

Shippensburg Area SD
Special Education Plan Report
07/01/2018 - 06/30/2021

District Profile

Demographics

317 N Morris St
 Shippensburg, PA 17257-1654
 717-530-2700
 Superintendent: Gerald Wilson
 Director of Special Education: Peggy Crider

Planning Committee

Name	Role
David Rice	Administrator : Professional Education Special Education
Gregory Miller	Building Principal : Professional Education Special Education
Gen Rohrbaugh	Community Representative : Special Education
Alexis King	Elementary School Teacher - Special Education : Special Education
Maxine Commerer	Parent : Special Education
Elizabeth Orseno	Parent : Special Education
Bethany Bridges	Special Education Director/Specialist : Special Education
Peggy Crider	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 580

Identification Method

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

Shippensburg Area School District's Method for Identifying Students with Specific Learning Disabilities

The District's method for identifying students with specific learning disabilities (SLD) follows the 2008 Chapter 14 special education regulations of the Pennsylvania State Board of Education and the 2006 Federal Individuals with Disabilities Education Improvement Act (IDEIA) regulations.

Therefore, in order for a student to be identified as having a SLD, she or he must meet four criteria. That is, the student must demonstrate:

1. A lack of adequate achievement for her or his age or grade
2. A pattern of strengths and weaknesses relative to intellectual ability
3. Achievement deficiencies that are not due to the contraindications of SLD
4. Underachievement that is not due to lack of appropriate instruction

A student must meet all four criteria in order to be identified as a student with a SLD. So, a student's failure to meet criteria in any one of the above areas disqualifies the student as a student with a SLD. Regulations limit the academic areas of a SLD to the following:

1. Oral expression
2. Listening comprehension
3. Written expression
4. Basic reading skill
5. Reading fluency skills
6. Reading comprehension
7. Mathematics calculation

8. Mathematics problem solving

The District utilizes student specific multidisciplinary teams to conduct assessments, make observations and determine whether or not a student has a SLD. Ultimately, District school psychologists interpret all data and make an eligibility recommendation. Possible sources of data include:

1. Benchmark assessments for mathematics (K-8) and reading (K-5)
2. Progress monitoring data collected by Child Study Teams
3. District wide assessments
4. PSSA scores
5. Keystone Exam results
6. PVAAS measures of projection of proficiency growth
7. Norm —referenced tests
8. CDT results
9. Grade reports

Students receive pre-referral interventions from regular education teachers, special education teachers, reading specialists, speech and language therapists and classroom assistants. Data teams meet regularly to review student progress data and to plan instruction. This process is a vital part of elementary curriculum, instruction and assessment in both regular and special education.

While the District uses the this model to improve instruction for struggling students, it is not used as a "stand-alone" process for identifying students with specific learning disabilities. The Shippensburg Area School District utilizes the "ability/achievement discrepancy model" for the identification of students with a specific learning disability.

A lack of adequate achievement

A student must be significantly below a performance level that would be considered acceptable for that student's age or grade. No single measure is sufficient to determine this criterion. The student's academic inadequacy under this criterion is not referenced to the student's level of intelligence (IQ). Both state and federal regulations do not specify to what extent a student must demonstrate inadequate performance/achievement (how deficient) a student must be to qualify for special education under the SLD designation. The Multi-disciplinary team (MDE team), including School psychologists, defines appropriate assessment parameters. Accordingly, school psychologists use these parameters to ensure "slow learners" and "high IQ students" are not excluded from having a SLD.

A pattern of strengths and weaknesses relative to intellectual ability

The District continues to use the “ability — achievement discrepancy approach” to demonstrate a pattern of strengths and weaknesses relative to intellectual ability. (This is only one criterion for the determination of SLD.) State regulations do not delineate the extent of the discrepancy that is needed for SLD eligibility. District school psychologists use professionally appropriate parameters for judging the extent of discrepancy required for eligibility. In accordance with State guidelines, the existence of an ability-achievement discrepancy is not sufficient to establish eligibility as SLD. To have a SLD a student must display a discrepancy between ability and achievement AND be achieving significantly below age or grade level standards.

Achievement deficiencies that are not due to the contraindications of SLD

As per both State and Federal regulations, when identifying a student as having a SLD evaluation teams must demonstrate evidence that its findings are not primarily a result of the following factors (rule-out factors):

1. Visual impairment
2. Hearing impairment
3. Orthopedic disability
4. Intellectual Disability
5. Emotional disturbance
6. Cultural factors and limited English Proficiency
7. Environmental or economic disadvantage

The District evaluation report includes evidence that these factors had no significant bearing on the eligibility decision. If necessary, the evaluation team conducts a more extensive evaluation to rule out the above factors from consideration. This part of the evaluation is often referred to as “ruling out exclusionary factors.”

Underachievement that is not due to lack of appropriate instruction

As per Pa Code Chapter 14 Section 14.125, District multidisciplinary teams ensure that underachievement is not due to a lack of appropriate instruction in reading or mathematics by considering documentation that in the regular classroom prior to or as part of the referral process:

1. The student was provided scientifically based instruction delivered by qualified personnel indicated by observations of routine instruction
2. Repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents

Similarly, documentation from the District's universal screening process is used to help determine SLD eligibility. The District screening process provides a program of early intervening services that includes:

1. Appropriate instruction in the essential components of reading and mathematics
2. Assessment of the student's performance in relation to State approved grade level standards
3. For students with behavioral concerns, a systematic observation of behavior
4. Research based intervention to increase the student's rate of learning or behavior change based upon the results of the assessments in paragraphs 1 and 2 above
5. Repeated assessments of achievement or behavior reflecting monitoring of student progress during interventions
6. A determination as to whether academic difficulties are due to a lack of instruction or limited English proficiency
7. A determination as to whether the student's needs exceed the ability of the regular education programs to maintain the student at an appropriate level of instruction
8. Documentation that progress monitoring information was periodically provided to the student's parents

Observation of the Student

A member of the multidisciplinary team conducts an observation of the student in the regular classroom during instruction in the area(s) of difficulty. The observation is documented in the evaluation report. Depending upon the referral concern, observation procedures may include: event recording, time sampling or interval recording. As necessary, some observations across settings by different team members take place.

Documentation of Eligibility

The District evaluation report of the multidisciplinary team includes information in the following areas:

1. The relevant behavior noted during the observation of the student
2. The relationship of that behavior to the child's academic functioning

3. Any educationally relevant medical findings
4. The effects of the student's environment, culture or economic background
5. Documentation that prior to referral for evaluation the student was provided with appropriate instruction by highly qualified personnel. (Students with limited English language proficiency require documentation that appropriate ESL instruction was provided)
6. Data based documentation, given to parents, of repeated assessments at reasonable intervals reflecting progress
7. An observation in the regular class providing evidence of academic performance and behavior in the area(s) of difficulty
8. Documentation regarding the contraindications of SLD ("rule-out" statements)
9. The extent to which the student is not achieving relative to age or State grade-level standards. Data is collected from PSSA results, district benchmark assessments, universal screening results and norm-referenced tests
10. Whether the student exhibits a pattern of strengths and weaknesses relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement or relative to age or grade.

Enrollment

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

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

According to the 2016-2017 Pennsylvania Department of Education Special Education Data Report with LEA and State information, the Shippensburg Area School District met the SPP target for disproportionate representation for race/ ethnicity and disability category. There are no significant race// ethnicity enrollment disproportionalities .

Therefore, during this Special Education Plan cycle, the District will not need to address enrollment disproportionalities. The District continually monitors enrollment data to look for, and analyze, disproportionalities. If disproportionalities would be found then the District would take appropriate corrective action.

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?

The Supervisor of Special Education is responsible for ensuring the implementation of IEPs for all non-District resident students. When students with IEPs are registered in the school district, a notice is sent electronically to the email of the the Supervisor of Special Education. The Supervisor contacts the previous school district to request an IEP and arranges an IEP meeting. The IEP team determines the provision of a free appropriate public education (FAPE) in the least restrictive environment (LRE). The Supervisor of Special Education is responsible for ensuring proper child accounting procedures are followed and assists with mandated PDE PIMS reporting.

A privately owned group home provider operates two homes in the District accepting 18- 21 year old students. Group home staff registers students and the district convenes an IEP team meeting to determine FAPE. The resident school district supervisor of special education is included on the team. A District High School Counselor is assigned to the student and acts as a liaison between group home staff and the High School.

To date, no barriers exist limiting the ability of the District to implement its obligations under section 1306. Child accounting is an important administrative and business task for these students. In the case of students with IEPs, the resident district, or other state/local agency pays the cost of the IEP.

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).

No correctional institutions actually exist in the Shippensburg Area School District,.

Whenever a District student with an IEP is incarcerated, the District Supervisor of Special Education is responsible for oversight of his or her IEP. This even includes students who are incarcerated in facilities outside the District; e.g. Loysville, Pennsylvania Youth Development Center, Abraxis and Kids Peace. Juvenile detention facilities provide educational programs on their campuses. The Shippensburg School District Supervisor of Special Education communicates with the administration of the school at the detention facility and attends, or otherwise participates in IEP meetings.

District counselors and principals keep in touch with families and often hear when students are initially incarcerated. Counselors and administrators routinely work with Cumberland and Franklin County probation officers. Probation officers frequently notify administrators when students are placed in correctional facilities.

For instance, the Loysville Youth Development Center (LYDC) is located in neighboring West Perry

School District. The West Perry SD oversees the education of all Loysville students with IEPs. Whenever a District student is at LYDC, the District Supervisor of Special Education participates in the student's IEP planning meeting. Upon discharge from LYDC, the District Supervisor facilitates the transition of the student back to the District or other placement. As needed, District High School Counselors and secondary level School Psychologist communicates with LYDC staff as well.

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.

1. Ensuring LRE Placements:

When it comes to deciding where a student will be educated, usually there are different options to consider. For most students, the placement options include the regular classroom, a special education classroom for part of the day or a special education classroom for most of the day.

The first consideration is education in the general education classroom with supports and services. In Shippensburg Area School District, this is a guiding practice of LRE decision making. In Federal Law, the regular education classroom is referred to as the "least restrictive environment" (LRE). Considering placement in the regular classroom, or school, is not something a student must earn. Consideration of the regular classroom is a right. In practice, the education of IEP students in regular classes is called "inclusion." Removal from the regular education environment only occurs when education in that setting, with supplementary aids and services, would not result in meaningful educational benefit and an appropriate education.

Determining the probability of the educational benefits of each placement option is an important part in LRE decision making. Several factors are considered by the IEP team including present levels of academic and social functioning, individual needs and goals, specially designed instruction needs and related services. The IEP team considers heavily the advice and recommendations of District

School Psychologists. Information from independent evaluators is considered as well.

To guide placement decisions and ensure placement in the LRE, the IEP team uses the LRE questions in the PDE approved IEP document. Placement decisions are thoughtfully made on an individual basis by each student's IEP team. The LEA Representative ensures that all team members participate in placement decisions. The Principal, Supervisor of Special Education, or Assistant Supervisor of Special Education serves as the LEA representative. The above procedures apply to all Shippensburg Area School District students in District buildings or in programs operated by private institutions, private schools or the intermediate unit.

2. Replication of Successful Programs, Evidence Based Programs, and other PDE Sponsored Initiatives:

Within the Shippensburg Area School District, our mission is to prepare all students to be productive citizens who possess knowledge, accept responsibility, demonstrate problem solving skills, and succeed within a dynamic global society. To this end, we believe that all students should have the opportunity to receive high quality, research-based instruction as part of their daily classroom experience. The district has developed a literacy curriculum that is aligned to the common core standards and research-based literacy resources. The district is committed to ensuring that all teachers deliver this curriculum with fidelity. Given the unique learning needs of students, we recognize that some students may require additional support to meet the rigor of this curriculum. As such, our goal is to provide those students with more intensive direct instruction in identified areas of need. Using data to drive intervention protocols, it is our mission to remediate deficits quickly and release them from intervention.

Academic Interventions and Referral to Special Education:

1.

Universal Screening-

- Individuals trained on universal screening test administration (e.g. classroom teachers, Reading Specialists, Special Education teachers, school psychologist, paraprofessionals, etc.) conduct universal screening of critical elements of reading at all grade levels.
 - Dynamic Indicators of Basic Early Literacy Skills- NEXT (DIBELS-NEXT) conducted 3 times per year for students in grades K-5.
 - Fry High Frequency Word Lists - at least 4 times per year for students in grades K-3
 - iReady Math and Reading - Diagnostic tests are conducted 3 times per year for students K-5
 - Fountas and Pinnell (F&P levels) - assessed two times per year during the 2nd and 4th marking period in grades K-3

- The screening tools utilized are efficiently administered by trained staff, are predictive of performance on standards, and are sensitive to growth over time.
- Data collected via benchmark assessment tools are maintained in district purchased data warehousing systems. Relevant student data through these systems are accessible to all regular and special education teachers, specialists, instructional coaches, and administrators. All aforementioned staff are expected to view and download the computer-generated user-friendly summaries of data relevant to the students with whom they work. Timely analysis and interpretation of data is facilitated during teaming, as outlined in the Data Analysis section below.
- Interventionists will maintain and update classroom- level excel data spreadsheets including all benchmark and diagnostic assessment data available on individual students.
- The district periodically reviews the assessment plan to ensure students receive the appropriate screening and assessments

2. Strategic and Targeted Interventions for At-Risk and Low Performing Students-

- Interventions can be initiated at any time during the school year based upon data collected indicating that a student is not responding to instruction in the core curriculum.
- When all universal screening data is collected, the reading specialists will compile classroom sets of data and distribute to all classroom teachers.
- A Data Team Meeting will occur after every universal screening (September, December, May). The data team will be responsible for identifying students who are at-risk. Teachers are asked to bring additional information about the students. With knowledge of available interventionists, the Data Team will determine the cut-off score necessary to be identified for an intervention group with the reading specialists.
 - The reading specialists will send home a letter to parents communicating that their child has been selected for entry into Title I Services.
 - All students identified as needing Title I services will participate in further diagnostic screening assessments conducted by the specialists. Results of this data will be utilized to group students according to need and assign students to a research based intervention.
 - The building principal is responsible for routinely evaluating fidelity of intervention delivery.
 - Intervention groups should not exceed 6 students (unless permitted by the intervention protocol being implemented).
 - Student progress is monitored biweekly using reliable and efficient tools aligned to the skill focus of the assigned intervention group. Progress monitoring data is maintained by reading specialists on progress monitoring protocols and Classroom Teachers are responsible for

documenting the results of progress monitoring assessments. Student progress is graphed using paper/pencil or online resources (e.g. www.rtigraphs.com, <https://dibels.uoregon.edu/>)

- If student is making adequate progress, student should be discussed at Data Team Meetings and a determination should be made based upon individual Rates of Improvement to:
 - Continue student in current intervention if team determines that additional time with intervention or modification to the intervention could support Rate of Improvement that will allow student to meet benchmark by end of school year.
 - Exit student to teacher-led intervention groups if Rate of Improvement indicates that student will meet benchmark by end of school year. The reading specialists will send home a form letter to parents communicating this change.

3. Child Study Teams

- If students continue to not make progress with interventions and accommodations in the classroom and/or with reading specialists, then the students are referred to the Child Study Team (teacher will submit referral to principal using attached CST Referral Document)
- CST teams include principal, reading specialist, general education teacher, Assistant Supervisor of Special Education, and/or specialists.
- Teams meet every 6-8 weeks with parents in order to review data and progress.
- At the conclusion of each meeting, it will be decided if the student continues with the same intervention because progress is being made, change interventions, dismiss from the CST process if they met their goals and are performing on grade-level expectations, or move to a multi-disciplinary evaluation to determine eligibility for special education.

2. School Wide Positive Behavior Support:

District schools are in various stages of implementing school wide positive behavior supports (SWPBS). To help students use self-control, de-escalation techniques of the Safety Care program are utilized. Special Education teachers conduct weekly social skills lessons. Agencies provide TSS in school and counseling at home for students and parents. The District works closely with various county agencies and private providers to assist students with significant behavior problems.

Two elementary buildings have been using tier I SWPBS implementation and currently implementing advanced tiers of support and intervention. One of the elementary schools is being recognized this year for their advanced tiers of support. The school counselors have classroom guidance lessons every other cycle for all students K-3 to support behavioral health and social skills.

The Shippensburg Area Intermediate School is using a tier I PBIS implementation. In two years, the school will be moving to tier 2 support. The school counselor provides 8 classroom guidance lessons per year to each classroom to support behavior, social skills, study skills, and career exploration.

The Middle School has had a SWPBS approach in place for several years. SWPBS includes the Greyhound Ground Rules (Be Safe, Be Respectful, Be On Time, Ready and Prepared, and Be a Person of Great Character), the daily Paw Passes and Dog Dollars for rewarding good behavior, and Mystery Motivator trips. The program is supported by structured classroom lessons taught by teachers. The school is implementing a Tier 2 team. School based behavioral health has been supported through the Student Assistance Program and Laurel Life counseling. Counselors have facilitated the paperwork process for helping families get access to mental health services. One counselor has partnered with a special education teacher to provide social skills lessons for students and assistance for the teacher.

The High School has been trained and implementing tier 1 supports to all students. This year the PBIS team was trained in tier 2 supports and are planning on implementing this tier at the start of 18-19 school year. In addition most of our special education staff has been provided training in de-escalation. A Student Assistance Program is available to support students struggling with serious substance abuse and mental health problems.

3. Meeting the Indicator 5 SSP Target for Placements in Other Than Regular Education Settings:

Each student's IEP team, under the leadership of the District's LEA Representative, seriously considers the LRE mandate. Student placed in schools outside the District are placed for very good reasons. And, the Supervisor of Special Education is responsible to make sure the need for an out of district placement is carefully considered at least on an annual basis. The IEP team LEA Representative leads the IEP team in planning a transition back to the school district. Placement in other settings is dependent upon parent consent.

The percentage of all special education students in out of district placements is higher than the average of all districts across the Commonwealth. According to the most recent Special Education Data Report for 2016-2017 and the Indicator 5 section, 9.4 % of Shippensburg School District students were educated in settings outside the District. Across the Commonwealth 4.9% of students were in settings outside their districts. Clearly, the percentage of Shippensburg special education students placed in other settings was higher than the State Performance Plan Target. At the start of the 17-18 school year, this has been a major focus of the SASD Special Education Department. The Supervisor of Special Education has visited all OODP (out of district placements) and identified gaps in the continuum of special education services in the district, in Autistic Support and Life Skills Support programming. These service gaps will no longer exist, starting with the 18-19 school year, so more students will be supported internally. IEP teams have worked diligently on transitioning OODP students back to district programming with supplemental aides and supports.

Behavior Support Services

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

To maintain an orderly learning environment, special education students are subject to the same policies and regulations that govern regular education students. This is stated in Board Policy 218 entitled Student Discipline. Students with IEPs are provided specific protections in compliance with relevant school laws governing the education and discipline of students with disabilities. Board Policy 113.1 describes compliance with State Regulations in Chapter 14 of the School Code. Board Policy 113.2 describes how the Board and administration provide specific behavior supports including: behavior intervention plans, positive discipline techniques, restraints if necessary and referrals to law enforcement.

District schools are in various stages of implementing school wide positive behavior supports (SWPBS). School-wide discipline plans, classroom management plans and frequent staff parent communication are three popular strategies that have been particularly effective in maintaining positive behavior in District schools. All teachers submit classroom behavior plans to their principals.

If a student's behavior is significantly disruptive, a functional behavior assessment is conducted to develop a behavior intervention plan. The behavior plan becomes part of the students IEP. Positive, not negative, techniques form the basis of Positive Behavior Support Plans (PBSP). Typically, School psychologists lead teachers and IEP teams in the development of FBAs and PBSPs.

Restraints may only be used when a student is acting in a manner as to be a clear and present danger to him/her, to other students, or to employees, and only when less restrictive techniques are proven ineffective. The IEP team decides if appropriate restraints must be used. Restraints are not used as punishment, because they are convenient or in lieu of an appropriate educational program. The following aversive techniques are considered inappropriate and policy guards against their use:

1. Corporal Punishment
2. Punishment for a manifestation of a student's disability
3. Locked rooms, Noxious substances
4. Deprivation of basic rights; withholding meals, water, fresh air
5. Serial suspensions
6. Treatment of a demeaning nature

7. Electric Shock
8. Methods implemented by untrained person

The District utilizes the de-escalation strategies and restraint techniques of the nationally recognized Safety Care curriculum created by QBS, Inc. of Southborough, Massachusetts. The CAIU provides training on an annual basis. Every year, certified school staff persons are required to take a recertification course to keep their skills sharp and safe for students. The Supervisor of Special Education is responsible to make sure staff are appropriately trained and legally prepared to use restraints safely. At the time of the writing of this plan, approximately 30 teachers, aides and administrators hold active certifications. The staff focuses on de-escalation and prevention of serious behavior problems. In most situations, de-escalation strategies are always attempted before restraints are employed. A "hands-off" approach is preferred unless a "hands-on" approach becomes necessary to protect students from harm.

If a behavioral problem is such that it cannot be adequately addressed through prescribed procedures of Behavior Management, suspension from school, or other available disciplinary means, the IEP Planning Team shall determine the appropriateness of change in placement of the student. In such cases, the due process procedures will be promptly initiated for the purpose of appropriately changing the student's placement.

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.

Determining Gaps in the Continuum of Supports and Services

At this point, it is believed all District students with disabilities are being provided a free appropriate public education (FAPE). Conversely, no students are being denied FAPE

At times, it is difficult to ensure FAPE for individual students and disability categories. When it becomes difficult to implement an IEP, or find an appropriate placement, it is the Supervisor of Special Education's responsibility to find solutions to ensure FAPE. Practically speaking, Principals work with parents and all IEP team members to ensure the provision of FAPE.

Whenever it becomes hard to provide FAPE, it is usually for students in the following disability categories:

1. Serious Emotional Disturbance and mental illness
2. Intellectual Disability and mental illness

An informal staffing and program review is conducted annually to identify continuum gaps and placement needs. Each year, whenever the budget is being prepared, the Supervisor of Special Education and the Assistant Supervisor of Special Education conduct a review of staffing and program needs for the upcoming year. The Supervisor(s) and Principals gather information from reviews of existing IEPs and projected IEPs. Parent input is gained at each IEP team meeting. The results of the annual review are shared with the Superintendent through the normal District budget preparation process.

Successful District Operated Programs and Services:

- High School Transition Program - Shippensburg School District has partnered with Big Spring School District and Shippensburg University to create a program for high school students to target transition and job related skills called "Hire ME." One SASD high school teacher and transition classroom assistant accompany the students to Shippensburg University 2-3 times per week where the students are assigned to various jobs. The university employees job coaches to work with the students and provide them feedback and instruction on how to complete the job. SASD has been targeted 9-10 graders in order to prepare them for paid employment.
- High School Paid Work Experience/Co-op - A skilled job coach/classroom assistant is employed to help students learn the skills employers requires, arranges interviews for the students, assists the students in filling out applications, accompanies them on interviews, and then reviews progress throughout their employment.
- Annual District Special Education Track and Field Meet. The event is very similar to the Special Olympics. Students compete in several athletic events. Each student is assigned a Senior High Buddy for a day of fun and friendship. Businesses and organizations in the community donate countless volunteer hours and money.
- K-12 Emotional Support Program - The district is able to provide FAPE for students in its buildings so most students do not need to travel to other districts/schools. The Emotional Support Teachers at each building level are able to provide a range of levels of support from Itinerant to Full-time. Classroom assistants are assigned to each teacher in order to support students who are in the general education classroom all day.

Continuum Placements not Available within the District include:

1. 4-5 Life Skills Support
2. 4-5 and 6-8 Autistic Support
3. K-12 Multiple Disabilities Support

Students who need the above placements are more than appropriately educated with parent consent in the following programs with highly qualified special education teachers and staff:

1. (CAIU) Capital Area Intermediate Unit classroom and center based programs (Hilltop Academy)
2. (LIU) Lincoln Intermediate Unit classrooms and center based program (Franklin Learning Center in Chambersburg)
3. NHS Autism School programs, Carlisle and Chambersburg
4. Life Skills and Multiple Disabilities Support classes in Consortia districts

Expansion of the Continuum of Services during the Life of this Plan:

The District is committed to decreasing the number of students in settings, or placements, in schools outside the District. According to the most recent Special Education Data Report for 2016-2017, 9.4% of Shippensburg School District students were educated in settings outside the District. Across the Commonwealth 4.9% of students were in settings outside their districts. Clearly, the percentage of Shippensburg special education students in other settings was higher than the State Performance Plan Target.

The greatest number of students in out of district placements includes students with serious emotional disturbance. One support that is essential for the success of all students, and their continued placement in their neighborhood school, is a school wide positive behavior support (SWPBS) process. District staff have been and continue to be trained to implement a SWPBS. Most District students in out of district settings are secondary students with SED. At the present time 26 out of 58 students are attending out of district placements for emotional support. This number has decreased over the past two years from 58% of the out of district placements to 45%. Over the past three years, emotional support classrooms were added to an elementary building, intermediate school, middle school, and high school. The Emotional Support teachers are able to provide an array of support from Itinerant to Full-time support which has decreased our out of district placements for students who require emotional support. This upcoming school year, the District will be looking to bring several ES students back to the district, decreasing the overall percentage to 31%.

The second highest number of students educated in other settings includes students with autism. This upcoming school year the District will add a new Autism Support class at its Intermediate School. This class will appropriately serve students in grades 4 and 5 with the primary and secondary disabilities of Autism.

Another trending area of students educated in other settings includes students receiving life skills support. This upcoming school year, the District will add a new Life Skills Support class at its Intermediate School. This class will appropriately serve students in grades 4 and 5 who require this type of support.

In sum the District proposes to expand the continuum of supports and services within the District by:

1. Adding a 4-5 Autism Support class at the Intermediate School effective August 2018
2. Adding a 4-5 Life Skills Support class at the Intermediate School effective August 2018

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.

Survey Question	Agree	In Between	Disagree	Don't Know
The supports identified in my child's IEP are being implemented:	75	8		
The amount of instructional technology provided my child is appropriate:	63	13	2	4
I understand the importance of the amount of time my child spends in regular education versus special education classes each day:	76	8	1	
My child spends the right amount of time in regular education each day:	69	12	1	4
My child is making progress toward his/her goals:	65	24		
Overall, I think my child is getting a good education:	68	14	1	
I am satisfied with the information and training the District provides:	55	20	5	2
Overall, I am satisfied with the communication and relationships I have with the school staff:	57	17	1	

Strengths and highlights of the District's special education program as reported by administrators and teachers include-

- School board and Superintendent support
- Findings of the most recent PDE Cyclical Monitoring indicating a high degree of compliance with State and Federal special education laws
- Highly qualified teachers with a breadth of experience. The staff has an average of 14 years of experience in the district.
- Special education teachers have made it a priority to establish meaningful relationships with parents and to include them not just in the yearly IEP but in day to day decisions
- Well trained paraprofessional staff
- Principals who are active and involved leaders of IEP teams
- The CAIU has been an invaluable source of leadership and training for teachers and staff
- A high percentage of parents attend IEP team meetings
- Cooperation exists among consortium districts of the southern region of Cumberland County to make it possible for some students to be educated in schools closer to home
- Most students are served in regular education classes for most of the school day
- Regular education teachers accommodate the needs of all students and especially students with IEPs
- The District utilizes the following research based programs for reading and mathematics instruction:
 - o SRA Corrective Reading
 - o Wilson Reading
 - o Rewards
 - o Read Naturally
 - o Everyday Math
 - o iReady
 - Changes in assessment procedures in reading and math where teachers use progress monitoring to inform instruction and reports to parents every marking period
 - The High School Timothy House program provides hands on learning experiences for Life Skills Support class students to acquire and maintain independent living skills
 - High school program to meet the needs of students with Asperger's (sensory, anxiety, and executive functioning supports) within their home school.
 - A vocational transition classroom assistant to support students in various community work sites; e.g. Shippensburg University
 - Involvement with OVR made available to both students and parents in the school setting.
 - Cooperative agreement with Shippensburg University for the operation of the Grace B. Luhrs Elementary School and participation and observation experiences for pre-service teachers
 - Volunteer staff development activities provided by Shippensburg University professors

A Description of how the District provides training for staff:

Regarding special education topics, the Supervisor of Special Education is responsible for providing

professional development opportunities for all special and regular education staff. The Supervisor works closely with the Superintendent, Assistant Superintendent and Principals to coordinate in-service day activities. On a yearly basis, approximately 30 hours of on-site training is provided for teachers and an additional 20 hours of on-site training is arranged for paraprofessionals/instructional aides. Additionally, some teachers participate in various off-site professional development activities including PDE and PATTAN workshops and conferences. Each year, the Supervisor of Special Education and Assistant Supervisor attend one national or state conference. The District relies primarily on the Capital Area Intermediate Unit to provide training and consultation services. The topic areas include: reading and mathematics instruction, assistive technology, secondary transition, inclusion, autism support, and positive behavior support. The District enjoys some support from the training staff of the Lincoln Intermediate Unit as well. The delivery of professional development to our staff takes several forms. The most popular method is the traditional “stand and deliver” format. This format is employed at the building or district level depending on needs of the staff. Other forms of professional development and training include on-line screen sharing activities e.g. Go to Meeting or WebEx, Professional Learning Community activities and web based blogs. Occasionally, CAIU consultants work one on one with staff in their classrooms.

A Description of how the District provides training for parents:

In February of 2014, parents received a survey which included questions about their training needs. According to response results, most parents are satisfied with the amount of information and training the District provides. Some are not. So, the District will improve it's effort to provide information and training to parents.

The following table shows parent responses to survey questions about requested training topics and the best time for training:

If offered, I would attend information sessions/training regarding:	Yes	No
1. The characteristics of disabilities	31	43
2. Behavior support	42	33
3. IEPs and evaluation reports	50	25
4. Special Education law	36	39
5. Progress monitoring	48	28
6. PSSA, PASA and Keystone Exams	31	44
7. Reading and math strategies for home	48	31
	During the school day (4-5:30)	(5:30-7:00)
The best time for me to attend training would be:	15	13
		26

Therefore, based on the results of this survey, over the next three years the District will:

1. Hold special training activities just for parents in District locations on the above mentioned topics
2. Notify parents by letters or email of regional training events;e.g. nearby districts, intermediate units, PATTAN, county agencies and CPARC
3. Use the District website to notify parents of training events
4. Offer PATTAN publications in District buildings
5. If applicable, invite parents to attend staff training/ inservice activities

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

Facility Name	Facility Type	Services Provided By	Student Count
New Horizons, Group Home, 7 East Orange Street, Shippensburg, PA 17257	Nonresident	District	1

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Hill Top Academy	Special Education Centers	Partial Hospitalization Classroom Program operated by the CAIU	1
Franklin Learning Center	Special Education Centers	Multiple Disabilities Support, Life Skills Support and Emotional Support Classroom Programs operated by the LIU	11
Northwestern Human Services Autism Schools, Carlisle and Chambersburg	Other	Autistic Support Classroom Programs	6
River Rock Academy	Other	Learning Support and Emotional Support Classroom Programs	18
Yellow Breeches Education Center	Other	Emotional Support Classroom Program	5
Private District Residence	Instruction in the Home	Home education for a student who is medically fragile	2
Chambersburg Area Senior High School	Neighboring School Districts	Neurologically Impaired Classroom Program operated by the LIU	1
Oak Flat Elementary School, Big Spring Area SD	Neighboring School Districts	Life Skills Support, Multiple Disabilities Support and Emotional Support Adventure Program Classroom Programs operated by the Big Spring Area School District	4
Classroom in CD East SD	Neighboring School Districts	Partial Hospitalization Classroom Program operated by the CAIU	2
Classroom(s) in Greencastle Antrim School District and Tuscarora School District(s)	Neighboring School Districts	Autistic Support classroom(s) operated by the LIU	2
Fayetteville Elementary School	Neighboring School Districts	Autistic Support classroom operated by the Chambersburg Area School District	1
Melmark	Approved Private Schools	Emotional Support (APS Residential)	1

Harborcreek Youth Services	Other	Emotional Support - Residential Treatment Center	1
Southwood Hospital	Other	Emotional Support - Residential Treatment Center	1
VISTA School	Approved Private Schools	Autistic Support	1
Elmwood Elementary School	Neighboring School Districts	Deaf and Hard of Hearing Support	1
Big Spring School District	Neighboring School Districts	Autistic Support classrooms operated by Northwestern Human Services (NHS)	2

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 25, 2017

Reason for the proposed change: Realignment of service delivery

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 11	1	0.1
Justification: This is the range of the roster not the class.				
Locations:				
Grace B. Luhrs Elementary School, BG	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	7	0.3
Justification: This is the range of the roster and not the class.				
Locations:				
Grace B. Luhrs Elementary School, BG	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 11	1	0.1
Justification: This is the range of the roster not the class.				
Locations:				
Grace B. Luhrs Elementary School, BG	An Elementary School Building	A building in which General Education programs are operated		

Advisor: Jessica Haas *Action:* Request Revision

Comments: Age Range in segment # 2 does not have the appropriate justification.

Age Range is not within guidelines of Chapter 14 in Segment #3

Division Chief: Patty Todd Action: Request Revision

Comments: Age Range in segment # 2 does not have the appropriate justification.

Age Range is not within guidelines of Chapter 14 in Segment #3

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 17, 2017

Reason for the proposed change: Misspelling on School name and change in FTE

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	2	0.6
Locations:				
Nancy Grayson Elementary, RS	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	10	0.4
Locations:				
Nancy Grayson Elementary, RS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 28, 2017

Reason for the proposed change: ES and Autism services are already provided within the building. More support was needed at the SAIS building so this position was moved there. This teacher is only part-time.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	10	0.5
Locations:				
Shippensburg Intermediate School, NS	An Elementary School Building	A building in which General Education programs are operated		

Advisor: Jessica Haas Action: Request Revision

Comments: Is this teacher only .5 FTE, part- time?

Division Chief: Patty Todd Action: Request Revision

Comments: Is this teacher only .5 FTE, part- time?

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 17, 2017

Reason for the proposed change: Removed a segment.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	4	0.4
Locations:				
Nancy Grayson Elementary, MV	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	6	0.6
Locations:				
Nancy Grayson Elementary, MV	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 17, 2017

Reason for the proposed change: Added a segment for itinerant support.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 9	12	0.75
Justification: This is the range of the roster and not the class.				
Locations:				
James Burd Elementary, SO	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	1	0.25
Justification: This is the range of the roster and not the class.				
Locations:				
James Burd Elementary, SO	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 17, 2017

Reason for the proposed change: This position had a student added to their roster with autism support.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	17	0.5
Justification: Numbers reflect caseload, not students who are receiving service at the same time.				

Locations:				
James Burd Elementary, KW	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 9	1	0.4
Justification: Numbers reflect caseload, not students who are receiving service at the same time.				
Locations:				
James Burd Elementary, KW	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 9	1	0.1
Justification: This is reflective of the roster, not the class.				
Locations:				
James Burd Elementary, KW	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 17, 2017

Reason for the proposed change: There are some students that require full-time life skills support on this position's roster.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 11	6	0.7
Justification: Each student's IEP team agrees that it is appropriate for the student to be in this class program even when the age range is greater than 3 years.				
Locations:				
James Burd Elementary, AK	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 10	4	0.3
Justification: An age waiver is included in each student's IEP that parents must approve.				
Locations:				
James Burd Elementary, AK	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 17, 2017

Reason for the proposed change: There are no students on this caseload who receive Itinerant services so that segment was removed.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	11	1
Locations:				
Shippensburg Intermediate School, ID	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 17, 2017

Reason for the proposed change: Change in age range and FTE

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	7	1
Locations:				
Shippensburg Intermediate School, SE	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 17, 2017

Reason for the proposed change: Needed to change FTE for the position

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	2	0.2
Locations:				
Shippensburg Intermediate School, DG	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	22	0.8
Locations:				
Shippensburg Intermediate School, DG	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 17, 2017

Reason for the proposed change: Changed FTE

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 14	8	1
Locations:				
Shippensburg Area Middle School, BL	A Middle School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 17, 2017

Reason for the proposed change: Change in FTE

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	1
Locations:				
Shippensburg Area Intermediate School, BB	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 17, 2017

Reason for the proposed change: Change in FTE

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	6	0.4
Locations:				
Shippensburg Middle School, KS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	11	0.6
Locations:				
Shippensburg Middle School, KS	A Middle School Building	A building in which General Education programs are operated		

Program Position #14

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 17, 2017

Reason for the proposed change: Change in FTE

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	9	0.6
Locations:				
Shippensburg Middle School, SL	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	8	0.4
Locations:				
Shippensburg Middle School, SL	A Middle School Building	A building in which General Education programs are operated		

Program Position #15

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 17, 2017

Reason for the proposed change: Change in FTE

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	8	0.4
Locations:				
Shippensburg Middle School, KC	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	10	0.6
Locations:				
Shippensburg Middle School, KC	A Middle School Building	A building in which General Education programs are operated		

Program Position #16

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 17, 2017

Reason for the proposed change: Change in FTE

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	9	0.4
Locations:				
Shippensburg Middle	A Middle School	A building in which General Education		

School, TW	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	8	0.6
Locations:				
Shippensburg Middle School, TW	A Middle School Building	A building in which General Education programs are operated		

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 17, 2017*Reason for the proposed change:* Change in FTE**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	12	0.7
Locations:				
Shippensburg Middle School, SP	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	5	0.3
Locations:				
Shippensburg Area Middle School, SP	A Middle School Building	A building in which General Education programs are operated		

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 17, 2017*Reason for the proposed change:* Change in FTE**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	6	0.4
Locations:				
Shippensburg Middle School, LS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	8	0.6
Locations:				
Shippensburg Middle School, LS	A Middle School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 17, 2017*Reason for the proposed change:* Added a level of support to the caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	12	0.75
Locations:				
Shippensburg Middle School, SC	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	5	0.25
Locations:				
Shippensburg Middle School, SC	A Middle School Building	A building in which General Education programs are operated		

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 17, 2017*Reason for the proposed change:* The students on the current roster only receive full-time life skills support. That segment was removed.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 21	7	1
Justification: Parents have signed the age range waiver since the IEP team determined this to be the most appropriate setting in which to meet needs.				
Locations:				
Shippensburg Area Senior High School, AB	A Senior High School Building	A building in which General Education programs are operated		

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 17, 2017*Reason for the proposed change:* There are students who require full-time support, therefore a segment was added.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Learning Support	15 to 21	8	0.4

but More Than 20%)				
Justification: Parents have signed age range waivers since the IEP team agreed that this setting is the most appropriate placement.				
Locations:				
Shippensburg Senior High School, EF	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 21	7	0.4
Justification: Parents have signed age range waivers since the IEP team agreed that this is the most appropriate placement,				
Locations:				
Shippensburg Senior High School, EF	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	15 to 18	3	0.2
Locations:				
Shippensburg Area High School, EF	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 17, 2017

Reason for the proposed change: Students on this position's roster have supplemental support as well so a segment was added.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	12	0.7
Locations:				
Shippensburg High School, RF	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.3
Locations:				
Shippensburg High School, RF	A Senior High School Building	A building in which General Education programs are operated		

Program Position #23

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 17, 2017

Reason for the proposed change: This position has students on their caseload who receive learning support therefore a segment was added.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	9	0.5
Locations:				
Shippensburg High School, JS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	2	0.2
Locations:				
Shippensburg Senior High, JS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 18	3	0.2
Locations:				
Shippensburg Area Senior High School, JS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	2	0.1
Locations:				
Shippensburg Area High School, JS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 17, 2017*Reason for the proposed change:* Change in FTE**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	5	0.4
Locations:				
Shippensburg Senior High, DH	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	6	0.4
Locations:				
Shippensburg Senior High, DH	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education	Learning Support	15 to 19	2	0.2

Class				
Locations:				
Shippensburg Area Senior High School, DH	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 17, 2017*Reason for the proposed change:* Change in FTE**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.7
Locations:				
Shippensburg Senior High, BP	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	2	0.3
Locations:				
Shippensburg Senior High, BP	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 17, 2017*Reason for the proposed change:* There are no students on this positions roster who receives full-time support therefore this segment was removed.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	18	0.7
Locations:				
Shippensburg Senior High, CC	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	7	0.3
Locations:				
Shippensburg Senior High, CC	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27*Operator:* School District**PROGRAM DETAILS**

Type: Position

Implementation Date: August 17, 2017

Reason for the proposed change: Change in FTE

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	17	0.75
Locations:				
Shippensburg High School, MF	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	7	0.25
Locations:				
Shippensburg High School, MF	A Senior High School Building	A building in which General Education programs are operated		

Program Position #28

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 17, 2017

Reason for the proposed change: ES students will be serviced by ES teacher.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	19	0.75
Locations:				
Shippensburg High School, KL	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	5	0.25
Locations:				
Shippensburg High School, KL	A Senior High School Building	A building in which General Education programs are operated		

Program Position #29

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 17, 2017

Reason for the proposed change: change in FTE

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	19	0.75
Locations:				
Shippensburg High School, KY	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	1	0.25
Locations:				
Shippensburg High School, KY	A Senior High School Building	A building in which General Education programs are operated		

Program Position #30*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 17, 2017*Reason for the proposed change:* Change in FTE**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	55	1
Justification: This is the age range of the roster only. Students do not receive services together.				
Locations:				
James Burd Elementary, MS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 17, 2017*Reason for the proposed change:* Change in FTE and added a building to caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	41	0.7
Justification: This is the age of the roster not the class				
Locations:				
Nancy Grayson Elementary School, AE	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 18	11	0.2
Locations:				
Shippensburg High School, AE	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	3	0.1
Locations:				

Shippensburg Area Middle School, AE	A Middle School Building	A building in which General Education programs are operated		
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Program Position #32*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 17, 2017*Reason for the proposed change:* Change in FTE**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	7	0.2
Justification: Students are together on roster only. They do not receive service together.				
Locations:				
Grace B Luhrs Elementary School, SM	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	15	0.3
Locations:				
Shippensburg Middle School, SM	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 11	43	0.5
Locations:				
Shippensburg Intermediate School, SM	An Elementary School Building	A building in which General Education programs are operated		

Program Position #33*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 17, 2017*Reason for the proposed change:* Change in FTE and added a supplemental level segment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 11	5	0.5
Locations:				
Shippensburg Area Intermediate School, MB	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 11	5	0.4

Locations:				
Shippensburg Area Intermediate School, MB	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 9	1	0.1
Locations:				
Nancy Grayson Elementary, MB	An Elementary School Building	A building in which General Education programs are operated		

Program Position #34

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 17, 2017

Reason for the proposed change: Change in FTE and added a segment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 9	4	0.5
Justification: This is the age of the roster and not the class.				
Locations:				
James Burd Elementary School, AB	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 9	5	0.4
Justification: This is the age of the roster and not the class.				
Locations:				
James Burd Elementary, AB	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 9	1	0.1
Locations:				
James Burd Elementary, AB	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	Middle School and High School	1
Secretary to the Supervisor of Special Education, GM	Administration Building	1
School Psychologist	Elementary Schools	1
Paraprofessional, AZ	Middle School	0.5

Paraprofessional, AF	Middle School	0.5
Paraprofessional, CW	SAHS	1
Paraprofessional, SP	Nancy Grayson Elementary	1
Paraprofessional, CA	SAHS	0.5
Paraprofessional, CS	Middle School	0.5
Paraprofessional, PP	SAIS	1
Paraprofessional, SO	Middle School	0.5
Paraprofessional, AP	James Burd Elementary	0.5
Paraprofessional, BM	Nancy Grayson Elementary	1
Paraprofessional, LM	James Burd Elementary	0.5
Paraprofessional, CM	Middle School	0.5
Paraprofessional, ML	Middle School	0.5
Paraprofessional, SL	Middle School	0.5
Paraprofessional, CK	SAHS	0.5
Paraprofessional, AR	Middle School	0.5
Paraprofessional, KC	SAHS	0.5
Paraprofessional, TC	James Burd Elementary	0.5
Paraprofessional, CH	SAIS	1
Paraprofessional, LG	SAIS	1
Paraprofessional, TC	James Burd Elementary	1
Paraprofessional, AT	SAHS	0.5
Paraprofessional, TR	Nancy Grayson Elementary	0.5
Paraprofessional, SC	Middle School	1
Paraprofessional, HK	Middle School	0.5
Paraprofessional, KB	SAHS	1
Paraprofessional, LB	James Burd Elementary	0.5
Paraprofessional, DH	James Burd Elementary	1
Paraprofessional, LB	SAHS	1
Supervisor of Special Eduaction	Administration	1
Paraprofessional, PC	SAIS	0.5
Assistant Supervisor of Special Education	Administration	1
Paraprofessional, AM	SAHS	1
Paraprofessional, LL	James Burd Elementary	0.5
Paraprofessional, LG	Nancy Grayson Elementary	0.5
Paraprofessional, TG	Nancy Grayson Elementary	0.5
Paraprofessional, ML	SAIS	0.5
Paraprofessional, MJ	SAIS	0.5
Paraprofessional, JD	SAIS	0.5
Student Services Secretary, LM	Admin	0.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
OT	Outside Contractor	3 Days
PT	Outside Contractor	1 Days
Instruction in the Home, Teacher	Intermediate Unit	10 Hours
Social Worker	Intermediate Unit	3 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	<p>A CAIU Autism Education Consultant with extensive experience provides our staff in-depth and on-site training.</p> <p>Evidence that will indicate this action has been implemented shall include:</p> <ol style="list-style-type: none"> 1. District teachers will meet as a department, or individually with the consultant, on best practices to support students with Autism. 2. Student IEPs will include Autism Support as a related service or a SSP. 3. Teachers will deliver social skills instruction to students on a routine basis as observed by the Supervisor of Special Education and Principals.
Person Responsible	Mrs. Peggy Crider and Mrs. Bethany Bridges
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	6.0
# of Sessions	24
# of Participants Per Session	6
Provider	CLM program trained Speech and Language Pathologist
Provider Type	IU
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.

<p>For classroom teachers, school counselors and education specialists</p>	<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>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<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>
<p>Training Format</p>	<p>Series of Workshops</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>

Follow-up Activities	Creating lessons to meet varied student learning styles Joint planning period activities
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey

Behavior Support

Description	<p>The district is committed to supporting all students who have social, emotional, behavioral or self regulation needs. To help the students with IEPs improve their social skills and succeed in school, the district will continue to provide teachers training to address:</p> <ul style="list-style-type: none"> · Social skills instruction that is age appropriate · Appropriate use of individualized behavior plans · Conducting functional behavior assessments and writing Positive Behavior Support Plans · De-escalating students · Safe restraints <p>Teachers will receive training to help them teach social skills by qualified CAIU PBSP consultants. Training will be offered in the use of the Michele Garcia Winner's <i>Social Thinking</i> curriculum. <i>Super Flex</i> will also be implemented. To progress monitor social skills, teachers will be trained to use <i>Aimsweb</i> and the progress monitoring feature of <i>iepwriter</i>.</p> <p>Teachers will receive training in conducting FBAs and writing PBSPs from CAIU consultants and our District School Psychologists.</p> <p>De-escalation and restraint training will be provided by CAIU consultants. The instructional program utilized is called the <i>Safety Care</i> program by the QBS</p>
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	Corporation of Southborough, MA.
Person Responsible	Mrs. Peggy Crider and Mrs. Bethany Bridges
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	6.0
# of Sessions	10
# of Participants Per Session	20
Provider	Certified trainers
Provider Type	IU
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
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 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>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p> <p>Online-Synchronous</p> <p>Offsite Conferences</p>

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) 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 Creating lessons to meet varied student learning styles
Evaluation Methods	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 Participant survey

Paraprofessional

Description	<p>Paraprofessionals are provided 20 hours of training in many of the same areas as teachers. In the next 3 years training will be provided on the following topics:</p> <ul style="list-style-type: none"> • Assistive technology • Social skills • Teaching reading and mathematics • Progress monitoring • Collaboration skills • Data collection for FBAs
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	<ul style="list-style-type: none"> • Deescalation strategies/behavioral interventions
Person Responsible	Mrs. Peggy Crider and Mrs. Bethany Bridges
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	15
# of Participants Per Session	40
Provider	CAIU consultants and district staff
Provider Type	IU
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
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	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> <p>School Whole Group Presentation</p> <p>Offsite Conferences</p>

Participant Roles	Paraprofessional
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
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

Reading NCLB #1

Description	<p>The District is committed to providing special education teachers with continuous training in the LETRS professional development program. The LETRS program content is broken into 12 modules. Each module is delivered in a one day presentation by a LETRS trainer. The District trained all teachers K-3. Continuous training will be offered to special education teachers and paraprofessionals during the next 3 years.</p> <p>The Wilson Reading Program is research based. Each year, the CAIU offers a three day training twice a year. The District sends 1-3 teachers each year. To date several special education teachers have participated in the training. Each building has a special education teacher with Wilson training.</p>
Person Responsible	Mrs. Peggy Crider and Mrs. Bethany Bridges
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	12
# of Participants Per Session	3
Provider	CAIU trained provider
Provider Type	IU

PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
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>
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.
Training Format	Offsite Conferences
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>New Staff</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	Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

	<p>Student PSSA data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity IEPs with SDI for reading</p>
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Transition

<p>Description</p>	<p>Preparing High School students with IEPs for independent living and employment is a district priority. There are various ways in which this is accomplished. The transition section of each student's IEP is carefully crafted to include a coordinated set of activities designed to insure success after graduation.</p> <p>The transition training provided staff is designed to increase teacher understanding of ways to help students as follows:</p> <ul style="list-style-type: none"> • Use assistive technology for communication • Utilize sign language as it may be appropriate • Acquire essential social skills • Learn real job skills • Learn how to live in the community • Connect with various agencies serving adults with disabilities • Practice self-advocacy <p>SASD relies primarily on the CAIU Transition Consultant for Indicator 13 training and professional development. Shippensburg Area Senior High School's LSS teacher attends monthly CART meetings with the CAIU Transition Consultant and shares updates at monthly special education department meetings. The LEA also works closely with OVR and Franklin and Cumberland county MH/ID. Specific training the district plans to provide includes teaching special education teachers how to:</p> <ol style="list-style-type: none"> 1. Write meaningful transition plans in IEPs 2. Refer students and families to OVR and local human services providers
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	3. Help students connect with college offices for disabilities support services
Person Responsible	Mrs. Peggy Crider and Mrs. Bethany Bridges
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	3
# of Participants Per Session	20
Provider	CAIU consultants ; Franklin and Cumberland County OVR representaives
Provider Type	IU
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Department Focused Presentation Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff

	Related Service Personnel Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Journaling and reflecting Department meeting discussions
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 Portfolio

Special Education Affirmations

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

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

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