

Shikellamy SD

Special Education Plan Report

07/01/2015 - 06/30/2018

District Profile

Demographics

200 Island Blvd
 Sunbury, PA 17801
 (570)286-3721
 Superintendent: Patrick Kelley
 Director of Special Education: Stephanie Michaels

Planning Committee

Name	Role
Wendy Arnold	Elementary School Teacher - Regular Education : Special Education
Frank Boyer	Elementary School Teacher - Regular Education : Special Education
Michael Egan	Administrator : Special Education
Michele Erdman	High School Teacher - Special Education : Special Education
Tina Hollister	Parent : Special Education
Debbie McLaughlin	Middle School Teacher - Regular Education : Special Education
Stephanie Michaels	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 514

Identification Method

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

The Shikellamy School District utilizes the Discrepancy Model when determining SLD identification.

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: <http://penndata.hbg.psu.edu/BSEReports>

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?

There are no 1306 facilities within Shikellamy 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).

Shikellamy School District previously contracted with the CSIU to provide services for students who are incarcerated and thought to need evaluation or are deemed eligible for special education. Communication between the Shikellamy Director of Special Education and high school counselors and the CSIU supervisors ensured implementation of the IEP.

However, on January 14, 2015, the Northumberland County Prison was closed due to fire. All students who were previously residing within NCP were relocated to state facilities. The district has worked with Department of Corrections that all paperwork such as IEP's and transcripts have been provided to the new LEA's.

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 Shikellamy School District has a continuum of services for eligible students residing in the district.

When students are school age, educational programs are considered on an individual basis. The continuum of services available for consideration range from regular education with appropriate supports and services to full time placements in district programs or out-of-district as appropriate, depending on individual student need. This determination is made by a team of individuals including the parents, student (if appropriate), regular education teacher, special education teacher, school psychologist, local education representative, and others as appropriate after goals and specially-designed instruction are determined. Upon review of the evaluation report, the team selects from the following placement options: regular education, regular education with supportive aids and services, speech and language support, life skills support, emotional support, and multiple disability support. The emphasis of all programs is to include the students to the greatest extent possible in the regular education setting utilizing necessary supports and services to insure access to instruction. Secondary team meetings are scheduled weekly to ensure appropriate supports are in place for students and teachers. Problem solving of individual situations occurs formally or

informally with members of IEP Teams. Shikellamy contracts with CSIU to provide various related services (occupational therapy, orientation and mobility, physical therapy, hearing and vision support, and social worker support) according to the needs of individual students. In-service training is provided in which specialists present training to staff to assist students in accessing the general education curriculum. All decisions concerning appropriate Special Education Services and programs for students, including the consideration of services and programs will be based upon the following practices:

1. The school district will assure that the placement decision is made at the IEP meeting following the development of goals and objectives, and progress monitoring and specially designed instruction.
2. The students full range of needs will be examined including socialization needs.
3. A full range of placement options will be available and considered. This will include supplemental aids and services.
4. Before a student is removed from the regular education environment, there will be a demonstration that education in that environment is not satisfactory even with supplemental aids and services.
5. If a restrictive program is proposed as preferable for a student, the question will be asked concerning the features that make it preferable. Could that program be offered in the home school, and if so, why then is the approach not from that direction?
6. When there is justifiable restriction for one part of the program, the IEP team will consider the elements of the curriculum and extra curricular opportunities for integrated activities.
7. Placement options are determined at the time of each individual child's IEP.. Special Education students are served in the regular education classes whenever it is deemed appropriate by the IEP team.

In addition, the District employs and/or contracts with CSIU 16 to provide a variety of specialists/therapists to furnish related services (hearing and vision support, orientation and mobility, autistic support, and behavior intervention, etc.) according to the needs of individual students. This provision also includes an in-service training component in which specialists present training to staff to assist students in accessing the general education curriculum. Additional services are secured from independent agencies as needed (Kidsworks, Inc. - OT, PT; Bayada Nursing-individual and classroom nurses as needed).

Speech and Language Support services are provided to eligible students at all grade levels using a range of services from consultation with regular education teachers to itinerant intervention. Regular education teachers play an integral part in providing for students' needs and special education teachers work with regular education teachers to the greatest extent possible. The District employs a total of 34 para educators at the present time. The role of these individuals varies from providing personal care to individual students to working with students in the regular education settings to support the inclusion model.

Autistic Support students at the elementary level are integrated into District classes and served through the CSIU and district classes that are located in the Shikellamy buildings.

Students requiring an in-depth Life Skills Support program at the High School level typically focus on the academic component of their program at Shikellamy while their vocational needs are met by volunteering with local business. Some students also participate in the Alpha Circle program, which

is a house that the students utilize to help them build their independent living skills which is run by the CSIU.

The District also supports educational services to students in partial hospitalization or residential programs outside the District as determined necessary by the IEP team.

Shikellamy School District participates in the Fair Share Plan by providing opportunity for students from other districts within the CSIU as well as surrounding communities, to attend classes at Shikellamy if space is available. The Shikellamy School District offers this opportunity for Emotional Support, Life Skills Support, and Autistic support.

The current supplementary aids and services that are utilized by Shikellamy School District are:

- Collaborative Aids: There is scheduled time for co-planning and team meetings for special and regular educators to work together with students they support. Co-Teaching occurs in all buildings and paraprofessionals are provided to classrooms and/or students who need the support in order to be successful within the classroom. There is ongoing professional development in the area of co-teaching and inclusion. We utilize CSIU support to assist team members when considering and utilizing assistive technology with individual students. All school personnel are included in collaborate in the development and delivery of Supplementary Aids and Services throughout the district.
- Instructional: The IEP teams determine what instructional modifications are needed for students. These can include but are not limited to: providing modified curricular goals, providing alternate ways for students to demonstrate learning, providing test modifications, providing instruction on functional skills in the context of the typical routines in the general classroom, changing method of presentation and providing instructional adaptations.
- Physical: IEP teams determine what physical modifications to the learning are environment are necessary. These can include but are not limited to: furniture arrangement, specific seating arrangements, individualized desks and chairs, adaptive equipment, and structural aids.
- Social-Behavioral: IEP teams provide the following supports and services to increase appropriate behavior and reduce disruptive or interfering behavior. These include but are not limited to: social skills instruction, counseling supports, peer supports, individualized behavior plans, modification of rules and expectations and cooperative learning strategies.

According to the most recent LRE data, Shikellamy school district did not meet the state performance plan targets for two areas in the year 2012-2013. The following data was obtained:

For students being educated inside the regular class 80% or more of the time the Shikellamy School District had 72.9% of students in this range with the state performance plan (SPP) target being 65%, this target was met; Students educated inside the regular class less than 40% was 10.1% for the district with the SPP being 8%; and students educated in other settings the district was 6.2% with the SPP being 3.3%. For all three areas, the district since 2011 has created a more inclusive environment bringing supplementary aids and services within the regular education classroom rather than remove the student from class. We have seen great success in this for our identified students within Shikellamy. There has been a slight increase in the area of educating students in other settings as our students with mental health and severe emotional needs have increased and

the supports that are necessary to keep them safe while being educated cannot be done within the regular school setting. We have also seen an increase in placements through the court system which the district does not have input to educational setting. The Director of Special Education holds monthly meetings along with for all of these students to obtain updates on their progress and to plan for their transition back to the regular education setting.

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

Shikellamy School Board Policy 113.1 Behavior Support for Students with Disabilities ensures that all behavior support programs are based on positive rather than negative measures. The Board acknowledges that all necessary district personnel must be trained in the proper use of specific procedures, methods and techniques. The behavior support methods and procedures must be applied in a nondiscriminatory manner and in full compliance with the requirements of applicable state and federal law. Prone restraints are prohibited by Shikellamy School District policy and are never used.

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 School District is currently providing services to all identified students. At all levels, special and regular education teachers design and implement the necessary adaptations and modifications needed for students to be successful in the general curriculum. IST strategies are used at the elementary levels and Student Assistance Teams (SAT) at the secondary schools. Data teams review progress of students monthly to address skill deficits. Students throughout the district are provided supplemental instruction for remediation up to extensions to address areas of needs. These teams meet regularly to review and discuss students academic, social and/or emotional needs that negatively affect their school success. Parent/ Teacher conferences are provided for all students K-12 to address needs that are impacting their education.

During the 2012-2013 school year the Shikellamy School District had minimal difficulty providing

FAPE to our students. Shikellamy School District LEA ensures that all students have appropriate educational placements prior to the start of the school year. Adhering to LRE, the majority of disabled students in Shikellamy are serviced within their home schools. The district contracts with Central Susquehanna Intermediate Unit #16 and neighboring school districts under our fair share plan to provide programs for low incidence populations and consolidate costs. At times during the school year the district has difficulty placing students who's needs require the services provided for Autistic Support Classes. In those instances we utilize the Inter-agency process when necessary in order to secure placements.

Through inter-agency planning, two county case workers work directly in our district to assist in serving students who may need outside agency support. This has shown to be effective when students are in crisis or family situations inhibit the education of a student. The District plans on the continued use of county case workers to assist in the increasing needs for mental health services for the school age population.

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.

Our Special Education department is fortunate enough to have two critical elements necessary to develop a solid program for all students with special needs. The Superintendent is committed and empathetic and the School Board is responsive to providing the necessary staff and supports to improve programming for all students.

The Shikellamy School District offers a variety of services to all struggling students in regular education. All elementary teachers maintain accountability for measuring student progress using benchmark testing in grades 3-5 quarterly to monitor progress toward meeting state standards. Classroom teachers have a better understanding of progress monitoring than ever before due to faculty in-servicing on best practices and professional development.

Data teams are an integral part of each building as students progress is reviewed and skills are identified which require remediation or extensions throughout their day. The districts' kindergarten program has been full day for the previous 10 years with positive outcomes. Additionally, first grade students may receive additional support through Reading Recovery. The district's elementary buildings qualify for Title 1 Services which are provided in grades K-3. All four elementary buildings also receive professional development through literacy coaches supplied through Title I service or district funds. High school students scoring at basic or below basic are eligible to increase their reading skills by participating in a mandated school reading program during the school day.

The Shikellamy School District offers a variety of services to all struggling students in regular education. DIBELS assessments are used in grades K-2 as a universal screening tool for early literacy skills. Students are identified who may need additional support and are further assessed. All

elementary teachers maintain accountability for measuring student progress using benchmark testing in grades 3-6 three times per year to monitor progress toward meeting state standards. Additionally, teachers across the district use fluency assessments and common curricular based assessments to measure student progress. Classroom teachers have a better understanding of progress monitoring than ever before due to faculty in-servicing on best practices and professional development. The Response to Instruction and Intervention process is implemented at all elementary schools in grades K-6.

The Shikellamy School Districts elementary buildings are also staffed by an Intervention Specialist who work to support individual students and classroom teachers through instructional interventions, programmatic supports and provision of resources. A multi-disciplinary evaluation is recommended only after supports and interventions have not produced the desired results. However at any point a parent can request to bypass the screening and pre-referral process by requesting an evaluation by the school district.

The district provides a full continuum of programming to students with disabilities. These range from itinerant to full-time placements as well as access to related services as provided by both the district and the CSIU. Each of the 4 elementary buildings offer a learning support resource room where students receive instruction in any major content area. In two of the elementary buildings the resource room has a classroom aide to provide additional drill and practice as directed by the special education teacher. As needed, the aides may be assigned to support individual students in their regular classroom for designated subject support.

The middle school provides resource level of support to students in areas of reading, math and communication arts. Shikellamy has four speech and language instructors and all other related services are contracted through the CSIU and outside agencies. Low incidence classes (autism support, emotional support, life skills support) are also purchased through the IU.

At the high school level, we have an assigned transition coordinator to oversee that students with disabilities are prepared to succeed in life. Through her extensive efforts all of our students have the ability to participate in transition services such as aptitude assessments, graduation plans, participation in the local vocational center, work study as well as competitive employment.

Our staff/administration communicate on a regular basis with one another and with parents. We have a record of no mediation, due process hearings, or complaints because we meet the needs of each individual child. The regular education teachers consistently make the necessary accommodations for the special education students in their classrooms. The regular education teachers make sure all special education needs students are included in all classroom programs and events. Our school district coordinates efficiently with our neighboring school districts for any new IEP students moving into our district that require services.

Assurances

Special Education Assurances

No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Five Star Emotional Support/Partial Hospitalization program	Other	Day treatment program addressing academics as well as counseling needs	7
CSIU Life Skills Resource Center	Special Education Centers	Work Activities Center and Apartment Living Setting within the district boundaries	20
Scranton State School for the Deaf	Other	Deaf/Hearing Support	1
Selinsgrove Middle School/High School	Neighboring School Districts	Life Skills support	3
Clancy	Other	Court appointed day treatment program addressing academics as well as counseling needs	1
Behavior Specialists Incorporated	Other	Partial hospitalization program addressing academics counseling and medication management	3
New Story	Other	Full time Autistic Support and Full Time Emotional Support	3
Western Pennsylvania School for the Deaf	Approved Private Schools	Deaf and Hard of Hearing	1
Milton Middle School	Neighboring School Districts	Multiple Disabilities Support(IU Class)	3

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Grace Beck Elementary (Tilford)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	21	1

Program Position #2

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Grace Beck Elementary (J.Smith)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	12	1

Program Position #3

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oaklyn Elementary (Leavens)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	13	1

Program Position #4

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Priestley Elementary (Pennington)	An Elementary School	A building in which General Education	Itinerant	Learning Support	6 to 9	14	1

	Building	programs are operated					
--	----------	-----------------------	--	--	--	--	--

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Priestley Elementary (Emerich)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	17	1

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Chief Shikellamy Elementary (Murphy)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	10	1

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Chief Shikellamy Elementary (Buck)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	21	1

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Priestley Elementary (M.Egan)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	25	0.75
Justification: Speech therapy is in small group with students of same age for therapy sessions.							
Shikellamy Middle School (M.Egan)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	10	0.25

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Chief Shikellamy Elementary (M.Naginey)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	56	1
Justification: Speech services are provided in group with students the same age for therapy session.							

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Beck Elementary (A.Naginey)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	51	0.75
Justification: Speech services are provided in small group with same age students for therapy sessions.							
Shikellamy High School (A.Naginey)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	16 to 19	4	0.25

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:*

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oaklyn Elementary (M.Dormer)	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	6 to 10	12	1
Justification: Students participate within regular education environment with same age peers; academics are individualized within the classroom as set forth by the IEP team.							

Program Position #12

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oaklyn Elementary (Platt)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	50	1
Justification: Speech services are provided in small groups with same age students for therapy sessions.							

Program Position #13

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shikellamy Middle School (Hollenbach)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	11	1

Program Position #14

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shikellamy Middle School (Kunkel)	A Middle School Building	A building in which General Education	Itinerant	Learning Support	11 to 14	13	1

		programs are operated					
--	--	-----------------------	--	--	--	--	--

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shikellamy Middle School (Franks)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	12	1

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shikellamy Middle School (Harvey)	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	12 to 15	13	1

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shikellamy Middle School (Hicks)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 14	12	0.5
Shikellamy High School (Hicks)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 19	8	0.5

Program Position #18*Operator:* School District

PROGRAM DETAILS*Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shikellamy High School (Erdman)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	17	1

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 20, 2014*Reason for the proposed change:* Teacher went from 0.5 FTE to 1.0 due to increase in student numbers.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shikellamy High School (Krieger)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	18	1

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shikellamy High School (Smith)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	20	1

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shikellamy High	A Senior	A building in which	Itinerant	Learning	15 to	16	1

School	High School Building	General Education programs are operated		Support	18		
--------	----------------------	---	--	---------	----	--	--

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shikellamy High School (Zimmerman)	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	15 to 18	9	1

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Chief Shikellamy Elementary (DePoe)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 10	9	1

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oaklyn Elementary (Fait)	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	6 to 9	8	1

Program Position #25*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oaklyn Elementary (Farrell)	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	9 to 12	6	1

Program Position #26*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Beck Elementary (Walter)	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	9 to 12	6	1

Program Position #27*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Multiple Buildings	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	8 to 19	9	0.25
Justification: Itinerant services are provided individually to students throughout the district across several buildings.							

Program Position #28*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shikellamy Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Deaf and Hearing Impaired Support	12 to 14	1	1

Program Position #29*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Multiple Buildings	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	8 to 13	6	0.25
Justification: Itinerant services are provided individually with students across several buildings.							

Program Position #30*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Multiple Buildings	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	7 to 11	12	0.5
Justification: Speech services are provided within a small group or individually with students of same age for therapy sessions.							

Program Position #31*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oaklyn Elementary (Grimm)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	13	1

Program Position #32*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shikellamy Middle School (Snyder)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	11	1

Program Position #33

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 21, 2013

Average square feet in regular classrooms: 288 sq. ft.

Square footage of this classroom: 288 sq. ft. (16 feet long x 18 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Chief Shikellamy Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 8	4	1

Program Position #34

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 20, 2014

Average square feet in regular classrooms: 600 sq. ft.

Square footage of this classroom: 280 sq. ft. (14 feet long x 20 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shikellamy High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	15 to 19	7	1

Program Position #35

Operator: Intermediate Unit

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 20, 2014

Average square feet in regular classrooms: 780 sq. ft.

Square footage of this classroom: 784 sq. ft. (28 feet long x 28 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Priestley	An	A building in	Full-Time	Multiple	5 to 7	4	1

Elementary	Elementary School Building	which General Education programs are operated	Special Education Class	Disabilities Support			
------------	----------------------------	---	-------------------------	----------------------	--	--	--

Special Education Support Services

Support Service	Location	Teacher FTE
Personal Care Aide (L.Notestine)	Grace Beck Elementary	1
Learning Support Para Professional (S.Herman)	Grace Beck Elementary	1
Learning Support Para Professional (L.Emerick)	Chief Shikellamy Elementary	1
Emotional Support Para Professional (Hare)	Chief Shikellamy Elementary	1
Emotional Support Para Professional (L.Eroh)	Chief Shikellamy Elementary	1
Personal Care Aide (S.Slodysko)	Chief Shikellamy Elementary	1
Personal Care Aide (Gallick)	Chief Shikellamy Elementary	1
Autistic Support Para-Professional (Beck)	Chief Elementary	1
Autistic Support Para Professional (J.Richards)	Oaklyn Elementary	1
Autistic Support Para Professional (Weikel)	Oaklyn Elementary	1
Personal Care Aide (J.Haines)	Oaklyn Elementary	1
Personal Care Aide (McCollum)	Oaklyn Elementary	1
Personal Care Aide (E.Snyder)	Oaklyn Elementary	1
Life Skills Para Professional (T.Shutt)	Oaklyn Elementary	1
Life Skills Para Professional (Bickel)	Oaklyn Elementary	1
Personal Care Aide (T.Feese)	Shikellamy Middle School	1
Personal Care Aide (K.Everett)	Shikellamy Middle School	1
Personal Care Aide (E.Rathfon)	Shikellamy Middle School	1
Personal Care Aide (D. Kratzer)	Shikellamy Middle School	1
Life Skills Para professional (T.Wolfe)	Shikellamy Middle School	1
Learning Support Para Professional (K.Snyder)	Shikellamy Middle School	1
Learning Support Para Professional (C.Osman)	Shikellamy Middle School	1
Emotional Support Para Professional (D.Rathfon)	Shikellamy Middle School	0.5
Emotional Support Para Professional (D. Rathfon)	Shikellamy High School	0.5
Life Skills Para Professional (S.Hinkle)	Shikellamy High School	1
Learning Support Para Professional (Kenney)	Shikellamy High School	1
Personal Care Aide (C.Kolovich)	Chief Shikellamy Elementary	1
Personal Care Aide (Donovan)	Shikellamy High School	1
Personal Care Aide (C.Heller)	Shikellamy High School	1
Personal Care Aide (M.Long)	Shikellamy High School	1
Personal Care Aide (A.McClusky)	Selinsgrove High School	1
Personal Care Aide (A.Heim)	Shikellamy High School	1
Personal Care Aide (Morrison-Becker)	Beck Elementary	1
Autistic Support Para Professional (Crawford)	Chief Shikellamy	1

Personal Care Aide (Ocker)	Shikellamy Middle School	1
Personal Care Aide	Shikellamy High School (Everett)	1
Learning Support Para Professional (Lindenmuth)	Shikellamy High School	1
Personal Care Aide (Walls)	Shikellamy High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	2 Hours
Occupational Therapy	Outside Contractor	5 Days
Physical Therapy	Intermediate Unit	2 Hours
Physical Therapy	Outside Contractor	2 Hours
Social Work Services	Intermediate Unit	5 Days
Orientation and Mobility	Intermediate Unit	25 Minutes

District Level Plan

Special Education Personnel Development

Autism

Description	<p>Students who are identified as students with Autism will be provided certified professional staff that poses the knowledge and skills necessary to meet their needs. Personnel development within this area would include the following activities:</p> <ol style="list-style-type: none"> 1. Participation in relevant trainings in spectrum disorders and availability to state-wide autism conference held each year. 2. Itinerant Autistic support personnel from the Central Susquehanna Intermediate Unit will meet with teachers and support staff at a minimum of two times a year or more if indicated by student needs. 3. On-site training to specific needs of student provided by CSIU, PaTTan and district staff. <p>The training which will be provided to staff is specific to build capacity to serve students in less restrictive settings and to shift Shikellamy LRE data in increasing our students being educated in regular education LRE settings more than being pulled out for services in a special education setting.</p>
Person Responsible	Director of Special Education
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	3
# of Participants Per Session	25
Provider	CSIU and District Staff
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Professional staff and support staff will have the opportunities to practice skills obtained through on-going trainings in their everyday practice within

	the classroom. Progress monitoring and daily logs will reflect knowledge gain from individuals working with students identified with Autism.
Research & Best Practices Base	Trainings will be provided by highly qualified staff educated in best practices set forth by research based initiatives provided by the state.
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<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>
Training Format	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Parents</p>
Grade Levels	<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>

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Journaling and reflecting</p>
Evaluation Methods	<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>Participant survey</p> <p>Portfolio</p>

Behavior Support

Description	<p>Special Education staff members, Building Administrators working with district Life skills, Emotional Support, and Autism will be trained in de-escalation techniques and nonviolent crisis intervention. Recertification will be provided to the above staff on an annual basis. Teachers and staff new to the above classrooms will be provided with the initial training to become certified. The district will ensure a highly qualified staff member participate in annual updated recertification training to be an official trainer for the school district.</p> <p>Evidence regarding the implementation of Positive Behavior Support strategies and De-Escalation techniques are documented through the following methods:</p> <ol style="list-style-type: none"> 1. District personnel trained in nonviolent crisis intervention are documented by both the Director of Special Education and the District Trainer . 2. All restraints are documented on the Restraint information System Collection website. 3. Student discipline information related to detentions, out-of-school suspensions, alternative to suspension, and expulsion are documented at the school and reported to both the district office and the office of Special Education Services. 4. All referrals to law enforcement are documented at the building level and reported to the district office as well as the office of Special Education Services. <p>Teams of building staff will be trained in de-escalation techniques through Safe Crisis Management or Safety Care Training. there will also be teams</p>
--------------------	---

	<p>reviewing training and being intially trained in developing Functional Behavior Support Plans and Positive behavior support plans.</p> <p>The training which will be provided to staff is specific to build capacity to serve students in less restrictive settings and to shift Shikellamy LRE data in increasing our students being educated in regular education settings more than being pulled out for services in a special education setting.</p>
Person Responsible	Director of Special Education
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	8.0
# of Sessions	3
# of Participants Per Session	12
Provider	District Staff
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<p>There will be two different trainings provided to staff. Professional development will be provided in de-escalation techniques and be annually updated in best practices. Positive Behavior support strategies will be presented to all district staff through in service days. The Shikellamy Middle School is working on developing a school wide positive behavior support program for all teachers to utilize throughout the day.</p> <p>This will also assist the Shikellamy School District in the area of Least Restrictive Environment as the IEP teams will be able to increase capacity in less restrictive settings due to the support the positive behavior supports training and de-escalation techniques will be able to provide to the staff.</p>
Research & Best Practices Base	Annual updates will provide best practices to all certified staff in the areas of positive behavior support and de-escalation techniques.
For classroom teachers, school counselors and education specialists	<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>Empowers educators to work effectively with parents and</p>

	community partners.
For school or LEA administrators, and other educators seeking leadership roles	<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>
Training Format	<p>School Whole Group Presentation</p> <p>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Related Service Personnel</p>
Grade Levels	<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>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p>
Evaluation Methods	<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>Participant survey</p> <p>Portfolio</p>

Paraprofessional

Description	<p>Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs.</p> <p>The training which will be provided to staff is specific to build capacity to serve students in less restrictive settings and to shift Shikellamy LRE data in increasing our students being educated in regular education settings more than being pulled out for services in a special education setting.</p>
Person Responsible	Special Education Director, Director of Education and Curriculum, Superintendent, Building Principals
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	3
# of Participants Per Session	25
Provider	District Staff, PATTAN Staff, CSIU Staff
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Paraeducators working with students with disabilities will maintain their highly qualified status by participating in annual trainings to update them in current practices and methodology.
Research & Best Practices Base	Paraprofessionals will participate in district level professional development opportunities to enhance their knowledge base when working with the special education students within the district.
For classroom teachers, school counselors and education specialists	<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>
For school or LEA administrators, and other educators seeking leadership roles	<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,</p>

	with an emphasis on learning.
Training Format	LEA Whole Group Presentation Series of Workshops Department Focused Presentation Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional
Grade Levels	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Journaling and reflecting
Evaluation Methods	Participant survey

Reading NCLB #1

Description	<p>District Special Education Staff members will be provided with a series of professional development opportunities focused on effective reading instruction at the elementary level. The training is mandatory for all Special Education staff and regular education staff who are utilizing the new Reading curriculum the district has adopted. The professional development will be multi-year as specific topics will be covered after the program is implemented within the district. Staff members will also receive intensive instruction in common core standards as they relate to reading instruction. Follow-up trainings will be provided to staff. Elementary teams will receive training on effective instruction skills, data analysis, decision making and interventions.</p> <p>The training which will be provided to staff is specific to build capacity to serve students in less restrictive settings and to shift Shikellamy LRE data in increasing our students being educated in regular education settings more</p>
--------------------	--

	than being pulled out for services in a special education setting.
Person Responsible	Director of Special Education, Director of Education and Curriculum
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	4.0
# of Sessions	6
# of Participants Per Session	20
Provider	District staff, Reading specialists, IU staff
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Professionals will gain knowledge in implementing the reading curriculum with fidelity and how to tie the curriculum in with the new Common Core standards. Training will be ongoing with specific components of reading curriculum including on-line supports. Continued support from Data teams to address skill groups developed in each building level and utilization of itinerant intervention specialists throughout the district.
Research & Best Practices Base	The district selected the curriculum due to the research and best practices with specific components within the curriculum which were tied with common core standards.
For classroom teachers, school counselors and education specialists	<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>
For school or LEA administrators, and other educators seeking leadership roles	<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</p>

	<p>an emphasis on learning. Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation Series of Workshops</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Paraprofessional Classified Personnel New Staff Other educational specialists</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring Journaling and reflecting</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Review of participant lesson plans Portfolio</p>

Transition

Description	<p>Currently all students 14 years of age or older and those that the IEP determined transition services are warranted prior to age 14 participate in a variety of transition activities. The district employs a transition coordinator to help facilitate this process. The district works with both the CSIU 16 staff and OVR along with various community agencies to facilitate this process. Post-</p>
--------------------	---

	<p>Secondary outcomes, Employment outcomes and Independent Living outcomes are considered for students receiving transition services. The current graduation rate for Shikellamy for the 12-13 was 70.% which is below the state graduation rate of 86.07%.</p> <p>The training which will be provided to staff is specific to build capacity to serve students in less restrictive settings and to shift Shikellamy LRE data in increasing our students being educated in regular education settings more than being pulled out for services in a special education setting.</p>
Person Responsible	Director of Special Education, High School Principal
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	4.0
# of Sessions	4
# of Participants Per Session	20
Provider	CSIU staff, district staff
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	<p>At the middle and high school levels, Shikellamy addresses transition from school to adult living aggressively. Transition planning begins at age 14 or younger if appropriate, and continues through graduation from high school. Planning includes a variety of activities and opportunities that allows the student to explore many career options. Activities vary widely and can include career opportunities within the community or a visit to a local college or university.</p> <p>The process begins with an interest profile to decide the career path that would best fit the student's needs and interests. It concludes with the student either being competitively employed within the community or their attendance at a community college, a technical/trade school, or university. Along the way, students are exposed to career exploration activities, community based training (CBT) opportunities, visits to colleges, community colleges, and universities, and a variety of work experience placements. They are encouraged to register to vote, obtain a driver's license or photo ID, register for selective service (males), and participate with outside agencies and organizations involved in the community. Students interested in attending a post secondary school are encouraged to participate in taking the PSAT, SAT, or ACT tests during their junior or senior year.</p>

	<p>The Shikellamy School District also encourages students to visit the institution of their choice with parents in order to make an informed decision about their future. Students are encouraged to become advocates for their interests, career goals, and academic needs within the school setting. They are taught how to disclose their disability to others in a way that will allow them to become fully engaged in activities within their school and community.</p>
Research & Best Practices Base	<p>The district has a dedicated transition coordinator who organizes job shadowing, field trips, college visits, and finds employers who are interested in cooperative placements for junior and senior students. One highlight of the district's transition services is the partnership with Sunbury Community Hospital, where students are volunteering in all departments. Twice a year, the district hosts transition clinics to introduce the students and their families to representatives to the various agencies. During the clinic, the student is given the opportunity to lead the discussion about his/her plans for post secondary education, work, and/or daily living. The team offers suggestions and provides direction for the students and families. This is a very successful method of assisting students in their post school planning.</p>
For classroom teachers, school counselors and education specialists	<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>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<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>
Training Format	Series of Workshops

Participant Roles	Classroom teachers Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers
Evaluation Methods	Participant survey Portfolio

Special Education Affirmations

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.

No signature has been provided

Board President

Affirmed by Ned Sodrick on 3/26/2015

Superintendent/Chief Executive Officer