

North Schuylkill SD

Special Education Plan Report

07/01/2016 - 06/30/2019

District Profile

Demographics

15 Academy Lane
Ashland, PA 17921
(570)874-0466
Superintendent: Robert Ackell
Director of Special Education: Knute Brayford

Planning Committee

Name	Role

Core Foundations

Special Education

Special Education Students

Total students identified: 374

Identification Method

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

The North Schuylkill School District presently uses the discrepancy model to identify students with specific learning disabilities. The decision-making process includes assessment on standardized norm referenced IQ and achievement tests to be used in conjunction with classroom performance, data from state and local assessments, and input gathered from parents and educational staff. A student may be identified as having a specific learning disability (SLD) when all four criteria of the definition for SLD are met:

1. Failure to meet age or grade level state standards or lack of adequate achievement in one or more of the following eight areas: listening comprehension, oral expression, written expression, basic reading skills, reading fluency skill, reading comprehension, mathematics calculation and mathematics problem solving
2. Discrepancy: Patterns of strengths and needs indicating a severe discrepancy between intellectual ability and academic achievement based on norm-referenced measures of intellectual ability and achievement levels
3. Documentation that the following factors have been excluded from consideration- vision, hearing or motor/orthopedic problems/disabilities; intellectual disability; emotional disturbance; cultural factors and/or limited English proficiency; environmental or economic disadvantage
4. Documentation that the student has received instruction using research-based instructional practices in the core content areas of reading and math by highly qualified professionals

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>

The district is showing disproportionalities in the areas of Speech and Language and overall percentage of special education students.

Enrollment data from the 2013-2014 Special Education Data Report indicates that North Schuylkill School District is disproportionate in our number of students who are identified as Speech & Language impaired and our overall percentage of special education students. North Schuylkill's procedures for referring and assessing a student for Speech & Language impairment begin with a universal screening prior to a student enrolling into Kindergarten. These students as well as other referred students are monitored by SLP and are given interventions over time before a formal evaluation is requested.

In the area of Speech and Language, the district will provide professional development to the general education teachers on strategies to use within the general education classroom to help with speech and language.

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?

Currently there are no facilities located in the North Schuylkill School District providing services to nonresident students per Section 1306 of the PA Public School Code. In the event that a facility providing services to 1306 students moves to the North Schuylkill School District, the district will fully comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under section 1306 of the Public School Code as indicated below:

Education

al Programs for Students in "Non-Educational" Placements: 22 Pa. Code Section 14.102 (a)(2)(xiii)

Host School District Responsibilities

Under Section 1306 of the Pennsylvania School Code, the host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The host district is responsible for providing the educational program for students, including students with disabilities who are placed

in that facility, and for ensuring the provision of a “free appropriate public education” for eligible children with Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA) and for “qualified handicapped students” with Service Agreements in accordance with § 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15.

The host school district cannot refuse to educate a student in a regular or special education program in a regular public school unless 1) a court order requires that the child be educated at the residential facility; 2) a current IEP and NOREP, or a service agreement under 22 PA Code Chapter 15, requires a different placement; 3) the child is currently expelled from his or her last educational placement due to a weapons offense (see, 24 P.S. § 13-1317.2(e.1)) or 4) the student is in an “interim alternative educational setting” and placed in accordance with the IDEA (see, 34 C.F.R. § 300.530 (c), (d)(5), and (g)). Students may not be presumptively assigned to alternative education programs for disruptive youth; such placements must be made in accordance with federal and state disciplinary protections referenced in the BECs;

(1) Alternative Education for Disruptive Youth

(http://www.education.state.pa.us/portal/server.pt/community/purdon%27s_statutes/7503/alternative_education_for_disruptive_youth/507342), and

(2) Enrollment of Students

(http://www.education.state.pa.us/portal/server.pt/community/purdon%27s_statutes/7503/enrollment_of_students/507350).

For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host district must consider the educational placement options to educate the student in the host district’s public schools. If the host district and parent through the IEP or Service Agreement process determine that an alternative educational setting will appropriately address the student’s educational needs, the host school district is responsible for providing the student with a Free Appropriate Public Education (FAPE) and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and §504 of the Rehabilitation Act. For students eligible for services under Chapter 14, this means the host school district is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. Similarly, the host school district is responsible for conferring or meeting with the family and for developing a Service Agreement for a “qualified handicapped student” pursuant to Chapter 15.

Child Find Responsibility

In addition to ensuring that an appropriate educational program is provided, the host school district has Child Find responsibility for children “thought-to-be” eligible for special education services and/or accommodations within the host school district’s jurisdiction. This responsibility includes locating, identifying, and evaluating all §1306 students with suspected disabilities, including but not limited to evaluating students for whom a request for an evaluation has been made. In fulfilling the Child Find obligation, the host school district cannot rely entirely on information from the facility, but must make independent efforts to ascertain whether eligible students are present. If a host school district suspects that a child may be eligible for special education or for a Service Agreement under 22 PA Code Chapter 15, the host district must seek informed consent to initiate evaluation

procedures from an individual who meets the definition of parent in the IDEA, a surrogate parent appointed by the host district, or a person appointed by a court to provide such consent. If a child who is "handicapped" under Section 504 or is identified by a school district as thought-to-be disabled and in possible need of specially designed instruction under IDEA and Chapter 14, the host school district should procedurally move forward with a special education evaluation under IDEA and Chapter 14. One indication that a child is thought-to-be-eligible may include a determination by the host district, parent, or a professional that the child's educational needs cannot be met in a regular public school setting.

For children suspected as IDEA eligible students, the host district is responsible for maintaining contact with the student's district of residence for the purpose of keeping the district of residence informed of its plans for educating the student and seeking the advice of that district with respect to the student.

Educational Decision-makers

If neither the parent of a child who is eligible or thought-to-be- eligible for special education nor an individual who meets the definition of parent in the IDEA can be located, the host district must appoint a surrogate parent

Transferring Students

During the §1306 student's tenure in the children's institution, the host school district must ensure that: all students have access to education; students with disabilities receive FAPE in accordance with their IEPs or Service Agreements; and all mandated procedural protections are provided. Host and district of residence may agree in writing to a different arrangement for the division of educational and procedural responsibilities for students identified as IDEA eligible, but they must receive approval by PDE after notice to and an opportunity for comment by the parents of the student

If the student has an IEP from the previous school district, the host school district must without delay convene an IEP meeting to determine whether the child's IEP should be revised, whether the student can be educated in the public schools of the host district, or whether some other placement option is appropriate for the child. If the child's parent cannot attend the IEP meeting in person, the host school district must take steps to ensure that the parents are included in the IEP meeting, including informing parents they can participate through a teleconference call or other appropriate means in the same way the host school district would facilitate the participation of the parents of its resident children.

Until a new IEP is developed for the child by the IEP team including the parent, the child must receive services comparable to those in the existing IEP. The host district is responsible for monitoring the educational progress and reviewing educational services for the student on a continuous basis and at least as often as report cards are issued. The host school district is also responsible for maintaining contact with the resident school district with respect to the student's placement and progress.

The parent and the host district should, if feasible, make a decision as to the appropriate educational

placement of the child before the student arrives at the facility. However, in any case, the student must be attending a school program within five school days of the student's admission to the institution. If the information or an individual necessary to make an informed decision about the appropriate educational placement of the child is not available within the 5-day period, and if the parent agrees, the host school district can arrange for or authorize the child's education at a school program located at the facility until the host district and parent can make a formal decision regarding the student's educational placement. If no parent can be identified, the child can temporarily be educated at the facility if there is a clinical recommendation that the child should not attend public school. In either case, the final decision regarding the child's education placement must be made without delay.

In order to facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least 2 weeks prior to the student's planned discharge from the residential program, if possible. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new host district.

In making a decision about where to educate a student, consideration should be given to the courses that would be available to the child in the proposed program, the qualifications of the staff, the program's ability to provide FAPE and comply with the other requirements of IDEA and Chapter 14 or §504 of the Rehabilitation Act and Chapters 15 or 16 of Title 22 of the Pennsylvania Code (as applicable to the individual child), and whether the program will prepare the student to meet any applicable promotion and/or graduation requirements.

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).

Currently there are no facilities located in the North Schuylkill School District for incarcerated students.

If a student within the boundaries of the district is incarcerated, the district ensures the proper judicial authorities receive the necessary educational records to ensure FAPE. Additionally, upon release, the district requests educational records to assist the student in making a successful transition back to his/her home school district. The district also makes every attempt to participate in IEP meetings.

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 North Schuylkill School District provides a continuum of educational service options for school-age students identified with a disability and are in need of special education programming. To meet student need in the least restrictive environment, IEP teams consider the full range of options on the continuum, including, regular education to out-of-district placements. The educational starting point; however, for identified students is within the district and within the general education setting with the use of supplementary supports and services to the maximum extent appropriate. Placement decisions are made only after IEP teams consider the amount of supplementary aides and services that are needed to support the student in the least restrictive environment.

The North Schuylkill School District advocates for inclusion at all instructional levels, while remaining committed to providing the special education services each student needs in order to access the general education curriculum with success. IEP teams also include the provision of supplementary supports and services, as appropriate, so that students can participate in nonacademic and extracurricular activities. In the event that the district is unable to provide services to a student in the least restrictive environment, the district immediately contacts the Intermediates Unit, agencies, or other local school districts to assist in providing FAPE for each student within the district.

The North Schuylkill School District presently offers the following itinerant and supplemental services for students within the two district buildings: Learning Support, Emotional Support, Autistic Support, and Life Skills Support. Additional supports are also offered within the district by contractors in the areas of Hearing and Vision Support, Physical Support, Audiological Support, and Orientation and Mobility. Full time placements are addressed by IEP teams in placements outside of the district, namely in the areas of Emotional Support and Autistic Support. The district also utilizes four speech therapists, an occupational therapist and a COTA as well as two Social Workers, and two school psychologists. There are also 32 paraprofessionals

At North Schuylkill Elementary a Child Study Team and an Elementary Student Assistance Program (ESAP) Team are utilized with an Instructional Support Teacher (IST). At the North Schuylkill Junior Senior High School a Child Study Team and SAP team is also in place. The school district supports the practice of finding and identifying students in need of programming. The district further serves to provide programming and services that allow for an education in the least restrictive environment. Removal from the regular education environment occurs when education in that environment cannot be achieved satisfactorily, even with supplementary supports and services. All students with IEP's are valued members of the school community and have equal access to school activities and

instructional programming, as appropriate to their educational strengths and needs, and their ability to make meaningful progress toward their IEP goals within the general education curriculum. The North Schuylkill School District uses the RTII model in our "intervention time" that is incorporated grades K-6. In addition, the district works with IU #29 and attends workshops regarding the MTSS model. The district has been working jointly with the local intermediate unit and neighboring school districts to develop an effective early intervening program that provides students with research-based instructional strategies in key areas of weakness in the content area of reading.

North Schuylkill uses the PDE SAS website to create our curriculum map in addition to access standards. All district professional employees were trained in development and delivery of the SAS to facilitate success for all students.

In terms of the SPP targets and the district's percentages in the Indicator 5 section- Educational Environments, the district made two of the three target areas. Target areas SE Inside the Regular Class 80% or more and SE Inside Regular Class less than 40% were achieved. The district did not make the target in SE in other Settings. The SPP target was 3.3% and while the state was at 4.3%, the district was at 5.4%. The district will continue to provide supplementary supports and services to support a reduction in the number of students in other settings, it should be noted that multiple placements are parent requests, outside agency placements, and student adjudication. Beginning in the 2014/2015 school year, a supplemental emotional support classroom was opened at the North Schuylkill Junior/Senior High school. This allowed the district educate students within the district who were previously education in an out of district 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.

North Schuylkill School District has two policies, 113.1 and 113.2, that support students with disabilities in the area of discipline and behavior support.

The district's behavior support program is based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures; including de-escalation techniques have been exhausted. Restraints are not used to control acute behavior and are only used when the student is acting in a manner that presents a clear and present danger to him/her or others (staff and students) and the less intrusive measures were unsuccessful. Restraints are not to be administered for the convenience of staff, as punishment, or as a substitute for appropriate educational programming.

Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

If a student requires use of restraints, the procedure is outlined in the students' IEP via a Positive Behavior Support Plan. The parent of the student is also contacted and notified as soon as practical on the use of the restraint(s) and to schedule an IEP meeting within ten (10) days of the use of the restraint(s), unless the parent agrees in writing to waive the meeting.

Restraints may only be included in a student's IEP if the following criteria are met:

- used in conjunction with a Positive Behavior Support Plan
- used in conjunction of teaching socially appropriate alternatives to behavior
- staff are properly trained and sanctioned by the district
- Behavior Support Plans includes effort to eliminate restraints

The district has a team of trainers certified using the JKM Model of Safe Crisis Management (SCM). A certified crisis team is in place in each of the two district buildings. Trainings are offered annually for recertification in SCM by the "trainers' team" and the crisis intervention teams. The "training team" also provides in-service presentations specifically on de-escalation techniques for all students and specifically on students with autism. Per Chapter 10, Safe Schools, a *Memorandum of Understanding* exists between the local police authority and the school district. The local force is issued an invitation to attend in-service on de-escalation training sessions. Additionally, all district paraprofessionals are also in serviced on behavior management strategies and techniques.

All restraints are recorded through the RISC System in a timely manner by the Director of Special Education.

The district also employs two social workers and two school psychologist to assist with students requiring services. At the elementary level guidance staff host peer groups such as "Lunch Bunch" and "Reading Buddies" to foster and develop appropriate social skills. Students can also be assigned a mentor through the ESAP program. At the high school level there is also a Mentor Program through the SAP program and a "Friends Forever" group to foster and develop relationships. Additionally the district welcomes and partners with outside agencies to build support for students who provide various levels of social skills training.

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 North Schuylkill School District is dedicated to working with state and local agencies as well as neighboring school districts to provide high quality and appropriate services to all eligible students. There are occasions when the unique needs of the student present in a manner that locating an educational LRE for an eligible student may be problematic. Through interagency coordination and/or CASSP meetings the provision of FAPE in the LRE has been met via an approved private

school, residential treatment facility, or a neighboring school district.

Traditionally the district has been successful in locating appropriate educational programming for all of its students. At times, to meet need, an interim placement may occur until a CASSP meeting can be held or parent(s) can visit an alternate site. CASSP meetings have been the conduit for coordination between county and regional services.

When appropriate and necessary, outside agencies are included as team members at IEP meetings to assist in developing educational programming.

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 North Schuylkill School District's Special Education Department provides programs and services in accordance to PA Chapter 14 and Individual with Disabilities Education Improvement Act (IDEIA). The following are highlights and strengths of the program:

- The district is committed to educating all students in the least restrictive environment to the maximum extent appropriate
- IEP teams make individual decisions about placement, related services, and the use of supplementary services as a means to provide FAPE
- The district utilizes a web based application for special education documentation compliant with PDE Chapter 14 regulations
- A full continuum of placement options is available to meet student need
- All professional staff are certified or highly qualified in the areas where they provide instruction
- All para-professional staff members are highly qualified and receive no less than 20 hours of training annually, including CPR/First Aid (re)certification
- Co-teaching occurs across core disciplines in both the elementary school and the junior senior high school setting
- Common planning periods are provided for regular and special education teachers at all grade levels
- The high school offers a school store to foster pre-vocational skills in conjunction with the regular education accounting students.
- Child Study Team meets monthly at North Schuylkill Elementary to track progress of targeted students
- The district participates in the local Transition Council

- Professional staff working with students age 14 and older document a record of transition activities via a "transition folder" and "transition grid" throughout the students' high school tenure
- Student Assistance Program teams are available in both North Schuylkill Elementary and the North Schuylkill Junior Senior High School
- The district participates in the School- Based ACCESS Program, which is used to support special education programming
- The district supports an in house "training team" in Safe Crisis Management
- A Safe Crisis Management Team exists in each building
- Community based vocational opportunities exist for secondary level students
- A district van to transport students to their community-based instruction and prevocational job sites
- Technology rich programs assist in facilitating inclusion and preparing students for post-secondary living
- All students are assessed using DIBELS at the elementary school and beginning with the 2016-2017 school year 4Sight testing to assist in instructional decision making
- All students at the high school are assessed using CDT testing
- Study Island is utilized as a benchmark assessment tool in addition to AIMS Web
- North Schuylkill incorporates the RTII model during our "intervention time" in grades K-6.
- North Schuylkill also works with IU #29 and attends workshops on the MTSS model.
- North Schuylkill had offered its students the opportunity to participate in the 21st Century Community Learning Center- After School Programming prior to the 2015-2016 school year; however due to the state budget not being passed, the grant has been applied for but not yet granted.
- The Spartan Task Force is a community-based multidisciplinary committee that meets quarterly to address academic, social, and behavioral needs of the students through programming
- Trainings are provided through PaTTAN and the Intermediate Unit 29 for staff and parents
- The district funds trainings for staff provided by outside agencies and entities

Assurances

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
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	Facility		Placed
Schuylkill Intermediate Unit - Maple Avenue campus	Special Education Centers	Emotional Support, Austistic Support, Lifeskills Support, Specific Learning Disability	*
Behavioral Health Associates	Approved Private Schools	Emotional Support	*
Schuylkill Learning Academy	Special Education Centers	Emotional Support	*

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: February 8, 2016

Reason for the proposed change: special education plan

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	6	0.3
North Schuylkill Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	1	0.7

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: February 8, 2016

Reason for the proposed change: special education plan

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill School District	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	6	0.3

North Schuylkill School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	1	0.7
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Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill School District	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	13	0.65
North Schuylkill School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	4	0.35

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill School District	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	7	0.4
North Schuylkill School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	5	0.6

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

Implementation Date: February 8, 2016

Reason for the proposed change: special education plan

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill School District	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	8	0.4
North Schuylkill Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	2	0.6

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: February 8, 2016

Reason for the proposed change: special education plan

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill School District	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	14	0.7
North Schuylkill School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	1	0.3

Program Position #7

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: February 8, 2016

Reason for the proposed change: special education plan

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill School District	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	8	0.4

North Schuylkill School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	4	0.6
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Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 12	5	0.6
Justification: For the Itinerant Emotional Support Program at the elementary school, the caseload is beyond age range. The students, however, are in separate grade levels and are not serviced at the same time.							
North Schuylkill School District	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 12	4	0.4
Justification: For the Itinerant Emotional Support program at the elementary school, the caseload is beyond age range. The students however are in separate grade levels and are not services at the same time.							

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 12	4	1
Justification: The Life Skills classroom will exceed the three year age range. The variance in ages will allow to keep the students within their home school setting, while meeting the individual needs of the IEPs. Age range waivers have been completed.							

Program Position #10*Operator:* School District

PROGRAM DETAILS*Type: Class**Implementation Date: February 8, 2016**Reason for the proposed change: special education plan***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 8	2	0.6
Justification: The Autistic Support classroom will exceed the three year age range. The variance in ages will allow to keep students within their home school setting, while meeting the individual needs of the IEPs. Age range waivers have been completed.							
North Schuylkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	3	0.4
Justification: The Autistic Support classroom will exceed the three year age range. The variance in ages will allow to keep the students within their home school setting while meeting the needs of the IEPs. Age range waivers have been completed.							

Program Position #11*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: February 8, 2016**Average square feet in regular classrooms: 713 sq. ft.**Square footage of this classroom: 713 sq. ft. (31 feet long x 23 feet wide)**Reason for the proposed change: special education plan***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 13	11	1
Justification: For the Learning Support classroom, the caseload is beyond age range. The students however are in different grade levels and are not serviced at the same time.							

Program Position #12*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: February 8, 2016**Reason for the proposed change: special education plan***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	5	1

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	9	0.65
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	1	0.35

Justification: For the Learning Support classroom, the caseload is beyond age range. The students however are in different grade levels and are not serviced at the same time.

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	9	0.65
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education	Itinerant	Learning Support	13 to 15	1	0.35

		programs are operated					
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Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	9	0.3
Justification: For the Learning Support classroom, the caseload is beyond age range. The students however are in different grade levels and are not serviced at the same time.							
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 19	2	0.7
Justification: For the Learning Support classroom, the caseload is beyond age range. The students however are in different grade levels and are not serviced at the same time.							

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	10	0.65
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	1	0.35

Program Position #17*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: February 8, 2016**Reason for the proposed change: special education plan***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	10	0.65
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	1	0.35

Program Position #18*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: February 8, 2016**Reason for the proposed change: change in age from 13 years old to 12 years old as low age***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A special education Center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 19	14	1

Justification: The age range in the Supplemental Life Skills class at the North Schuylkill Junior/Senior High School exceeds the four year allowable age span mandated by Chapter 14.141(f). The student population of these classes is a low incidence population and parents of the students have indicated their desire to have their children educated within the North Schuylkill District. Age range waivers have been completed.

Program Position #19*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: February 8, 2016**Reason for the proposed change: special education plan*

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 18	17	0.47
Justification: For the Itinerant Learning Support Program at the Junior/Senior High School, the caseload is beyond age range. The students, however, are in separate grade levels and are not serviced at the same time.							
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	13 to 21	1	0.33
Justification: For the Itinerant Learning/Autistic Support Program at the Junior/Senior High School, the caseload is beyond age range. The students, however, are in different grade levels and are not serviced at the same time.							
North Schuylkill Junior/Senior high School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 16	4	0.2

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 21	9	0.7
Justification: For the Emotional Support program at the high school, the caseload is beyond age range. The students however are in different grade levels and are not serviced at the same time.							
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 21	2	0.3
Justification: For the Emotional Support program at the high school, the caseload is beyond age range. The students however are in different grade levels and are not serviced at the same time.							

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

Implementation Date: February 8, 2016

Reason for the proposed change: special education plan

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	10	0.65
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	1	0.35

Program Position #22

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: February 8, 2016

Reason for the proposed change: special education plan

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 20	10	0.65
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 20	2	0.35

Program Position #23

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: February 8, 2016

Reason for the proposed change: special education plan

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill Elementary School	An Elementary	A building in which General	Itinerant	Speech and Language	5 to 13	24	1

	School Building	Education programs are operated		Support			
Justification: For this Itinerant Speech and Language Support Program at the elementary school, the caseload is beyond age range. The students however are in separate grade levels and are not serviced at the same time.							

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	27	1
Justification: For this Itinerant Speech and Language Support Program at the elementary school, the caseload is beyond age range. The students however are in separate grade levels and are not serviced at the same time.							

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	29	1
Justification: For one of the Itinerant Speech and Language Support Programs at the elementary school, the caseload is beyond age range. The students, however, are in separate grade levels and are not serviced at the same time.							

Program Position #26*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill Junior Senior High	A Junior/Senior	A building in which General	Itinerant	Deaf and Hearing	11 to 17	5	0.1

School	High School Building	Education programs are operated		Impaired Support			
Justification: For the Deaf and Hearing impaired Support Program at the high school, the caseload is beyond age range. The students however are in separate grade levels and are not serviced at the same time.							

Program Position #27*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	9 to 15	1	0.04
Justification: Although the age difference exceeds the limit, the students are serviced with age appropriate peers and do not overlap in their service time.							

Program Position #28*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 25, 2014*Average square feet in regular classrooms:* 578 sq. ft.*Square footage of this classroom:* 578 sq. ft. (34 feet long x 17 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill Jr. Sr. High Schoo.	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 21	12	1
Justification: The program is for a Jr. Sr. High School grades 7 - 12. Age waivers will be included in the IEP when necessary.							

Program Position #29*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 31, 2015*Average square feet in regular classrooms:* 693 sq. ft.*Square footage of this classroom:* 414 sq. ft. (23 feet long x 18 feet wide)*Reason for the proposed change:* class implemented 8/31/15**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 12	2	0.5
Justification: The Autistic Support classroom will exceed the three year age range. The variance in ages will allow to keep the student's within their home school setting, while meeting the individual needs of the IEPs. There are students who do not receive instruction in the classroom at the same time, due to being in different grade levels.							
North Schuylkill School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	9 to 12	4	0.5
Justification: The Autistic Support classroom will exceed the three year age range. The variance in ages will allow to keep the student's within their home school setting while meeting needs of the IEPs. There are students who do not receive instruction in the classroom at the same time, due to being in different grade levels.							

Program Position #30*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 31, 2015*Average square feet in regular classrooms:* 578 sq. ft.*Square footage of this classroom:* 414 sq. ft. (23 feet long x 18 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 21	8	0.4
Justification: The program is for junior/senior high school grades 7-12. Age waivers will be included in IEPs when necessary.							
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 21	2	0.6
Justification: The program is for junior/senior high school grades 7-12. Age waivers will be included in IEPs when necessary.							

Program Position #31*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition

Implementation Date: February 12, 2016

Average square feet in regular classrooms: 792 sq. ft.

Square footage of this classroom: 792 sq. ft. (36 feet long x 22 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	1	0.7
North Schuylkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	6	0.3

Program Position #32

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: February 12, 2016

Average square feet in regular classrooms: 800 sq. ft.

Square footage of this classroom: 320 sq. ft. (20 feet long x 16 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 21	10	1

Justification: For this Itinerant Speech & Language Support program at the high school, the caseload is beyond age range. The students, however, are in separate grade levels and are not serviced at the same time. Age waivers will be included in IEPs when necessary.

Program Position #33

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: February 12, 2016

Average square feet in regular classrooms: 800 sq. ft.

Square footage of this classroom: 320 sq. ft. (20 feet long x 16 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill High School	A Junior/Senior High School Building	A building in which General Education programs are	Itinerant	Learning Support	17 to 21	1	0.35

		operated					
North Schuylkill High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 21	8	0.65

Program Position #34*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* February 12, 2016*Average square feet in regular classrooms:* 800 sq. ft.*Square footage of this classroom:* 800 sq. ft. (40 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Schuylkill High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	1	0.35
North Schuylkill High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	9	0.65

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	North Schuylkill School District	2
Social Worker	North Schuylkill School District	2
Special Education Director	North Schuylkill School District	1
Occupational Therapist	North Schuylkill School District	1
Certified Occupational Therapy Assistant	North Schuylkill School District	1
Paraprofessional	North Schuylkill School District	32
Secretary to the Special Education Director	North Schuylkill School District	1
Supervisor of Special Education	North Schuylkill School District	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy	Outside Contractor	240 Minutes
Audiological Services	Intermediate Unit	76.25 Minutes
Orientation and Mobility	Intermediate Unit	70.83 Minutes
Behavior Interventionist	Intermediate Unit	5 Days
Blind Visual Impairment	Intermediate Unit	168.75 Minutes
Occupational Therapy	Outside Contractor	236.25 Days

District Level Plan

Special Education Personnel Development

Autism

Description	The goal of the North Schuylkill School District is to have all staff, including paraprofessionals and related service providers, educated, equipped, and knowledgeable of Autism Spectrum Disorders and remain up to date with methods, interventions, instruction, techniques, and materials that are needed to ensure all students with Autism are successful and educated in the Least Restrictive Environment.
Person Responsible	Supervisor of Special Education
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	10
Provider	District, PaTTAN Consultants, PDE, IU Consultants, or other community providers
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Participants will learn about instructional strategies, modifications, and other accommodations for students on the Autism spectrum. They will become familiar with speech needs, sensory needs, and behavioral needs that frequent the disorder.
Research & Best Practices Base	Best practices in the field of Autism require that instruction in

	communications with adults and peers, social skills, and behavior.
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>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 an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</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>Creating lessons to meet varied student learning styles</p> <p>Joint planning period activities</p>
Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data; Standardized student assessment data other than the PSSA; Participant survey; By participating in these trainings, North Schuylkill's teachers will become more comfortable and familiar with inclusive practices for students with Autism. North Schuylkill's Special Education data report will reflect more students being included in the general education curriculum.

Behavior Support

Description	<p>Training on functional behavioral assessments (FBA), positive behavior support plans (PBSP), goal development, and progress monitoring in the area of behavior. Staff will utilize positive behavior intervention strategies to facilitate appropriate social interactions for students with disabilities so that behaviors do not impede the student's learning or that of others.</p> <p>Within each year of the plan, professional staff will be given opportunity to attend professional development activities sponsored by PDE, PaTTAN, the local intermediate unit, the district, or other service providers to enhance their knowledge base of evidenced-based best practices as they relate to behavior support.</p> <p>Training will be provided to identified staff. Staff will be given in-service opportunity on de-escalation techniques to be implemented prior to a crisis team being requested.</p> <p>The SCM team trainers will attend recertification trainings annually as to train the Crisis Teams in each building of the district. The district trainers also offer the local police department opportunity to participate in any SCM trainings offered. All training is sanctioned and provided by JKM, Inc. Trainings will e</p>
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	<p>provided to all staff to provide information and techniques for positive behavioral interventions, incident prevention, proven deescalation techniques, and post-interventions strategies. Ongoing trainings will be provided to district staff regarding SAP process for supporting students with behavioral issues and services by the school psychologists.</p> <p>De-escalation trainings will stress the importance of listening with empathy, trying to understand where the person is coming from. Staff will gain an understanding where the person is coming from. Staff will gain an understanding of how their behavior directly relates to student behavior.</p> <p>The use of physical intervention is taught to school teams only as an emergency intervention to respond to an individual posing an immediate danger to self or others. Physical restraints interventions such as self prevention techniques, non-aversive releases, escorts, and therapeutic holds are taught to be used only as a last resort when all other attempts to calm escalating behavior have been tried and failed.</p> <p>Sign-in sheets and agendas for training.</p>
Person Responsible	Director of Special Education
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	5.0
# of Sessions	3
# of Participants Per Session	15
Provider	District, IU Consultants, PaTTAN Consultants, PDE, community agencies
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	The development of Positive Behavior Plans that are not punitive in nature and the use of 'best practice' in the field. Instruction in skill building will be documented in the IEP through progress monitoring on the goals and activities on an individual basis.

Research & Best Practices Base	The use of positive de-escalation techniques and minimize the use of restraints for any student except in situations where there is a risk of injury to self or others. .
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>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 an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</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>

	High (grades 9-12)
Follow-up Activities	<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>Lesson modeling with mentoring</p> <p>Joint planning period activities</p> <p>Journaling and reflecting</p>
Evaluation Methods	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. review of restraint and discipline data; There will be a reduction in discipline referrals by 2%; Participant survey; Review of written reports summarizing instructional activity; North Schuylkill's number of students that require a Safe Crisis Management restraint will be reported annually to PDE and reviewed by the Administrative team to determine if additional training is necessary.

Paraprofessional

Description	<p>The North Schuylkill School District will continue to enhance the training for paraprofessionals. Paraprofessional staff will demonstrate skills necessary to foster independence among students and/or facilitate their inclusion in the general education setting. Paraprofessionals are required to attain 20 hours of trainings each year. Topics will be selected based on special education mandates, current issues, student achievement, and data. 100% of our paraprofessionals will complete 20 hours of trainings per year as evidenced by submission of any certificates earned at trainings and/or sign in sheets verifying attendance as trainings.</p>
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Person Responsible	Special Education Supervisor
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	12
# of Participants Per Session	32
Provider	District, PaTTAN Consultants, PDE, IU Consultants, or other community providers
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Paraprofessionals will gain knowledge in stated subject areas to improve their interaction with students and enhance their understanding of various topics.
Research & Best Practices Base	Presentations will be presented on current issues within special education and additional topics as per staff requests.
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>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>

	Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	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. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops
Participant Roles	Classroom teachers Paraprofessional New Staff
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Lesson modeling with mentoring Journaling and reflecting Para educator sharing of strategies and ideas
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey 100% paraprofessional attendance

Reading NCLB #1

Description	Teachers will complete a series of trainings on differentiated instruction in the areas of reading for co-teaching instructors within the elementary school and
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	high school settings.
	Training schedule, agenda and sign-in sheets and student reading levels will be documented.
Person Responsible	Supervisor of Special Education
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	5
# of Participants Per Session	10
Provider	District, IU Consultants, PaTTAN Consultants, PDE, community agencies
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Staff will be able to differentiate instruction through the use of research-based programs that provide consecutive instruction, stimulates students as learners, shares learning intentions, and provides feedback that motivates students with a deficit in reading.
Research & Best Practices Base	Differentiated instruction provides different opportunities of learning to students in order to be sure that students are learning successfully.
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>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	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional

leadership roles	<p>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>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>Other educational specialists</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>Analysis of student work, with administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p> <p>Journaling and reflecting</p>
Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey

	<ul style="list-style-type: none"> The co-teachers will work together to improve instruction, learning, & improve proficiency levels by 15% throughout the duration of this plan; Student PSSA data; Standardized student assessment data other than the PSSA; Classroom student assessment data; Teachers will monitor PVASS data on a regular basis to determine student's progress in Reading or ELA.
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Transition

Description	<p>Students with disabilities will demonstrate the skills necessary to make the successful transition to school age programming, to employment, to post-secondary options, and/or to adulthood.</p> <p>In each year of the plan, professional staff will be given the opportunity to attend professional development activities sponsored by PDE, PaTTAN, the local intermediate unit, the district, or other service providers to enhance their knowledge base of evidenced-based best practices.</p> <p>Staff will also be given the opportunity to collaborate on programming at least once monthly with secondary support staff providing programming for students who are transition age. Follow up required Indicator 13 trainings will be administered within our cohort.</p> <p>Parents will be offered, no less than once a year, training on germane special education topics. Trainings will be provided by the local Intermediate Unit, PaTTAN, community agencies, or the district. Public advertisements via web and local media, regular mail, and emails will be disseminated to parents/guardians and students to advertise trainings. Additionally, a community postsecondary transition event will be scheduled to assist parents in the knowledge of transition options.</p> <p>Evidence of the action step being completed will be a record of attendance, pre/post surveys and/or advertisement of the action step.</p>
Person Responsible	Supervisor of Special Education
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
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# of Sessions	5
# of Participants Per Session	5
Provider	District, IU Consultants, PaTTAN Consultants, PDE, community agencies
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	An understanding of the services available to students and parents/guardians. Additionally, to plan for the utilization of the services available to best meet the needs of each student.
Research & Best Practices Base	The district uses the best practices related to transition in the areas of assessment, IEP development, goals, and transition activities for each student. The IEP reflects the present levels and all activities at age 14.
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>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>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Classified Personnel</p> <p>New Staff</p>

	Other educational specialists 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 Peer-to-peer lesson discussion Journaling and reflecting
Evaluation Methods	Classroom student assessment data Participant survey Review of participant lesson plans

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.

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

Board President

No signature has been provided

Superintendent/Chief Executive Officer