent	Mifflin County SD	vsv55@mcsdk12.org
Steven DeArment	Director of Curriculum	Mifflin County SD	sfd12@mcsdk12.org
Jennifer Esh	Building Principal	Lewistown El Sch	jle43@mcsdk12.org
Kelly Campagna	Building Principal	Mifflin Co HS	ktc17@mcsdk12.org
Zeb Harshbarger	Board Member	Mifflin County SD	ziharshbarger@mcsdk12.org
Terri Sutton	Special Education Teacher	Mifflin Co MS	tls41@mcsdk12.org
Kelsey Gill	General Education Teacher	Mifflin County SD	kr18@mcsdk12.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)

Improvement and Planning Activity

The MCSD did not meet timelines for initial evaluations during the 2022-23 school year. The state rate was 91%, and the district rate was 89.4%. Since then, the district has added a school psychologist position, and timelines for initial evaluations have been in compliance.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Improvement and Planning Activity

Continue to develop the MTSS system at the secondary level. MCSD will utilize our Early Warning System data to identify our most at-risk students and intervene with appropriate interventions and support to ensure their successful pathway to graduation.

The Secondary Transition Coordinator will work with teachers, students and parents to develop transition plans that are individualized to students' strengths and needs, and aligned with their long-term goals for adult life. Additionally, our Transition Coordinator will link students with community services, supports, and/or programs to ensure their success as they enter the adult world.

The high school and the special education office will collaborate on attendance strategies and alternative programming that will increase the likelihood of graduation from high school. Some options that will be offered to students include alternative programming through Laurel Life, credit recovery, hybrid and modified schedules to meet students' diverse needs, and access to supportive services, such as social work, counseling, and other interventions.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity

The MCSD did not meet the test participation rate target for students with disabilities. The district was placed in Tier 2 (Targeted) level of oversight and monitoring. A district team was created and the training module was viewed and the survey was completed. At head principal meetings, we discussed the need to increase test participation rates. Principals were asked to talk with parents about test participation with caregivers if they wanted to opt their student out of testing. Hopefully these conversations will increase participation rates.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
<p>FSA 6/FSA 7: Graduation and Dropout Rates</p>	<p>Continue to develop the MTSS system at the secondary level. MCSD will use our Early Warning System data to identify our most at-risk students and provide appropriate interventions and support to ensure their successful pathway to graduation. The Secondary Transition Coordinator will work with teachers, students and parents to develop transition plans that are individualized to students' strengths and needs, and aligned with their long-term goals for adult life. Additionally, our Transition Coordinator will link students with community services, supports, and/or programs to ensure their success as they enter the adult world. The high school and the special education office will collaborate on attendance strategies and alternative programming to increase the likelihood of high school graduation. Some options offered to students include alternative programming through Laurel Life, credit recovery, hybrid and modified schedules to meet students' diverse needs, and access to supportive services, such as social work, counseling, and other interventions.</p>
<p>FSA 16: Participation in State Assessments</p>	<p>The MCSD did not meet the test participation rate target for students with disabilities. The district was placed in Tier 2 (Targeted) level of oversight and monitoring. A district team was created and the training module was viewed and the survey was completed. At head principal meetings, we discussed the need to increase test participation rates. Principals were asked to talk with parents about test participation with caregivers if they wanted to opt their student out of testing. Hopefully these conversations will increase participation rates.</p>

Identification Method

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

Both Models (only if state approved)

Building Name	AUN	Branch Number	RTI	Approved RTI Use
Strodes Mills El Sch	111444602	3196	Reading	x
Indian Valley El Sch	111444602	8182	Reading	x
East Derry El Sch	111444602	6261	Reading	x

Non-Resident Students Oversight

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

No

2. 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.)

If a facility were to be located within the Mifflin County School District, the LEA would fully comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under Section 1306 of the Public School Code, as outlined in the BEC: Educational Programs for Students in Non-Educational Placements, 22 Pa. Code 14.102. As the host district, the MCSD would maintain contact with the student's resident school district for the purpose of keeping them informed of its plans for educating the student and seeking the advice of that district with respect to the student. Additionally, as the host district, the nonresident student would be able to attend school in the MCSD and we would provide an educational program for the student that provides a FAPE and is in accordance with IDEA. The MCSD will ensure that the students are receiving their educational program from an appropriately certified special education teacher. The MCSD would ensure to comply with it's child find responsibilities for students enrolled in the 1306 facility. This responsibility includes locating, identifying and evaluating all students for whom we suspect have disabilities, as well as evaluating students for whom a request for an evaluation has been made. Throughout the child find process, MCSD will maintain contact with the student's resident district for the purpose of keeping them informed and involved with the student's educational program. If a student is placed in the 1306 facility and is already identified as a student in special education, the MCSD will convene an IEP team meeting to determine whether the IEP should be revised, whether the student can be educated in our district schools, or whether some other placement option is more appropriate for the student. The MCSD will ensure that the parent is included in the IEP meeting and communication with the resident district will continue. When the MCSD receives notice that a student will be leaving the residential facility, the MCSD will work with the resident district to arrange for the return home. Transition planning will occur at least two weeks prior to the student's discharge.

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

If a facility would locate within the Mifflin County School District, the LEA would set up a procedure where regularly scheduled monthly meetings would occur with the Director of Student Services to discuss students enrolled in the facility and their progress. If progress is good, a discharge planning meeting process would be developed where school employees would then join the meeting to develop a transition plan for the student to re-integrate successfully back to

school. When one of MCSD's students is placed in a 1306 facility, the District cooperates with the facility in regards to timely transfer of records (within 10 business days of the request) and payment for educational services. Additionally, the District participates in student IEP and other meetings to participate in educational planning, as well as monitoring of student progress.

Incarcerated Students Oversight

4. **Does the School District have an adult correctional facility that houses juveniles within its geographical boundaries?**

Yes

§1306.2 Facilities			
Facility Name	Facility Type	Services Provided By	Student Count
Mifflin County Correctional Facility	Jail	District	0

2. **Describe the system of oversight the School 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).**

An oversight system has been developed between the Mifflin County School District and the warden at Mifflin County Correctional Facility (MCCF). When students through the age of 21 years are assigned to the MCCF for any part of their sentence, an intake form is completed by MCCF staff. The intake form ascertains the level of education that the inmate has previously received. If the inmate is eligible for educational services, the counselor at the MCCF forwards the form via email to the Alpha Program Supervisor. Copies of the forms of students who receive special education services, are then forwarded to the Student Services Office. The educational program provided to incarcerated students has content area regular education teachers, as well as special education teachers to help deliver curriculum. If the student is a special education student, the special education teacher makes additional visits to provide special education services for assistance in completion of the independent study program. Additionally, educational services are offered to other students through the age of 21 each time the teacher is instructing other students at the MCCF. All students over the age of 18 may accept or refuse services. A refusal form is utilized and indicates that the student has refused the services and notes that the inmate understands that he/she may receive services at any time during his/her incarceration. If a special education student refuses education, the student continues to be offered education every two weeks until the student is released from jail. If the student is released and returns to the MCCF, another intake form is completed. Instruction typically begins within 3 days. When an incarcerated youth receiving special education services graduates, a Summary of Academic and Functional Performance is completed per District procedure. The student is also officially exited from special education programming via a NOREP. If an incarcerated student is thought to be eligible, the District will complete a multidisciplinary team evaluation to determine eligibility. Reevaluations are completed, as deemed necessary. Information is sought from previous teachers, the education file is reviewed, and parental input is sought. Curriculum-based assessment is provided by the Alpha program special education teacher. This information is then used in IEP development.

Least Restrictive Environment

- 3. Review the School District's most recent data for Least Restrictive Environment. Highlight areas of improvement.**

The Special Education Data Report for the 2024-25 school year shows that the Mifflin County School District is above the state level of Special Education Students being educated inside the regular class 80% or more of the school day (MCSD- 65.7%; State- 617%). The District, however, is below the state levels for Special Education Students inside the regular class <40% of the school day (MCSD- 7.3%; State- 10.6%%), and for Special Education Students educated in other settings (MCSD- 2.0%; State- 4.4%). This data indicates that Mifflin County educates their special education students in educational settings that are appropriate for student needs, and at rates that are better than those of other school districts in the state of Pennsylvania.

- 4. What universal practices does the School District utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?**

At the elementary level, both academic and social-emotional universal screenings are conducted at the Tier 1 level to determine what students are in need of accommodations to their learning environments. Data team meetings are held 3 times per year and grade level meetings are held monthly to review the screening data. At these meetings, student needs are discussed and recommendations for accommodations and /or interventions are discussed and implemented. At the secondary level, content area teachers work together on Act 80 Days to review student data. Data such as CDTs, PVAAS, and curriculum-based measures are reviewed to determine what students are in need of accommodations to their learning environments. At the secondary level, there is not yet a social/emotional universal practice in place. It is the district's plan to implement universal procedures in this area in the future.

- 5. Describe the academic programming and training efforts the School District utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.**

The Mifflin County School District boasts an area of strength in the area of inclusive practices, particularly for students receiving learning support services. The use of a team teaching model has proven to be an effective way to integrate this level of student into the general education curriculum. The District is looking to capitalize on this area of strength and expand inclusive practices to include students receiving any level or type of support, as well as looking at each student individually in an attempt to find an area of strength that can be used to successfully include him or her in the general education environment whenever appropriate. A careful review of scheduling and how students are placed in groups will be another key component in continuing to develop our inclusive approach. Special education administrators have been working with

building level administrators to create starting points for the expansion of inclusive practices into levels and groups of students that have traditionally been in more restrictive placements. This review is being accompanied by a system-wide shift in philosophy that special education services should mean something other than removing students from the general education setting. It should mean, whenever appropriate, that a student is being viewed as an individual with strengths that can be used to integrate him/her into the general education curriculum with appropriate supplementary aids and services. The LEA utilizes the data team meetings, grade level team meetings, and Act 80 Days to providing training to teachers regarding the meaningful participation of students with disabilities in the general education curriculum. Our partners at IU 11 assist the district in these efforts. Topics surrounding differentiation practices and accommodations/modifications/adaptations have been provided to teachers K-12 to ensure understanding in these areas.

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

If a student with disabilities wants to participate in extracurricular activities, the student is provided the supports in which to do so. Some of the supplementary aids and services the LEA has utilized so that meaningful participation occurs is paraprofessional support for the student at competitive events (i.e. cross country meets), ongoing collaboration between the special education case manager, the coach of the extracurricular activity, and the parent, training regarding the student's unique needs, and use of a student's adaptive equipment (i.e. FM system with mic) at practices. Additionally, paraprofessionals are offered so that all students are able to attend extracurricular functions, including school dances, the prom, graduation ceremonies, participation in band and choral activities, and participation in drama club activities.

7. Describe the School District procedures that ensure, 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-led extracurricular activities.

If a student is placed in a private institution, conversations begin at placement around a transition plan for the student to return to MCSD. MCSD attends all IEP and other meetings to assist with program planning, as well as implementation of the plan. Additionally, the MCSD works with the institution to find routine opportunities for the student to interact with non-disabled peers. If a student in placement wants to participate in district-led extracurricular activities, the district ensures that the supplementary aids and services the student needs in order to engage to the maximum extent appropriate are implemented, including transportation to the district so that the student can participate.

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

The Mifflin County School District offers all levels of support (itinerant, supplemental and full-time) for students in the District, and all support types including emotional support, autistic support, learning support, life skills support, multiple disabilities support, and speech and language support, along with the related services of physical and occupational therapy are provided. Because we offer this full continuum of services, there is very little need to recommend an out of district placement for students. Prior to placement outside the district, the LEA ensures that all internal resources have been exhausted and that a student's legal requirement for FAPE can no longer be met in the district.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Soaring Heights School	Licensed Private Academic		Pyramid Healthcare	Autistic Support	6
Soaring Heights School	Licensed Private Academic		Pyramid Healthcare	Emotional Support	5
Merakey School	Licensed Private Academic		Merakey	Emotional Support	3
Merakey School	Licensed Private Academic		Merakey	Autistic Support	2

Positive Behavior Support

Date of Approval

2025-12-18

Uploaded Files

Policy 113.2.pdf

9. How does the School District support the emotional, social needs of students with disabilities?

At all levels K-12, the Mifflin County School District has emotional support programs for students with disabilities. The District offers a full continuum of services ranging from an itinerant level of support to full-time support, depending on student needs. Over the past few years, the Mifflin County School District has added additional mental health supports for all students, including school-based therapists and licensed social workers. These new positions, along with school counselors in all buildings and school psychologists have expanded the access to social-emotional support for students. There is also a Community and School-Based Mental Health Program at Lewistown Elementary School. We hope to expand this program to other buildings in the District in the coming years. CenClear is the District's partner for this program.

10. 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 District uses the Safety Care model for de-escalation techniques and responses to behavior that may require immediate intervention. There are currently 5 trainers in-house who provide training to staff throughout the school year. IU personnel are also utilized in providing the training. All paraprofessionals and building administrators across the District are trained in Safety Care, as are identified regular and special education teachers.

11. Describe the School District's positive school wide support programs.

All schools across the District have active Positive School-Wide Behavior Support Programs operating in buildings. These programs are set up in a multi-tiered approach to improve school safety and promote positive behavior. At Tier 1, all students in the school learn basic behavior expectations, such as being responsible, respectful, ready and safe. All staff in the school recognize students for following the behavior expectations and reward students for displaying the taught behavior expectations. Some student need some extra support with following the behavior expectations. For these students, Tier 2 supports are implemented and include evidence-based interventions, such as social skills groups and the reteaching of behavior expectations. For an even smaller number of students, Tier 3 supports are sometimes needed. For these students, more intensive individual supports such as one-on-one counseling are implemented to support

the students in gaining the appropriate behavior and social skills to be successful at school. In the MCSD, all schools except for the high school have achieved Tier 1 Banner Status and most of our elementary schools have achieved Tier 2 Banner Status. Special education programming integrates nicely with School-Wide Behavior Support Programs. IEP teams are able to align their Positive Behavior Support Plans, for applicable students, to school-wide positive behavior supports.

12. Describe the School District's school-based behavior health services.

The District has a wide-range of school-based behavior health services available for students. There are currently 12 school counselors, 4 school psychologists, 4 social workers and 2 school-based therapists. Additionally, as previously discussed, we partner with CenClear at Lewistown Elementary School to offer the Community and School-Based Mental Health Program. At the Junior and Senior High School levels, we partner with Laurel Life to provide a Transition Classroom. This classroom is embedded in trauma-informed practices and provides an alternate learning environment for students who are not successful in the traditional classroom. Both of these programs have assisted the District with LRE and educating students to the maximum extent appropriate in their home schools.

13. Describe the School District's restraint procedure.

Mifflin County School District Restraint Guidelines Chapter 14 Defines Restraint as:

- The application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's or eligible young child's body.
- The term does not include briefly holding, without force, a student or eligible young child to calm or comfort him, guiding a student or eligible young child to an appropriate activity, or holding a student's or eligible young child's hand to safely escort him/her from one area to another.
- The term does not include hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's or eligible young child's parents and specified in the IEP. Devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices are examples of mechanical restraints excluded from the definition of a restraint.
- Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself / herself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. Under Safety Care Guidelines, the following holds would be considered restraint:

- 1-Person Stability Hold
- 2-Person Stability Hold
- Floor Drop Transition
- Floor Seated Stability Hold
- Forward Transport
- Reverse Transport
- Chair Stability Hold
- Leg Wrap

The following would NOT be considered a restraint:

- Supportive Guide

When to Restrain:

- You must run through all preventative de-escalation strategies prior to restraint. (Help-Prompt-Wait). See attached Chart.
- ONLY after using the de-escalation process, the student is acting in a manner that is a clear and present danger to himself

or to others, then restraint strategies may be used. o Restraint report must include a detailed narrative that includes the list of preventative, de-escalation strategies that were used.

Management of Dangerous Objects:

- Always be aware of your surroundings and know what potentially dangerous objects are in your classroom
- Before a crisis escalates, make sure to remove items that might be used to cause harm.
- If a student has a dangerous object in hand and is threatening to use it to cause harm, move away and remove other vulnerable individuals. o

**Use de-escalation methods

- If a student is actively using a dangerous object to cause harm or is trying to use the object to cause harm, some options include: o Call for help o Move staff and others to a safe distance away o Grab an object such as a notebook and hold it in front of you to prevent being struck o Contain the person by moving large objects (desks, tables, chairs) into his or her way o Only as a last resort, use restraint strategies

When to File a Restraint Report:

- Immediately following a restraint
- When restraint is used, the special education case manager must immediately notify the parent regarding the use of the restraint. An IEP meeting must be held within 10 school days, unless the parent, after written notice, agrees in writing to waive the meeting. o Even when the parent waives their right to attend the IEP meeting, the team may convene to determine if changes need to be made to the Positive Behavior Support Plan or Individualized Education Plan. Any changes must be shared with the parent. o If the parent implements their right to an IEP meeting, at this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment (FBA), a reevaluation (RR), a new or revised positive behavior support plan, or a change of placement. Whenever a restraint or room clear is used, the special education case manager, principal, assistant principal, counselor and/or school psychologist should be notified. After the restraint, the restraint report and IEP meeting summary or IEP meeting waiver must be submitted to the special education office for entry into the RISC reporting system.

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.

There are not currently concerns with students who are placed on Instructional Conducted in the Home or who are at risk of waiting more than 30 days for appropriate educational placement. The District makes every effort to meet with community behavioral health and other agencies and parents to ultimately make recommendations for appropriate services and placements. Some options might include referral to outside agencies for services within the school, home, and/or community settings, or inpatient or residential services. Given that every student presents unique needs that must be considered by the IEP team, the primary consideration for programming is determining what specific supports are necessary for a given child to succeed, and determining whether or not those services exist in the District. Those necessary supports and services must then be provided through interagency collaboration in order to ensure FAPE. The process of servicing hard to place students is typically a more intense IEP development process involving a wider circle of IEP team members, including partners from TIU 11 or PaTTAN.

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Other	2 (Director of Student Services and Supervisor of Special Education)	District Wide	District
Paraprofessionals	97	District Wide	District
School Psychologist	5	District Wide	District
Physical Therapist	1	District Wide	District
Occupational Therapist	2	District Wide	District
Other	3 (COTA)	District Wide	District
Transition Coordinator	1	District Wide	District
Social Worker	2	District Wide	District
Other	1 (School-Based Therapist)	Elementary	Contractor
Other	1 (School-Based Therapist)	Secondary	Contractor
Other	1 (Behavior Coach)	District Wide	District
Social Worker	1	Secondary	District

1 Special Education Support Services

Special Education Personnel Development

Autism

Description of Training			
Verbal Behavior and other Evidence-Based Strategies to Support Students with Autism			
Lead Person/Position		Year of Training	
Christopher Evans, Supervisor of Special Education		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
7	4	District Intermediate Unit	Building Administrators Central Office Administrators Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Safety Care			
Lead Person/Position		Year of Training	
Christopher Evans, Supervisor of Special Education		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
7.5	15	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Collecting Data for FBAs and Writing Effective PBSPs			
Lead Person/Position		Year of Training	
Christopher Evans, Supervisor of Special Education		2027	
Hours Per Training	Number of Sessions	Provider	Audience
7.0	2	Intermediate Unit	Building Administrators Central Office Administrators Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training	
CEC's Effective and High-Leverage Practices for Paraeducators	
Lead Person/Position	Year of Training

Christopher Evans, Supervisor of Special Education		2027	
Hours Per Training	Number of Sessions	Provider	Audience
7	1	District	Paraprofessionals

Transition

Description of Training			
District Processes and Procedures on Secondary Transition for Middle School Teachers and Review of Procedures for Junior and Senior High Teachers			
Lead Person/Position		Year of Training	
Rachael Davis, Secondary Transition Coordinator		2027	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	Building Administrators Special Education Teachers

Science of Literacy

Description of Training			
Structured Literacy Requirements under Act 47 of 2025			
Lead Person/Position		Year of Training	
Cindi Marsh, Director of Student Services		2026	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Understanding MTSS and Identifying Students with a Specific Learning Disability through the Response to Intervention Process			
Lead Person/Position		Year of Training	
Christopher Evans, Supervisor of Special Education		2027	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	Parents

IEP Development

Description of Training			
Legally Defensible IEPs and Yearly Training on The Essentials of IEP Writing in the MCSD			
Lead Person/Position		Year of Training	
Cindi Marsh, Director of Student Services		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
7	4	District	Building Administrators Central Office Administrators Special Education Teachers

Signatures & Affirmations

Approval Date

2026-04-29

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

Vance S. Varner

Date

2026-07-06