

Sullivan County SD

**Special Education Plan Report**

07/01/2018 - 06/30/2021

# District Profile

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## Demographics

PO Box 240  
 Laporte, PA 18626  
 (570)946-8200  
 Superintendent: Patricia Cross  
 Director of Special Education: Randi Dickinson

## Planning Committee

Name	Role
Randi Dickinson	Administrator : Professional Education Special Education
Mary McClintock	Administrator : Professional Education Special Education
Edward Pietroski	Administrator : Professional Education Special Education
Harold Stockdill	Community Representative : Professional Education Special Education
Janet Hayden	Ed Specialist - School Psychologist : Special Education
Megan Bohensky	Elementary School Teacher - Regular Education : Professional Education Special Education
Debbie Geist	Parent : Professional Education Special Education
Melissa Swift	Parent : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 124

### *Identification Method*

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

The Sullivan County School District utilizes the discrepancy model for identification of specific learning disabilities. When evaluating students to determine whether the student is a student with a disability, the school psychologist administers standardized assessments of cognitive ability and academic achievement to all referred students. The data is analyzed to determine whether there is a discrepancy indicative of a specific learning disability. Patterns of strengths and weaknesses are also analyzed when determining eligibility. Data from Title I is also utilized in the consideration. Additional data from curriculum based assessments, observations, parent and teacher in-put, medical information, record review and behavior rating scales are also a part of the evaluation. If the multi-disciplinary evaluation team determines the student's academic achievement and academic ability is substantially affecting the child's ability to learn, the team will then determine that the child is eligible for special education services under the learning disability category. Consideration is given to whether the discrepancy is due to lack of research based, appropriate instruction in reading, math or English as a second language.

### *Enrollment*

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

Not significantly disproportionate

### *Non-Resident Students Oversight*

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?

2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

No facilities for nonresident students currently exist in the boundaries of the Sullivan County School District.

### *Incarcerated Students Oversight*

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).

Once the Sullivan County School District is made aware of such situations, the Director of Special Education would immediately contact the facility where the child is incarcerated and speak to members of its educational department. The LEA would see that a consent to release information is made available, and forward all necessary documentation to the facility. The LEA would work closely with the facility to ensure FAPE.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Sullivan County School District makes a conscious effort to ensure that all students with disabilities are educated to the maximum extent appropriate with children who are non-disabled. The district follows the continuum of services to ensure that students are educated in the least restrictive environment. Special classes which separates students with disabilities from their non-disabled peers occurs only if the nature and severity of the disability is to the degree that education in the regular education classes with supplementary aides and services cannot be achieved. The

Sullivan County School District utilizes special education teachers as co-teachers in regular education classes to provide students with disabilities access to the general education classroom when appropriate.

At both the elementary and high school buildings, personal care aides are utilized to support students with more intensive needs. The co-teaching model that Sullivan County School District previously employed has been expanded to reach grades K-12 in all academic subjects. The learning support teacher and regular education teacher work cooperatively to support all students in the classrooms. Paraprofessional support is also utilized to aid students in both regular education and special education settings. Although a continuum of education is available, participation in the general education classroom with supports and services is considered first before any other placement. Per IDEA and Chapter 14 regulations, all evaluations for special education eligibility and need require review by a multi-disciplinary team. Supplementary aids and services are given first priority before consideration of more restrictive placement options. It is important to note that student placement decisions are based on need rather than convenience.

The district utilizes training through BLaST Intermediate Unit and PaTTAN, along with the Sullivan County District staff to provide professional development opportunities to the teachers within the district on special education services and interventions. Teachers participate in on-going trainings regarding co-teaching, behavior management, differentiated instruction, transition, autism, deescalation strategies, and writing legally defensible IEPs. The district consults with the Intermediate Unit for assistive technology support, vision and hearing support. The district takes advantage of the PaTTAN short-term loan program for assistive technology. Additionally, the Sullivan County School District works collaboratively with Include Me from the Start which is affiliated with the Arc of Pennsylvania. Include Me from the Start makes efforts to support teachers, students, and families in inclusion efforts.

To protect the privacy of the students placed in out of district placements, specifics will not be discussed in this section as the number of students is very low. The Sullivan County School District currently has four students in a variety of placements outside of the district. A majority of the placements were determined to be most appropriate for students based on transition needs. The placements provide the students with opportunities to participate in work based learning experiences. We have used other outside agency services to provide educational services to students with significant emotional and behavioral concerns, but we do not currently have any students that need that level of support. We do not currently have any students in IU classrooms outside of the district, but we have also utilized that resource in the past. The placements are considered for students based on IEP team decisions. Placement outside of the district is only considered when the IEP team feels that they have exhausted all other options for the students within the home district.

### *Behavior Support Services*

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
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.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

The district is committed to supporting students with behavioral needs in the least restrictive environment. Students will only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The staff receives on-going training that addresses positive behavior supports and de-escalation techniques. The Superintendent or designee will provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy. Restraint of a student is only used as a last resort when the student is in danger of injuring themselves or others. The use of restraints shall not be included in the IEP for the convenience of the staff, as a substitute for an educational program, or employed as punishment. The Sullivan County Elementary School has implemented School Wide Positive Behavior supports. The teachers and students continuously review expectations based on the behavior matrix that was developed by the School Wide Positive Behavior Team. Students are presented with a variety of positive incentives to encourage the use of good behavior. The elementary school also has a specific program (Bucket Filler) to promote positive behaviors.

If a Positive Behavior Support Plan (PBSP) is needed, then it is based on the results of a Functional Behavior Assessment (FBA). The plans focus on positive rather than negative or aversive techniques and ensure that students are free from unreasonable use of restraints. The staff members work closely with each other and parents to ensure continuity and fidelity of services.

The Sullivan County School District annually trains its crisis response team members in Quality Behavior Supports/Safety Care. This program provides safe and effective interventions and both deescalation and restraint strategies. De-escalation strategies training has also been provided to all teachers and paraprofessionals on a variety of occasions.

The Sullivan County School District is partnering with Friendship House to deliver Community and School-Based Behavioral Health (CSBBH) services to eligible students and their families. The CSBBH team consists of Friendship House staff, building level administrators, the special education director, and building guidance counselors. This team meets weekly to discuss students' needs. The Friendship House staff supports students in individual sessions, in the students' classrooms, in the community, and in their homes. The Sullivan County School District does have access to the Intermediate Unit's Behavioral Support team. The school district also works together with outside agencies such as Northern Tier Counseling (NTC) and Concern to provide additional supports to students. The school district also has effective Student Assistance Program (SAP) teams at both the elementary and high school buildings. These teams work through the appropriate procedures to refer students of concern to appropriate agencies.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The Sullivan County School District consistently provides FAPE for the students with special needs.. In the event that the district is having difficulty providing FAPE for a particular student or disability category, a variety of options do exist. The district first looks to provide programming within the district. The needs of the students are reviewed by the IEP team members to determine placement, services, and supports. The school district provides related services such as personal care aides, speech support, occupational and physical therapy when needed. The district maintains a cooperative relationship with outside agencies. The Sullivan County School District works closely with Northern Tier Counseling, Bradford/Sullivan MH/ID and Children and Youth Services. The district works collaboratively with the Intermediate Unit, OVR, SERVE, FUTURES, and Juvenile Probation of Sullivan County to ensure all students are provided with FAPE. The district also contracts with various hospitalization and day treatment programs. All placements, including those outside the district, are based on identified student needs. Although not needed at this point, the district will consider expansion of programs if deemed necessary to meet student needs.

### *Strengths and Highlights*

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The Sullivan County School District provides Special Education programs and services that meet the individual needs of students with disabilities. It is the goal of the school district to provide these supports in the least restrictive environment. Students with disabilities are given the opportunity to be educated alongside their non-disabled peers in grades K-12 if the IEP team agrees that is appropriate. Sullivan County School District has made great strides toward a more inclusive co-teaching model with supports occurring within the general education classroom. The staff continually demonstrates knowledge of the standards, which is reflected in the planning and implementation of the programs. Students are educated using the district's curriculum which is adapted as necessary to meet their needs. The teachers have been working diligently at developing differentiated materials to coincide with the curriculum. The professional staff is highly qualified. Both the professional and paraprofessional staff frequently seek out additional training opportunities to aid in professional growth. The special education staff collaborates with the regular education staff on many different levels. They participate in co-planning time, curriculum writing, data analysis, in-service preparation and participation, meetings to address individual student needs and quarterly staffing meetings. Sullivan County School District uses a web based IEP writing

system that allows the district to maintain accurate records and meet compliance. As a district, we network with parents to provide transition information through transition council. The opportunity for vocational training is available for eligible students through Northern Tier Career Center. Eligible students also participate in programs like SERVE, OVR, or the BLaST Explore program where they are provided with the opportunity to develop vocational skills, participate in worked based learning experiences, work with job coaches, and receive training to develop independent living skills. Sullivan County promotes parent participation in IEP development. The school district prides itself on developing a positive working relationship with parents transitioning from early intervention to school age. Early intervention and Head Start meetings are held to establish a cooperative working relationship. The district holds a kindergarten and 7th grade orientation. The administration respects the rights and legal issues pertaining to students with disabilities. The supervisory staff has an effective working knowledge of the needs of students, staff and families pertaining to programs, equipment and services.

The Sullivan County School District provides special education professional development to address autism, co-teaching, behavior support, de-escalation strategies, paraprofessional highly qualified status, transition and reading and math improvement. Teachers and paraprofessional staff are able to participate in additional conferences and professional development opportunities with prior approval.



# Assurances

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## Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of 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.
- Implementation of 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 District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of 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.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following 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.
- Assurance of 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.

## 24 P.S. §1306 and §1306.2 Facilities

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of	Type of Service	Number of Students Placed
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	Facility		
SERVE	Other	Community based vocational training	2
IU 17- EXPLORE program	Other	Work Based Learning Experience	2

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* September 8, 2015

*Reason for the proposed change:* The caseload was changed due to new identification of students, students moving into the district, and students advancing to the next grade.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	20	0.75
Locations:				
Sullivan County Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	3	0.25
Locations:				
Sullivan County Elementary School	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* September 8, 2015

*Reason for the proposed change:* This teacher will be supporting most students in a co-teaching environment. The students will be included in the regular education classroom for 100% of the day with the exception of times that they receive related services outside of the regular education classroom or as dictated in their IEPs. Students will receive supplemental services based on IEP team decisions. The change in caseload was due to new identification of students, students moving into the district, and students advancing in grades.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 14	20	0.75

Justification: Age variance is documented in the IEPs where necessary, scheduling minimizes over lap, and progress towards goals is not impeded.				
Locations:				
Sullivan County Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 14	3	0.25
Justification: Age variance is documented in the IEPs where necessary, scheduling minimizes over lap, and progress towards goals is not impeded.				
Locations:				
Sullivan County Elementary School	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #3

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* September 8, 2015

*Reason for the proposed change:* The caseload has changed due to students moving in and out of the district and new student identification.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 12	12	1
Justification: Age variance is documented in the IEP, scheduling minimizes over lap, and progress towards goals is not impeded.				
Locations:				
Sullivan County Elementary School	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #4

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* December 1, 2015

*Reason for the proposed change:* This change is due to students moving into the district and students advancing in grade.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 21	12	1
Justification: Age variance is documented in the IEP, scheduling minimizes over lap, and progress towards goals is not impeded.				
Locations:				
Sullivan County JR/SR highschool	A Junior/Senior High School Building	A building in which General Education programs are operated		

### Program Position #5

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 8, 2015

*Reason for the proposed change:* This teacher will be supporting most students in a co-teaching environment. The students will be included in the regular education classroom for 100% of the day with the exception of times that they receive related services outside of the regular education classroom or as otherwise indicated in their IEPs. Supplemental services will be provided if determined by the IEP team.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 16	20	0.75
Locations:				
Sullivan County JR/SR highschool	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 16	3	0.25
Locations:				
Sullivan County JR/SR high school	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #6**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 8, 2015

*Reason for the proposed change:* This teacher will be supporting most students in a co-teaching environment. The students will be included in the regular education classroom for 100% of the day with the exception of times that they receive related services outside of the regular education classroom or as otherwise indicated in their IEPs. Students will receive supplemental services if decided by the IEP team.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	20	0.75
Locations:				
Sullivan County JR/SR highschool	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	3	0.25
Locations:				
Sullivan County JR/SR high school	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #7***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 8, 2015

*Reason for the proposed change:* This teacher will be supporting most students in a co-teaching environment. The students will be included in the regular education classroom for 100% of the day with the exception of times that they receive related services outside of the regular education classroom or as otherwise indicated in their IEPs. Supplemental services will be provided based on IEP team decisions.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	20	0.75
Locations:				
Sullivan County JR/SR highschool	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 20	3	0.25
Locations:				
Sullivan County JR/SR high school	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* September 8, 2015

*Reason for the proposed change:* Due to the merging of a high school life skills position and an emotional support position we had a position available. This position will be used to co-teach students in K-2 in the elementary school. Students will receive supplemental learning support based on IEP team decisions.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	10	0.75
Locations:				
Sullivan County Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	3	0.25
Locations:				
Sullivan County Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #9**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* December 1, 2016

*Reason for the proposed change:* These numbers could fluctuate depending on students that are identified. Students are typically seen individually. Elementary students and high school students do not have sessions simultaneously.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 12	20	0.5
Justification: Students are seen in individual sessions and are not in the same classroom. Older students are not paired with younger students in group sessions.				
Locations:				
Sullivan County Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 19	20	0.5
Justification: Students are seen in individual sessions and are not in the room at the same time				
Locations:				
Sullivan County High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #10**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 8, 2015

*Reason for the proposed change:* A change in caseload was made due to new identification of students and students transitioning to the high school.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 14	56	0.85
Justification: The students either receive individual sessions or are in groups with similarly aged peers.				
Locations:				
Sullivan County Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 21	9	0.15
Justification: The students either receive individual sessions or are in groups with similarly aged peers.				
Locations:				
Sullivan County High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

### Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessionals	Elementary School	7
Paraprofessionals	Sullivan County High School	6
Special Education Secretary	District Office	1
Director of Special Education	Sullivan County School District	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	3 Days
Physical Therapy	Intermediate Unit	1 Days
School Psychologist	Intermediate Unit	3 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	Students identified with Autism will be offered a continuum of services. Staff will be trained in differentiation strategies and behavioral interventions.
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	2
<b># of Participants Per Session</b>	15
<b>Provider</b>	The LEA may use experienced teachers, approved conferences, IU resources, or PaTTAN resources to train teaching and paraprofessional staff.
<b>Provider Type</b>	The LEA may use experienced teachers, approved conferences, IU resources, or PaTTAN resources to train teaching and paraprofessional staff.
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Participants will gain knowledge in a variety of areas which may include best practices for teaching students with Autism, social skills curriculum, least restrictive environment, deescalation strategies, and assistive technology when appropriate.
<b>Research &amp; Best Practices Base</b>	All training materials will be based off of best practice research found through PaTTAN and PDE resources.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>



<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>School counselors</p> <p>Paraprofessional</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p>

## Behavior Support

<b>Description</b>	Teachers, paraprofessionals, and appropriate administrative staff will be trained in behavior management and deescalation techniques to minimize the frequency of restraints and the number of disciplinary exclusions for students with IEPs.
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021

<b>Program Area(s)</b>	Special Education
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### Professional Development Details

<b>Hours Per Session</b>	5.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	10
<b>Provider</b>	IU
<b>Provider Type</b>	appropriately trained teacher or IU instructor
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Participants will gain knowledge in behavior prevention, de-escalation strategies, and safe physical intervention strategies.
<b>Research &amp; Best Practices Base</b>	Quality Behavior Solutions Safety Care
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	Department Focused Presentation
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>Other educational specialists</p>

<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	annual training, data analysis, debriefing after crisis situations
<b>Evaluation Methods</b>	written test at the end of training sessions, data analysis, and debriefing after crisis situations

### Paraprofessional

<b>Description</b>	All district paraprofessionals will maintain highly qualified status and meet the requirement for 20 hours of annual training.
<b>Person Responsible</b>	Director of Special Education and Building Principals
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	7.0
<b># of Sessions</b>	9
<b># of Participants Per Session</b>	15
<b>Provider</b>	IU and School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Roles and Responsibilities of Paraeducators  CPR/First AID  Ethical Practices emphasizing Confidentiality  Overview of responsibilities in co-teaching environments  Deescalation, prevention and intervention techniques

<b>Research &amp; Best Practices Base</b>	PDE Highly qualified mandate
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Department Focused Presentation</p> <p>Online-Synchronous</p> <p>Online-Asynchronous</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	Peer-to-peer lesson discussion

	Journaling and reflecting
<b>Evaluation Methods</b>	Participant survey Review of written reports summarizing instructional activity

### Reading NCLB #1

<b>Description</b>	Participants will be given literacy based professional development in order to increase student reading performance as evidenced by growth model data, progress monitoring and curriculum based assessments.
<b>Person Responsible</b>	Building Principal and Director of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	15
<b>Provider</b>	School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	There will be ongoing professional development focused on student literacy. Teachers will gain knowledge in the areas of standards aligned systems and research based strategies for successful implementation of reading programs. Professional development time will also be used for curriculum development, alignment, and data driven decision making.
<b>Research &amp; Best Practices Base</b>	Research based literacy strategies will be introduced and practiced to increase growth in reading comprehension and fluency.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment

	skills and the skills needed to analyze and use data in instructional decision-making.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>Other educational specialists</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>

	Review of participant lesson plans
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## Transition

<b>Description</b>	The Director of Special Education will review transition plans annually. Transition meetings will be held for students receiving early intervention services prior to the student entering kindergarten. Transition counsel meetings will be held for all students receiving special education services prior to the students' graduation from high school.
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	20
<b>Provider</b>	IU transition coordinator
<b>Provider Type</b>	IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Special education teachers, students, and parents will be provided information in transition planning, assessment, and goal development.
<b>Research &amp; Best Practices Base</b>	IDEA and Chapter 14 Mandates will be used to guide transition services.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>

<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Series of Workshops Department Focused Presentation
<b>Participant Roles</b>	Classroom teachers Other educational specialists Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Staff meeting discussions, transition meetings
<b>Evaluation Methods</b>	Director of Special Education review of IEP transition plans.



# Special Education Affirmations

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We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. 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.
2. 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.
3. 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.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. 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.
6. 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.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*