

Mount Carmel Area SD
Special Education Plan Report
07/01/2015 - 06/30/2018

District Profile

Demographics

600 W 5th St
 Mount Carmel, PA 17851
 (570)339-1500
 Superintendent: Bernard Stellar
 Director of Special Education: Monica McKerns-O'Donnell

Planning Committee

Name	Role
Peter Cheddar	Administrator : Professional Education Special Education
Kelly Crissman	Ed Specialist - School Psychologist : Professional Education Special Education
Christopher Cunningham	High School Teacher - Regular Education : Professional Education Special Education
Lori Heath	Elementary School Teacher - Regular Education : Professional Education Special Education
Cheryl Heyer	Elementary School Teacher - Special Education : Professional Education Special Education
Kelly Lesko	High School Teacher - Special Education : Professional Education Special Education
Monica McKerns - O'Donnell	Administrator : Professional Education Special Education
Susan Nestico	Administrator : Professional Education Special Education
Gregory Sacavage	Administrator : Professional Education Special Education
Bernard Stellar	Administrator : Professional Education Special Education
Michele Stellar	Parent : Professional Education Special Education
Edward Stellar	Community Representative : Professional Education Special Education
Lisa Varano	Administrator : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 282

Identification Method

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

The Mount Carmel Area School District utilizes the discrepancy model to identify students with specific learning disabilities.

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?

Not Applicable. The Mount Carmel Area School District is not a host to any facilities which require obligations under Section 1306 of the Public School Code.

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).

The CSIU#16 oversees the location, identification, evaluation, and when deemed eligible, a free appropriate public education of district students who are incarcerated.

When a district student is incarcerated, the Mount Carmel Area School District is notified by the Northumberland County Court or the Mount Carmel Area District office. The Mount Carmel Area School District notifies the Central Susquehanna Intermediate Unit #16 if the incarcerated student requires special education services. The Central Susquehanna Intermediate Unit #16 and the Mount Carmel Area School District will collaborate on a regular basis to ensure that special education programming is meeting the student's individual needs.

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.

Children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are non-disabled.

Special classes or separate schooling of children with disabilities occurs only if the nature of severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved.

The Mount Carmel Area School District is committed to educating all students with non disabled peers to the maximum extent possible. The child study team concept and response to intervention are cornerstone to its success. The District has adopted effective practices to support students with disabilities in the general education setting. District policies and procedures have been implemented to ensure that they are aligned with an inclusive approach to supporting students with Individualized Education Plans. The District allocates sufficient resources for personnel and organizational support to sustain a comprehensive inclusive approach to the delivery of special education services. District policies facilitate the active participation of students with disabilities in

school sponsored clubs, extracurricular activities and events. The District supports ongoing professional development for personnel to increase their capacity to implement a free and appropriate placement for all students. Strategies and activities related to inclusive practices for administrative staff, teaching staff and families is ongoing. Families are also invited to participate in District sponsored professional development activities focused on inclusive education.

The following supplementary aids and services are used within the district to ensure that students are educated in the least restrictive environment:

Collaborative-

Adults working together to support students

- Scheduled time for common planning and team meetings
- Instructional arrangements that support collaboration (e.g., co-teaching, paraprofessional support)
- Professional development related to collaboration
- Guided support for team members in the use of assistive technology for individual students
- Scheduled opportunities for parental collaboration

Instructional -

Development and delivery of instruction that addresses diverse learning needs

- Providing modified curricular goals
- Providing alternate ways for students to demonstrate learning
- Providing test modification
- Providing alternate materials and/or assistive technology
- Providing instruction on functional skills in the context of the typical routines in the general classroom
- Changing method of presentation
- Providing research-based supplementary materials
- Providing instructional adaptations (e.g., preteaching, repeating directions, extra examples and nonexamples)

Physical -

Adaptations and modifications to the physical environment

- Furniture arrangement in environments
- Specific seating arrangements
- Individualized desk, chair, etc.
- Adaptive equipment
- Adjustments to sensory input (e.g., light, sound)
- Structural Aids (e.g., wheelchair accessibility, trays, grab bars)

Social-Behavioral -

Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior

- Social skills instruction
- Counseling supports

- Peer supports
- Individualized behavior support plans
- Modification of rules and expectations
- On premises School Based Behavioral Health team

Educational placement - LRE (indicator 5)

(a) 56.3% of students in the Mount Carmel Area School District are educated inside the regular class 80% or more of the day: The District did not meet its SPP Target in this area. The District is working to increase the percentage of time that special needs students spend in regular education settings in order to expose them to grade and age appropriate curriculum with increased supplemental aides and services to ensure their success.

(b) 8.7% of students in the Mount Carmel Area School District are educated inside the regular class less than 40% of the day. The District did not meet its SPP Target in this area. The District is working to increase the percentage of time that students with special needs students spend in regular education settings in order to expose them to grade and age appropriate curriculum with increased supplemental aides and services to ensure their success.

(c) 6.9% of students in the Mount Carmel Area School District are served in separate schools, residential facilities, or homebound/ hospital placements. The District did not meet its SPP Target in this area.

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.

The Mount Carmel Area School District has the following policy in place for positive behavioral supports for students:

When the Mount Carmel Area School District's IEP team determines a student's behavior is likely to disrupt learning, the behavior is addressed in the student's IEP. Programs to manage or to change behavior are in place. A functional behavioral assessment is completed to determine the cause of the behavior, what is maintaining the behavior and positive approaches to help children manage or correct their behaviors. The Mount Carmel Area School District routinely updates the functional behavioral assessment and positive behavior support plan to ensure that the student's behavioral needs are being met. Additional data is available supporting the student's modification.

Discipline does not include the following

:

-Use of restraints and/or corporal punishment

- Punishment for behavior which is caused by the student's disability
 - Spaces from which the student cannot readily exit
 - Noxious substances
 - Deprivation of basic rights
 - Treatment in a demeaning nature-
 - Prone restraints when the student is held face down on the floor
 - Suspension or removal from classes for disciplinary reasons that form a pattern
- Before a student is excluded from school for more than 10 school days in a row or 15 total school days in any one school year for disciplinary reasons, an IEP team meeting including the student's parent/guardian takes place. During that meeting, a "manifestation determination" is completed by the multidisciplinary team to determine if the behavior was a manifestation of his or her disability. Children with disabilities are not disciplined for behaviors that are related to or are manifestations of their disabilities. If the IEP team decides that the student's behavior was not related to the disability, the child's placement may be changed for disciplinary reasons. The parent has the right to request a due process hearing to challenge any decision of the Mount Carmel Area School District IEP team.
- In addition, the Mount Carmel Area School District has also trained all staff and students on its system of School Wide Positive Behavior Support. This system focuses on reinforcing positive behaviors. The district also uses APL strategies, where positive behaviors are modeled and students are retrained if a negative behavior occurs. Retraining is the process of demonstrating the proper, positive behavior that should have occurred and having the student put that behavior into practice.
- The District also has a team of staff members who are trained in Safe Crisis Management, which includes the use of de-escalation techniques.
- The District also has an in-house School Based Behavioral Health team located in each building.

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 Mount Carmel Area School District has been successful in providing FAPE and related services to all students in compliance with the Pennsylvania State and Federal regulations. The programs that are currently in place include related services that help benefit students in special education programs (special transportation; speech, physical and occupational therapy; school health, transition services, psychological counseling; hearing services; and other services as needed). Upon

a parent request, an independent evaluation can be obtained. It is the Mount Carmel Area School District's goal to ensure that children with disabilities are educated to the maximum extent appropriate with children who are not disabled. All resources are available to all students. The District makes every attempt to find placement for students with severe, unique or specialized needs.

The appropriate services include

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- Learning Support
- Emotional Support
- Life Skills Support
- Speech and Language Support
- Autistic Support
- Private Alternative Education Setting Outside of the District
- Intermediate Unit Programs
- Work Foundations Plus

The District also collaborates with Northumberland County offices such as Children and Youth, MHMR, Probation and Parole. The district also works with agencies such as Children's Service Center which operates the district housed School Based Behavioral Health team, Safety Net Counseling which provides in home therapy services as well as therapeutic support services, and Home Keepers which provides wrap around services which also includes a family therapeutic component.

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 Mount Carmel Area School District provides Special Education programs in the elementary and junior-senior high school settings in order to meet the needs of the exceptional student according to IDEA. The Special Education programs and services include the following:

- The Mount Carmel Area School District has moved to an inclusionary system. It serves as a preventative model that utilizes data to make its decisions. The Mount Carmel Area School District has adopted inclusive practices in grades K through 12. Staff training continues to be the key to providing an appropriate individualized educational inclusion program. The Mount Carmel Area School District selects teachers based on experience and willingness to ensure that the goals of the IEP are met.
- Programs which students find meaningful and enjoyable.
- Programs/workshops which parents of students with special needs find productive and conducive to their child's needs.

- A strong transition component. Students who are in the junior-senior high school explore opportunities for careers, higher education, independent/ residential living and are given the opportunity to contact service providers for eligible students. Formal meetings with parents and students in conjunction with IEP teams provides opportunities for success in effective transition planning and services for students. Students and parents take part in transition clinics and meetings with the Office of Vocational Rehabilitation (OVR) to further discuss and explore options for life after high school.
- Supportive after school and in-school activities. Educational field trips, community service activities, supporting the efforts of local non-profit organizations, etc.
- Continues to provide an educational atmosphere where special education students are provided meaningful inclusive experiences with their non-disabled peers.
- Extensive participation of special education students in extra-curricular activities such as sports, clubs, and after school activities.
- IEP educational goals aligned to the Pennsylvania Academic Standards, Common Core standards, and district curriculum.

Assurances

Special Education Assurances

No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Northumberland County Prison	Incarcerated	Central Susquehanna Intermediate Unit #16	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Behavioral Specialists Inc. PHP	Approved Private Schools	Academics, behavioral support, counseling	3
Safety Net PHP	Approved Private Schools	Academics, behavioral support, counseling	1
New Story School	Approved Private Schools	Autistic and emotional support, behavioral support,	6
Work Foundations Plus	Special Education Centers	Career preparation	1
Five Star Program	Approved Private Schools	Academics, behavioral support, counseling	2
Shamokin Area SD Autistic Support	Neighboring School Districts	Secondary Autistic Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 26, 2015

Reason for the proposed change: increase in special education student population

PROGRAM SEGMENTS

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE
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		Type		Type	Range		
Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	12 to 18	9	1

Justification: Per 22 Pa Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have the student in a classroom that exceeds a 4 year age span.

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 26, 2015

Reason for the proposed change: increase in special education student population

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mount Carmel Area	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 18	25	1

Justification: Per 22 Pa Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have the student in a classroom that exceeds a 4 year age span.

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 26, 2015

Reason for the proposed change: increase in special education student population

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	25	1

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 26, 2015

Reason for the proposed change: increase in special education student population

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 16	30	1
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Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 26, 2015*Reason for the proposed change:* increase in special education student population**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mount Carmel Area	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	12 to 18	10	0.5
Justification: Per 22 Pa Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have the student in a classroom that exceeds a 4 year age span.							
Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 18	10	0.5
Justification: Per 22 Pa. Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have the student in a classroom that exceeds a 4 year age span.							

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 26, 2015*Reason for the proposed change:* Correction of spelling error**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 18	8	1
Justification: Per 22 Pa Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have the student in a classroom that exceeds a 4 year age span.							

Program Position #7*Operator:* School District

PROGRAM DETAILS*Type: Class**Implementation Date: March 26, 2015**Reason for the proposed change: correction of spelling error***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	6 to 12	10	1
Justification: Per 22 Pa Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have the student in a classroom that exceeds a 3 year age span.							

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
Mount Carmel Area	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 13	9	1

Program Position #9*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: March 26, 2015**Reason for the proposed change: correction of spelling error***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mount Carmel Area	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 10	17	1
Justification: Per 22 Pa Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have the student in a classroom that exceeds a 3 year age span.							

Program Position #10*Operator: School District***PROGRAM DETAILS***Type: Class*

Implementation Date: March 26, 2015

Reason for the proposed change: increase in special education student population

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 9	30	1

Program Position #11

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 26, 2015

Reason for the proposed change: increase in special education student population

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	30	1

Program Position #12

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 26, 2015

Reason for the proposed change: increase in special education student population

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	30	1

Program Position #13

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 26, 2015

Reason for the proposed change: Decrease in level of support needed by some students.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 8	2	0.4
Justification: Per 22 Pa Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have the student in a classroom that exceeds a 3 year age span.							
Mount Carmel Area	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	4	0.6

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 26, 2015*Reason for the proposed change:* increase in special education student population**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mount Carmel Area	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 14	5	0.5
Justification: Per 22 PA Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have the student in a classroom that exceeds a 3 year age span.							
Mount Carmel Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 14	10	0.5
Justification: Per 22 PA Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have students in a classroom that exceeds a 3 year age span.							

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 26, 2015*Reason for the proposed change:* District took over the IU class.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	5 to 8	10	1

Program Position #16*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: March 26, 2015**Average square feet in regular classrooms: 999 sq. ft.**Square footage of this classroom: 1120 sq. ft. (28 feet long x 40 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 19	25	1

Program Position #17*Operator: School District***PROGRAM DETAILS***Type: Class and Position**Implementation Date: March 26, 2015**Average square feet in regular classrooms: 999 sq. ft.**Square footage of this classroom: 1120 sq. ft. (28 feet long x 40 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 14	8	1

Justification: Per 22 Pa. Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have the student in a classroom that exceeds a 3 year age span.

Special Education Support Services

Support Service	Location	Teacher FTE
Speech and Language Therapy	Mount Carmel Area School District	1
Social Work	Mount Carmel Area SD	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
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Occupational Therpay	Intermediate Unit	25 Hours
Physical Therapy	Intermediate Unit	2 Hours
Deaf and Hard of Hearing	Intermediate Unit	4.5 Hours
Social Work	Intermediate Unit	5 Hours
Speech Language Therapy	Outside Contractor	35 Hours
Speech Language Therpay	Intermediate Unit	5 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	Students, staff, and parents will have a better understanding of autism, including collective differences and similarities in communication, social interaction, sensory, learning, and movement.
Person Responsible	Dr. Monica McKerns-O'Donnell, Special Education Coordinator
Start Date	8/26/2015
End Date	6/15/2018
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	5.0
# of Sessions	4
# of Participants Per Session	250
Provider	IU, PaTTAN, ARC of Pennsylvania, and Eduplanet21
Provider Type	Various
PDE Approved	Yes
Knowledge Gain	<p>These trainings will guide participants toward a greater understanding and a heightened awareness of those who have an autism spectrum disorder such as Autism, Asperger's Syndrome and Pervasive Developmental Delay. Trainings will provide information on student functioning, matching instructional strategies to student needs, social skills, and Applied Behavioral Analysis (ABA).</p>
Research & Best Practices Base	<p>In recent years the number of students receiving individualized education plans under the Individual with Disabilities Education Act (IDEA) disability definition of autism has significantly increased in Pennsylvania. This increase suggest a need for school-based programs for students with autism that are well structured and based on the principles of ABA.</p> <p>The goal is to assist teams in delivering evidence based interventions for children with autism. A unifying aspect of effective intervention is a basis in clearly defined performance</p>

	standards, reliable progress monitoring, procedural descriptions of instructional practices, and teacher responsiveness to student progress within a well-sequenced list of skills targeted for instruction. In short, the characteristics of applied behavior analysis clearly overlap with the qualities of effective instruction. Applied Behavior Analysis is a systematic process to achieve socially significant outcomes based on a scientific approach to human 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>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</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>Classified Personnel</p> <p>New Staff</p> <p>Other educational specialists</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	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles
Evaluation Methods	Participant survey

Behavior Support

Description	The district will see a decrease in student discipline referrals both at the elementary and junior/senior high school levels. The district will also see an increase in student achievement due to the amount of time that staff and administration will be able to spend on academics rather than discipline.
Person Responsible	Lisa Varano (HS) and Susan Nestico (ES)
Start Date	8/26/2015
End Date	6/29/2018
Program Area(s)	Professional Education, Special Education, Student Services, Gifted Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	5
# of Participants Per Session	250
Provider	APL Associates, IU, PaTTAN, Eduplanet21, Modern Teacher
Provider Type	Various
PDE Approved	Yes
Knowledge Gain	<p>All of the trainings will focus on positive behavior of students. School Wide Positive Behavioral Support (SWPBS) is a proactive approach to discipline that promotes appropriate student behavior and increased learning.</p> <p>In light of the need to increase Adequate Yearly Progress (AYP) scores incrementally so all students reach the proficient level, effective and efficient use of school time is paramount. SWPBS can help significantly in maximizing the time students are engaged in relevant learning tasks.</p> <p>Time “off task” decreases time for instruction; therefore, an approach to school discipline, such as SWPBS, which maximizes learning time is of tremendous value to schools or districts seeking the proficient level of academic achievement for all students. Research has shown that changes</p>

	<p>such as:</p> <ul style="list-style-type: none"> • differentiated instructional practices; • improved instructional delivery; • consistent, nonpunitive discipline practices; • opportunities to learn prosocial and self-management skills; • consistent, clear rules and high performance expectations; and • consistent enforcement of rules • contribute to high achievement and prosocial behavior in children and adolescents.
<p>Research & Best Practices Base</p>	<p>School Wide Positive Behavioral Support is research based; promotes accountability and sustainability through data collection and planned, well articulated individual building to district level structures; and fosters school-community partnerships at all levels. Furthermore, the SWPBS model conceptually aligns with Pennsylvania’s three-tiered Response to Instruction and Intervention framework.</p> <p>The system is based upon a three-tiered model. The first tier (universal) serves as the foundation upon which the other two tiers are built. This tier provides a system of supports to all students in a school based on preventative practices which emphasize teaching and reinforcing expected student behaviors. Tier two (secondary) provides targeted interventions to support students classified as “at risk,” who require more intervention than is typically provided within tier one universal support. Supports offered in tier three (tertiary) require the most intensive level of intervention for students with the most significant behavioral/emotional support needs.</p> <p>This three-tiered approach does not require less effort than current, non-SWPBS practices, but it channels and focuses school-based efforts, making them more efficient and effective. Characteristics of SWPBS:</p> <ul style="list-style-type: none"> • Interventions are planned and positive rather than reactive and punitive

	<ul style="list-style-type: none"> • Conditions (antecedents) contributing to inappropriate behavior are carefully managed or eliminated • Multiple opportunities for positive, corrective feedback are created while negative critical feedback is limited or eliminated • Prosocial behaviors are taught directly, practiced frequently, and routinized so that they become automatic <p>Research supports that a positive, direct instructional approach is more effective than traditional punishment-based alternatives in improving student academic success and improving overall school climate (Horner, 2000; Myers, 2001).</p>
For classroom teachers, school counselors and education specialists	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation School Whole Group Presentation Department Focused Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) 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>
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>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Participant survey</p>

Paraprofessional

Description	All paraprofessionals will receive a certificate of completion for attending professional development activities and will maintain a portfolio of completed professional development activities.
Person Responsible	Kathy Jepko, Superintendent's Secretary
Start Date	8/26/2015
End Date	6/29/2018
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	5.0
# of Sessions	4
# of Participants Per Session	20
Provider	PATTAN, IU, ARC of Pennsylvania
Provider Type	Various
PDE Approved	Yes
Knowledge Gain	Paraprofessional will be trained to work with students with special needs. They will also complete First Aide, CPR, and Safe Crisis Management training courses. The paraprofessionals will also be kept abreast of current information related to their specific assignment, such as autism, emotional support, learning disabilities, etc.
Research & Best Practices Base	All PATTAN paraprofessional trainings are based upon best practices and are research based. Topics presented include: teachers and paraprofessionals

	<p>working as a team to support students with disabilities, supplementary aides and services-what paraprofessionals need to know, and adaptations to increase student success. All training focuses on roles and responsibilities of the paraprofessional, communication and problem-solving, and teaming to support students in the classroom.</p> <p>The ARC of Pennsylvania will also assist paraprofessionals by defining the role of a paraprofessional and how best the paraprofessional can assist students with specific disabilities (autism, learning support, emotional support, multidisabilities, etc).</p>
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops
Participant Roles	Paraprofessional
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	Journaling and reflecting
Evaluation Methods	Participant survey

Reading NCLB #1

Description	As the District implements new/improved reading strategies, student assessment scores will begin to rise.
Person Responsible	Lisa Varano (HS) and Susan Nestico (ES)
Start Date	8/28/2015
End Date	6/29/2018
Program Area(s)	Professional Education, Special Education, Student Services, Gifted Education

Professional Development Details

Hours Per Session	5.0
# of Sessions	4
# of Participants Per Session	250
Provider	Central Susquehanna Intermediate Unit #16, PATTAN, Eduplanet21, Modern Teacher, Hybrid Learning
Provider Type	Various
PDE Approved	Yes
Knowledge Gain	<p>Reading is not only a core academic subject, but also a core life subject. More than any other single skill, the ability to read and read well allows a child to succeed in school, learn about the world, function in society, and someday have decent job options. As educators it is our job to promote literacy through effective practices in reading, writing, speaking, and listening. While up to 30% of students in school have significant difficulties learning to read, most students with disabilities face even greater challenges. Students with specific learning disabilities and other language-based disorders often have, as the hallmark of their disability, great difficulty learning to read. Students with sensory or processing deficits may be unable to adequately access the visual and auditory codes necessary to read. However, regardless of the etiology of reading difficulty, most students can learn to read given an appropriate systematic reading curriculum.</p>
Research & Best Practices Base	<p>The No Child Left Behind Act (2001) and the Individuals with Disabilities Education Improvement Act (IDEA 2004) support the involvement of all students in the general education curriculum and the use of research-based interventions to improve student achievement. Additionally, IDEA 2004 permits school districts to use a process to intervene early with struggling students and to determine if a child responds to scientific, research-based intervention as a part of the evaluation procedures for students with disabilities.</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>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>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</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>Classified Personnel</p> <p>New Staff</p> <p>Other educational specialists</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>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Journaling and reflecting</p>
Evaluation Methods	<p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>

Transition

Description	Staff members will be better prepared to implement activities to prepare students for a smooth transition into the world of employment and/or higher education upon graduation.
Person Responsible	Dr. Monica McKerns-O'Donnell, Special Education Coordinator
Start Date	8/26/2015
End Date	6/29/2018
Program Area(s)	Professional Education, Special Education, Student Services, Gifted Education

Professional Development Details

Hours Per Session	6.5
# of Sessions	6
# of Participants Per Session	25
Provider	Central Susquehanna Intermediate Unit #16, PaTTAN
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Staff will learn how to better prepare students to enter the world of higher education, work, and independent living as well as proper documentation of such activities in the students Individual Education Plan. Such training will not only maintain a high graduation rate among students with disabilities, but will also improve the successful transition into life after high school.
Research & Best Practices	IU and PATTAN staff will present information based upon current research

Base	and best practices.
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>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>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Other educational specialists</p>
Grade Levels	<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>Participant survey</p> <p>post graduation surveys</p>

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

No signature has been provided

Superintendent/Chief Executive Officer