

Profile and Plan Essentials

LEA Name		AUN
Meyersdale Area SD		108565203
Address 1		
309 Industrial Park Road		
Address 2		
City	State	Zip
Meyersdale	PA	15552
Director of Special Education Name		
Kala Loya		
Director of Special Education Email		
loyak@masd.net		
Director of Special Education Phone Number		Director of Special Education Ext
814.634.8311		304
Chief Administrator Name		
Dr Tracey A Karlie		
Chief Administrator Email		
trkarlie@masd.net		

Special Education Students

Total Number of Students Receiving Special Education 128

School District Total Student Enrollment 758

Percent of Students Receiving Special Education 16.9

Steering Committee

Name	Position/Role	Building	Email
Dr. Tracey Karlie	Superintendent	Meyersdale Area SD	trkarlie@masd.net
Kala Loya	Director of Special Education	Meyersdale Area SD	loyak@masd.net
Dr. Wayne Miller	Building Principal	Meyersdale Area MS	wmiller@masd.net
Devin Pritts	Building Principal	Meyersdale Area El Sch	prittsd@masd.net
John Wiltrout	Building Principal	Meyersdale Area HS	jwiltrout@masd.net
Micki Bruck	Other	Meyersdale Area SD	mbruck@masd.net
Mark Ferris	Board Member	Meyersdale Area SD	markferris@masd.net
Marissa Deist	Special Education Teacher	Meyersdale Area El Sch	deistma@masd.net
Amy McKenzie	General Education Teacher	Meyersdale Area HS	mckenza@masd.net
Chloe Thomas	Parent	Meyersdale Area SD	

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)

Improvement and Planning Activity
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Ongoing training for special education staff related to Indicator 13 requirements
Developing a transition matrix to enhance communication regarding transition activities available to students at each grade level
Developing a resource bank of useful transition assessments to share with special education staff to increase ease of access

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity
Continuing to work to decrease number of students participating in the alternate assessment system
Providing inclusive practices training to both general education and special education staff across the district
Evaluating language arts intervention curriculum used in learning support classrooms for alignment with standards and overall effectiveness

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?

No

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

Within the Meyersdale Area School District, there are currently no children's institutions under 22 PA Code § 11.18 include, among other residential settings, residential treatment facilities, licensed shelters, group homes, drug and alcohol treatment centers, and detention homes. If such a facility or institution would move into the District, Meyersdale Area School District would work in partnership with the Appalachia Intermediate Unit 8 and staff from the facility to ensure that students attending these facilities receive the education, special education, Section 504 protections they require, including where appropriate, the right to a Free Appropriate Education (FAPE) in the Least Restrictive Environment (LRE). Currently, Meyersdale Area School District is not a host entity. If MASD were to become a host district, the District would utilize the Special Education Coordinator to meet with educational staff from the facilities to ensure that all special education paperwork follows the Individuals with Disabilities Education Act (IDEA) requirements and that periodic updates were scheduled as needed. The District would further discuss educating students in the Least Restrictive Environment (LRE) and how the facility could promote increase inclusion throughout the community and within the District. MASD would collaborate to work with the Appalachia Intermediate Unit 8 to further promote inclusion within out public school system where possible for both classes and activities. Should a need present, MASD will procure a teacher for instruction. At this time, there no identified problems and/or barriers that exist that may potentially limit the District's ability to meet the obligation under 22 PA Code § 11.18. As there are no facilities currently within the District, it is difficult to identify potential barriers that may limit the District's ability to meet its obligations. In the likelihood that a facility would move into Meyersdale Area School District, the District will comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations. The LEA follows the public school code and works with the local IU8 to meet Child Find requirements and to provide students that may be placed within these facilities to provide special education and related services.

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

To ensure a successful transition back to the school district, it is dependent on the host district's responsibility to maintain contact with the student's resident school district to maintain open communication and collaboration. This will inform the District of the host district's plans for educating the student and seeking the advice and/or recommendations of that district with respect to the student. When the student is returning from the host district, the sending LEA will forward all progress monitoring and relevant information to MASD to make appropriate transition decisions.

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).**

Meyersdale Area School District does not have a correctional institute within its boundaries. When the District has students incarcerated, the Local Education Agency in the area that provides FAPE via the Appalachia Intermediate Unit 8 for services to ensure that incarcerated youth needing Special Education services are identified, evaluated, and if eligible, receive a free appropriate public education. If the circumstance would present, the Meyersdale Area School District would engage in collaborative efforts to identify the student and provide appropriate services through notification of findings and information in which, in turn, would be submitted through PIMS/Penn Data tracking system. In addition, when students are incarcerated, the Director of Special Education will attend any necessary meetings to ensure FAPE is occurring when a student is placed. When the student is returned to the District from incarceration, the sending LEA will forward all progress reporting and relevant information for the Meyersdale Area School District to make appropriate transition services.

Least Restrictive Environment

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

Meyersdale Area School District provides a full continuum of services and support options for students identified with disabilities. The starting point on the continuum is the general education classroom setting and program offerings. Accommodations and modifications to the general education curriculum are made when appropriate to allow each student to participate in the general education offerings. Supplemental aides and services are provided according to the needs identified in a student's Individualized Education Plan (IEP) to support student participation and provide meaningful educational benefit in the least restrictive environment. The Special Education Director ensures that the IEP team follows the plans appropriately. In addition, MASD refers and utilizes the Special Education Data Reporting to identify patterns and trends and to keep abreast of needs for the District and special education programming. The District's Special Education Director, who serves the role as the Local Education Agency representative in conjunction with building level principals, are present during IEP meetings including those in public and/or private school settings. The Director ensures that the IEP team follows appropriate protocol for IEP development and placement determination. At an IEP meeting, a student's present levels, strengths, and needs are first identified. Goals, objectives, and specially designed instruction are developed and every consideration is extended toward programming options within the Least Restrictive Environment. PaTTAN and the Appalachia Intermediate Unit 8 consultants are able to provide training in the use of Supplementary Aids and Services Toolkit, which guides teams through the steps that lead to the identification of services and supports to enable a student with an identified disability to both learn and succeed within the general education classroom setting. Consultants are available to provide on-site support to the District's special education teachers and related staff. In addition, the District utilizes services through the Appalachia Intermediate Unit 8 for ongoing training opportunities. The District has provided on-going staff development for teachers and administrators in the area of inclusive practices.

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 District utilizes supports to address academic and social/emotional needs of all students that are in need of accommodations to their learning environments. Within the area of academics, the District strives to utilize scientifically research-based practices and programming for corrective learning in comprehension, decoding, writing, spelling, and mathematics. Study guides, highlighted texts, materials are provided. Examples of academic accommodations and/or modifications. Extra repetition and opportunities to review, adapted materials/tests. alternate assignments, modified curricular goals, providing alternate ways for students to demonstrate learning, multi-modal presentations, oral reading support, cooperative learning strategies, and differentiated and functional skills instruction through context of the regular education class curriculum. Text-to-speech and speech-to-text can be utilized. In addition, online learning options and access to multi-media technology such as iPads, Promethean boards, FM systems, and other technologies can be accessed. In the area of Social/emotional needs of all students, supports and services are in place to increase a

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

Meyersdale Area School District provides a full-continuum of services and support options for students identified with disabilities. The starting point for every student is the general education setting and curriculum program offerings. Both accommodations and modifications to the general education curriculum are made where appropriate to allow each student to participate within. Students receive instruction and services outside of the regular education classrooms and/or curriculum only when the identified student's needs are so severe that he/she is not able to make meaningful progress toward the goals and/or learning objectives in the inclusion setting and/or when the student is so disruptive as to significantly impair the education of themselves and/or other students in the class(es). Students with identified significant needs continue to be included in the general education settings that include:

homeroom, lunch, recess, assemblies, field trips, and special classes (i.e., art, music, physical education, ect.). Meyersdale Area School District collaborate and utilizes the trainings for inclusion needs for special education and general education teachers through services/trainings through the Intermediate Unit 8, PaTTAN, in-house educational and/or behavioral specialists as well as other additional trainings/services sought out by the District. Collaborative, instructional, social-emotional behavioral and/or physical aids and services are factors that are considered in planning for inclusion. District leadership supports the provisions of supplementary aids and services within the regular education classroom through school/class through coordinating staff schedules, distributing responsibilities, provision of professional opportunities for teachers, instructional aids, paraprofessionals, personal care aides, and other related service providers. In addition, the District provides availability and opportunities to problem-solve and plan, coach, mentor, and form, develop, and foster relationships with families. Initiatives, programs/curricula, and materials are continuously evaluated with the principles of Universal Design for Learning (UDL) prior and during the implementation within the District. Established teachers and newly hired teachers, paraprofessionals/instructional aides, and personal care aides receive on-going trainings/professional development within a variety of topics and teaching techniques both virtually and on-site. The District will continue to seek out and provide support in identified areas of need to address behavioral support and social/emotional learning, best practices, and specified teaching techniques (i.e., co-teaching, differentiated instruction, etc.). Trainings and professional development options include specific platforms (i.e., Vector, IU08 Microlearning, etc.), and in-house/on-site trainings. Teachers will continue to meet the PDE Act 48 training requirements. Instructional aides/paraprofessionals will continue to complete the mandated 20 hours of training. Focused trainings will include their specific areas of need in order to maximize their skills and inclusionary practices. Administrators, special and general education teachers are provided with guidance and training on the components of an IEP, understanding specially designed instruction, the least restrictive environment, and supplementary aids and services through the year.

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

Supplementary aids and services are always a considerations. All students are encouraged and informed of opportunities to participate in extra-curricular activities despite their needs and/or ability level. All students have the opportunity to participate and join sports, assist with management of teams, attend school functions such as dances, participate in chorus/band, play in musicals/drama theatrics. Any student identified with additional/special needs that would require an aide, a support staff person, or training for the coaches and/or designated staff to participate in an extra-curricular activity would be provided by the District. The IEP team would work together to determine the supplementary aids and services that may be requires to fully participate.

5. **Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?**

The District looks to regular education as the first option to meet students' needs. The IEP team meets to identify a variety of supplementary aids and services and attempts in-district special education placements with continuous and on-going progress monitoring. When it is indicated that a student is not making appropriate progress despite the use of supplementary aids and services, the IEP will make a determination for each outplaced student that special education supports and services required in the student's IEP could not be provided in the neighborhood school. As the District LEA, the special education coordinator attends meetings regularly for the students and continuously monitors their progress at the outside placement(s). Students that are placed in outside placements are permitted to participate with their non-disabled peers in after school/extra-curricular activities that they would be interested in, such as sports, dances, musicals, etc.

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

The District needs to continue to build capacity and expand programming in the areas of Emotional Support services and Autistic Support services. The

School-Wide Positive Behavior Support Model (PBIS) model is currently implemented with fidelity at the elementary level only. PBIS functions to implement social/emotional functioning on an individual and or small/whole group basis. The District could consider expanding the PBIS Model into the middle/high school levels and/or implementing a supplemental and/or full-time emotional support classroom at the middle/high school level. In the area of Autistic Support, the the district has worked with consultants from the Pennsylvania Training and Technical Assistance Network's Autism Initiative to implement and Applied Behavior Analysis (ABA) programming and continue to increase staff capacity in order to effectively deliver evidence based interventions for students with autism. The district will continue in the program for the 2024-2025 school year and will expand to deliver support to an additional classroom. Programming will be implemented in both the elementary and middle schools starting in the 2024-2025 school year.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Pressley Ridge Day School Johnstown	Licensed Private Academic		Pressley Ridge	Emotional Support	1
Soaring Heights	Licensed Private Academic		Pyramid Healthcare	Emotional Support	1
Pressley Ridge Day School	Other		Pressley Ridge	Autistic Support	2

Positive Behavior Support

Date of Approval

2009-04-09

Uploaded Files

Board Behavior Support Policy_116dbd30.pdf

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

Meyersdale Area School District supports the use of positive behavior support plans. In grades Kindergarten through 5th grade, the District utilizes the School Wide Positive Behavior Intervention System that tiers social and emotional needs. In addition, a universal screener, PASS (Positive Approach to Student Success), is used in grades K-12 as a process for managing the behavior of students identified at-risk or emotionally/behaviorally disturbed. PASS incorporates a non-levels based, individualized approach that provides explicit teaching of behavioral expectations in mainstream settings. In addition, the middle school/high school secondary level incorporates the Student Ambassador initiative. The Safe Schools Ambassadors (Community Matters) Program (SSA) is an evidenced-based program that harnesses the power of students to prevent and stop bullying and mistreatment. The District enacts School Policy 113.2 Behavior Support to ensure that District staff appropriately use behavior support techniques, and, for each student with a disability or thought to have a disability who exhibits behavior problems which interfere with the student's ability to learn, the IEP team develops a plan that provides for an appropriate program of behavior management. The purpose of the Board policy 113.2 and the implementing guidelines is to ensure adherence by all District staff to the requirements of state and federal law as they exist at the time of the adoption of this policy and its implementing guidelines as they may form over time and/or be amended and interpreted by the courts and various administrative agencies.

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

The Special Education Coordinator, building level administrators, and special education teachers provide information and/or training on positive behavior support plans that their students have embedded into their IEPs to all of the student's teachers and related support staff. The training includes positive rather than negative measures and includes a variety of research-based techniques and practices to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment. The District contracts and utilizes the supports/trainings with Intermediate Unit 08 to train special education teachers, administrators, related support staff, school officer(s), general education teachers, school counselors and coaches in CPI Nonviolent Crisis Prevention Intervention training. The purpose of CPI program is to create and maintain an atmosphere of care, welfare, safety, and security. The emphasis of the program is early intervention and the use of de-escalation techniques. If the early intervention and de-escalation techniques are unsuccessful, certified staff members are certified in CPI restraint training. Restraint training as part of the Nonviolent Crisis Prevention Intervention training is used ONLY as a last resort if students are in danger of hurting themselves or others. Types of intervention chosen for a particular student shall be the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be utilized after other less restrictive measures, including de-escalation techniques, have been exhausted.

3. Describe the district positive school wide support programs.

The School-Wide Positive Behaviors Support Model (PBIS) model is currently implemented with fidelity at the elementary level. PBIS functions to implement social/emotional functioning on an individual and or small/whole group basis. The SWPBIS model does effectively decrease undesirable behaviors and increase desirable behaviors through explicit teaching and consistency. The District's behavior policy remains in effect. In grades Kindergarten through 5th grade, the District utilizes the School Wide Positive Behavior Intervention System that tiers social and emotional needs. In addition, a Universal Screener, PASS (Positive Approach to Student Success), is used in grades K-12 as a process for managing the behavior of students identified at-risk or emotionally/behaviorally disturbed. PASS incorporates a non-levels based, individualized approach that provides explicit teaching of behavioral expectations in mainstream settings. In addition, the middle school/high school secondary level incorporates the Student Ambassador initiative. The Safe Schools Ambassadors (Community Matters) Program (SSA) is an evidenced-based program that harnesses the power of students to prevent and stop bullying and mistreatment.

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

A counselor's service is contracted through Developmental and Behavioral Health Services (DBHS) to provide support for services including mental health counseling on a weekly bases. The DBHS counselor meets with identified students who are in need of additional counseling above what school counselors can provide. Students are referred to the counseling services through the Student Assistance Program (SAP) and/or parents/guardians. In addition, the District recently hired a full-time school social worker. Students and families with an increase in chronic mental health concerns and needs for resources both in school and the community are supported by the school social worker.

5. Describe the district restraint procedure.

Restraints are used only as a last resort. Restraints to control acute or episodic aggressive and/or self-injurious behavior may be used only when the student is behaving in a manner as to be a clear and present danger to themselves, to other students and/or employees, and only used when less restrictive measures and techniques have proven to be or less effective/unsuccessful. The District has a responsibility to provide training to personnel for the use of specific procedures, methods and techniques in the use of positive behavior support techniques. The District is also responsible for obtaining parental consent prior to the use of restraints or intrusive procedures. The Special Education Coordinator and/or building level administrators shall notify the parent/guardian as soon as practicable of the use of restraints to control aggressive behavior of their child and shall convene a meeting of the student's IEP team within ten school days of the inappropriate behavior causing the use of restraints unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP shall consider whether the student needs a Functional Behavior Assessment (FBA), re-evaluation, a new or revised positive Behavior Support Plan, or a change in placement to address the inappropriate behavior. Whenever the use of restraints to control acute or episodic aggressive or self-injurious behavior can be reasonably anticipated for a particular student, the District shall make every effort to obtain prior parent/guardian consent for such use. Inclusion of such restraints in the IEP of the student, when the parents/guardians have received appropriate Prior Written Notice (PWN) of the IEP, shall constitute sufficient evidence of parents/guardians consent for the purpose of this policy. In the event that the needs to use restraints cannot be reasonably anticipated for a particular student, or the parents/guardians refuse to provide consent, therefore, appropriately trained staff may use such restraints when the student's action is in a manner that constitutes a clear and present danger to themselves, to other students, or to employees. The use of restraints may only be included in a student's IEP under the following conditions: (1) The restraint is used in conjunction with specific components of positive behavior support. (2) The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace the problem behavior. (3) Staff are authorized, and have received all training required, to use the specific procedure. (4) The Positive Behavior Support Plan of the student includes a plan for eliminating the use of restraints through the application of positive behavior support. (5) The use of restraints are not

included in the IEP for the convenience of staff, as a substitute for an educational program, or to be employed as a punishment. District staff are trained in CPI Training (Crisis Prevention Institute) that utilizes a comprehensive continuum of prevention, de-escalation, and safe emergency intervention strategies for responding to aggressive behavior within the school environment. Staff are retrained annually. The District never uses Prone restraints. When a student is referred to law enforcement, the IEP team meets to update and/or develop a Functional Behavioral Assessment (FBA), positive behavior support plan (PBSP), and an IEP as necessary to address the student's individualized and identified needs. The District uses the state recommended forms and processes when addressing behavioral concerns through behavior support plans. The District has not had a need for an increase of additional supports, such as the services provided by the Bureau of Special Education and/or PaTTAN.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

At this time, the District does not have any student who are place in Instruction Conducted in the Home, or at a substantial risk of waiting more than 30 days for an appropriate educational placement. The District does collaborate and work in conjunction with outside agencies that include Somerset County Children and Youth, Youth Advocate Programs (YAP), Child and Adolescent Social Service Program (CASSP), Crisis, Drug and Alcohol, and Justice Works along with other additional agencies that parents/guardians and/or courts have contracted with to provide services for District students to utilize with special needs to ensure the provision of a Free Appropriate Public Education (FAPE). Finally, MASD does comply with reporting within the SES system to report students who are receiving Homebound Instruction as well as Instruction Conducted in the Home. SES is monitored and updated.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELEM LS/AS/ES	Elementary	Full-time (1.0)	03/28/2024 01:05 PM

Building Name		
Meyersdale Area 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	5 to 8
Age Range Justification		FTE %
		0.16

Building Name		
Meyersdale Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.15

Building Name
Meyersdale Area El Sch

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Students are seen individually or in small groups within age range limits.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ELEM LS 1	Elementary	Full-time (1.0)	03/28/2024 01:12 PM

Building Name		
Meyersdale Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.2

Building Name		
Meyersdale Area El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS/HS ES/AS	Multiple	Full-time (1.0)	03/28/2024 12:57 PM

Building Name		
Meyersdale Area SD		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 21
Age Range Justification		FTE %
Students are seen individually or in small groups with appropriate age ranges.		0.12

Building Name		
Meyersdale Area SD		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 14
Age Range Justification		FTE %
		0.05

Building Name		
Meyersdale Area SD		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 21
Age Range Justification		FTE %
Students are seen individually or in small groups with appropriate age ranges.		0.33

Building Name		
Meyersdale Area SD		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Multiple	11 to 14
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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MS LS 1	Multiple	Full-time (1.0)	03/28/2024 12:56 PM
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Building Name		
Meyersdale Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 14
Age Range Justification		FTE %
		0.2

Building Name		
Meyersdale Area MS		
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	Multiple	11 to 14
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 2	Secondary	Full-time (1.0)	03/28/2024 12:58 PM

Building Name		
Meyersdale Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.36

Building Name		
Meyersdale Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		0
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 1	Secondary	Full-time (1.0)	03/28/2024 12:58 PM

Building Name		
Meyersdale Area HS		
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	15 to 19
Age Range Justification		FTE %
		0.3

Building Name		
Meyersdale Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		0
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech & Language Support	Multiple	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Meyersdale Area SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		48
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 18
Age Range Justification		FTE %
The SLP serves the entire District in all three buildings. Students are serviced individually and/or in small groups in within their age range.		0.74

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Hearing Support	Secondary	Part-time (0.5)	03/28/2024 01:06 PM

Building Name		
Meyersdale Area HS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Secondary Life Skills	Secondary	Full-time (1.0)	03/28/2024 12:59 PM
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Building Name		
Meyersdale Area HS		
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%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 22
Age Range Justification		FTE %
The students are educated in an individual or small group setting within a Life Skills curriculum. Students are instructed with their identified specific IEP goals and /or objectives in a very individualized setting.		0.35

Building Name		
Meyersdale Area HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 22
Age Range Justification		FTE %
The students are educated in an individual or small group setting within a Life Skills curriculum. Students are instructed with their identified specific IEP goals and /or objectives in a very individualized setting.		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary Life Skills	Elementary	Full-time (1.0)	03/28/2024 01:00 PM

Building Name		
Meyersdale Area 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%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.1

Building Name		
Meyersdale Area El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Vision Support	Multiple	Full-time (1.0)	03/27/2024 01:08 PM

Building Name		
Meyersdale Area SD		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 21
Age Range Justification		FTE %
Students are seen individually.		0.06

Special Education Facilities

Building Name		Room #
Meyersdale Area HS		001 HS
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 30 feet, 0 inches	900sqft	32
Implementation Date		
2022-06-24		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Meyersdale Area El Sch		003 LSS
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 25 feet, 0 inches	625sqft	22
Implementation Date		
2022-06-24		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Meyersdale Area El Sch		001
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 30 feet, 0 inches	900sqft	32
Implementation Date		
2022-06-24		
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 #
Meyersdale Area MS		001 MS
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 30 feet, 0 inches	900sqft	32
Implementation Date		
2022-06-24		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Meyersdale Area HS		002 HS
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 30 feet, 0 inches	900sqft	32
Implementation Date		
2022-06-24		

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 #
Meyersdale Area HS		003 HS LSS
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 20 feet, 0 inches	400sqft	14
Implementation Date		
2022-06-24		
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 #
Meyersdale Area El Sch		002 LS
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 30 feet, 0 inches	900sqft	32
Implementation Date		
2022-06-24		
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 #
Meyersdale Area MS		002 MS ES AS
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 15 feet, 0 inches	300sqft	10

Implementation Date
2022-06-24
Uploaded Files

8Assurance Check

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

Special Education Support Services

9Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	District
Physical Therapist	.3	District Wide	Contractor
Occupational Therapist	.3	District Wide	Contractor
Social Worker	1	District Wide	District
Guidance Counselor	1	Elementary	District
Guidance Counselor	2	Secondary	District
Paraprofessionals	4	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
The Meyersdale School District will continue training in Applied Behavior Analysis (ABA) through PaTTAN's Autism Initiative for hands on, direct training in evidence-based practices for supporting students with Autism.			
Lead Person/Position		Year of Training	
Special Education Coordinator, Autism Support Trainers and/or Autism Classroom Coach		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	5	District Intermediate Unit PaTTAN	General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Non-Violent Crisis Prevention Intervention Training: Special Education Teachers, School Counselors, Paraprofessionals, School Officer, Coaches, and other related school staff will participate in CPI non-violent crisis intervention training with de-escalation training.			
Lead Person/Position		Year of Training	
Special Education Coordinator and Intermediate Unit 08		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

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Description of Training			
The District will continue with on-going training in the implementation of the School-wide Positive Behavior Intervention System (SWPBIS) including implementation, data analysis and Positive Behavior Support			
Lead Person/Position		Year of Training	
Special Education Coordinator, Elementary Principal, School Psychologist		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	Intermediate Unit	General Education Teachers Special Education Teachers

Description of Training			
Continue to refine the district's Multi-Tiered System of Support with Admin Team & Interventionists, Support and Coach Interventionists in Using Data to Target Intervention to Match Needs, Continue Resource Mapping in all Tiers, Expand programming to additional grade levels			
Lead Person/Position		Year of Training	
Elementary Principal, Special Education Coordinator		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Paraprofessionals at Meyersdale School District will continue to complete the minimum 20 hours of in-service and training on a yearly basis, with training relating to their individual assignments.			
Lead Person/Position		Year of Training	
Special Education Coordinator, District Administration, Human Resources Manager		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
20 total hours, trainings vary in duration	Varies	District Intermediate Unit	Paraprofessionals

Description of Training			
Paraprofessionals that assist in the administration of PSSA/PASA and/or Keystone state testing will participate in the yearly required online training.			
Lead Person/Position		Year of Training	
Special Education Coordinator, Building Level Principals		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	Each year (annually)	District Other	Paraprofessionals

Description of Training
Paraprofessionals will be invited to participate in CPI Non-violent Crisis Prevention Intervention Training along with CPR training and Vector Solutions (online

training management for K-12 School Staff).			
Lead Person/Position		Year of Training	
Special Education Coordinator, Building Level Principals, Human Resource Manager		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
Hours per Training varies in duration, depending if initial or recertification	Varies	District Intermediate Unit	Paraprofessionals

Transition

Description of Training			
The Special Education Coordinator will attend the Pennsylvania Transition Conference each summer and transition council meetings quarterly. The Special Education Coordinator will dispersed learned information with special teachers and parents that have students (ages 14-21) on purpose and goals transition such as post-secondary employee opportunities, technical school, military, and independent living at the students' IEP meetings. The District will continue to plan and meet the transition needs of all students 14 years and above. The District's progress will be monitored through Indicator 13.			
Lead Person/Position		Year of Training	
Special Education Coordinator		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
Varies (Typically, 1-2 hours)	At minimum, quarterly	District Intermediate Unit Other	Building Administrators

Description of Training
Training Related to Indicator 13 Requirements

Lead Person/Position		Year of Training	
Special Education Coordinator		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	At minimum 1 per year	District Intermediate Unit PaTTAN	Special Education Teachers

Science of Literacy

Description of Training			
In the area of MTSS training, reading specialists along with the elementary principal and school psychologist will communicate and collaborate on a monthly basis to review student progress in the area of reading. Collectively, the MTSS team will determine additional supports and/or individual student needs along with targeted additional trainings when needed for both general education and special education teachers.			
Lead Person/Position		Year of Training	
Special Education Coordinator, Elementary Principal, School Psychologist		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1-2 hours per training	At minimum, 6 trainings	District Intermediate Unit Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training

All special education teachers will successfully complete PaTTAN's Science of Reading Knowledge course.			
Lead Person/Position		Year of Training	
Special Education Coordinator, Building Principals		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
10	1	District PaTTAN	Special Education Teachers

Parent Training

Description of Training			
Parent training will include information in regards to the Transition process (ages 14-21) and agencies that can assist and offer services to students starting at 14 year of age.			
Lead Person/Position		Year of Training	
Special Education Coordinator		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	minimum 1/year	District Other	Parents Special Education Teachers

Description of Training	
Parent training will include information in regards to understanding the Special Education Evaluation Process and IEPs.	
Lead Person/Position	Year of Training
Special Education Coordinator, School Psychologist	2024 2025

		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	minimum 1/year	District	General Education Teachers Parents Paraprofessionals

Description of Training			
Overview of District Special Education Program including continuum of services, eligibility determination, related services, and other relevant information.			
Lead Person/Position		Year of Training	
Special Education Coordinator		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
0.5	minimum 1/year	District Other	General Education Teachers Parents Paraprofessionals Special Education Teachers Other

IEP Development

Description of Training	
The District will continue to provide focused training to special education teachers on completing transition-related sections of the IEP, including the transition grid.	
Lead Person/Position	Year of Training
Special Education Coordinator	2024 2025

		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	minimum of 1/year	District Intermediate Unit	Special Education Teachers Other

Description of Training			
All newly hired special education teachers with no previous experience will complete PaTTAN's Essentials of IEP Writing course, or a similar course if PaTTAN's is unavailable.			
Lead Person/Position		Year of Training	
Special Education Coordinator, School Psychologist		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
15	1	PaTTAN Other	Special Education Teachers