

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

# District Profile

---

## Demographics

Battlin Miner Dr & Low Rd  
 PO Box 787  
 Minersville, PA 17954-0787  
 570-544-1400-1009  
 Superintendent: Carl McBreen  
 Director of Special Education: Mary Ann Wynosky

## Planning Committee

Name	Role
Carl G. McBreen	Administrator : Professional Education Special Education
Mary Ann Wynosky	Administrator : Professional Education Special Education
James Yacobacci	Administrator : Special Education
Patricia Denchy	Elementary School Teacher - Regular Education : Special Education
Jill Atkinson	Elementary School Teacher - Special Education : Special Education
Emily Williams	High School Teacher - Special Education : Special Education
Angela Schaeffer	Middle School Teacher - Special Education : Special Education
Karen Chatcho	Parent : Special Education

# Core Foundations

---

## Special Education

### *Special Education Students*

Total students identified: 266

### *Identification Method*

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

The Minersville Area School District presently uses the Ability Achievement Discrepancy Model to determine if a student is eligible for and in need of specially designed instruction as a student with a specific learning disability. The model assesses whether there is a discrepancy of 2 standard deviations between the student's tested ability and their achievement. The Wechsler Intelligence Scale for Children-Fifth Edition, Stanford –Binet Intelligence Scales-Fifth Edition, Wechsler Adult Intelligence Scale-Fourth Edition, or Wechsler Preschool and Primary Scale of Intelligence-Fourth Edition are used primarily to determine a Full Scale IQ which is considered the child's ability level for this model. Other IQ tests have been used, however, these are by far the most common. After the child's ability level is known (Full Scale IQ), an achievement test is given. The Wechsler Individual Achievement Test-Third Edition or the Woodcock-Johnson Tests of Achievement-Fourth Edition are the most utilized achievement tests, although there are others that have been used according to a student's particular needs or strengths and weaknesses. These tests are normed to be used together with like standard and scaled scores for easier calculation. The achievement scores are then compared to the ability score. On the aforementioned tests, 15 points equals one standard deviation, 30 points equals two standard deviations. In the ability achievement discrepancy model, there is what is called the predicted method. This means that student's tested ability should predict the outcome of their achievement scores. For instance, a student with an IQ of 100 has a likelihood of earning standard scores of 100 on their achievement testing. The difference between their actual ability and their predicted achievement determines whether or not they exhibit a significant discrepancy that would be deemed at the level of a specific learning disability.

Our Early Childhood and Elementary Centers utilizes the Elementary Student Assistance Program (ESAP), a School Based Behavioral Health Program (SBBH), and the Child Study Team Model as sources of pre-referral information. At the Junior/Senior High School we have the Student Assistance Program, School Based Behavioral Health Program (SBBH) started for the 2017-2018 school year, Peer Tutoring, and Success Maker. For a child suspected of having a specific learning disability the following must be considered: 1). whether the child has a specific learning disability; 2). the basis for making the determination (whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services or whether the child does not respond to research-based interventions or other); 3). the relevant behavior noted during the observation of the child; 4). the relationship of that behavior to the child's academic functioning; 5). the educationally relevant medical findings, if any; and 6). the determination of the team concerning the effects of environmental, cultural, or economic disadvantage. Minersville District is currently contracting with an agency for a School

Psychologist, and a Part-Time School Psychologist, which averages out to a total of 1.5 school psychologists, a Psychology Assistant, and Psychologist Secretary, to address the District's needs in the identification of special needs students within the proper timelines.

Minersville District provides notices to parents through the local newspaper, student handbook at the High School level, and newsletters at the Elementary Level and our District website.

## *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>

The Minersville Area School District, through successful child find, intervention, and identification procedures, continues to comply with State Performance Plan requirements that school districts demonstrate proportionality in the identification of students with disabilities with respect to race and ethnicity. Communications are conducted in each child's native language; adaptations and accommodations are made for students demonstrating limited English proficiency; and evaluations are conducted utilizing a variety of assessment tools that are selected and administered in order not to be racially or culturally biased.

Minersville Area School District is showing disproportionalities in the area of Speech and Language and overall percentage of special education students. Enrollment data from the 2016 -2017 Special Education Data Report indicates that Minersville Area School District is disproportionate in our number of students who are identified as Speech & Language impaired and our overall percentage of special education students. Minersville District's procedures for referring and assessing a student for Speech & Language Impairment begin with a universal screening prior to a student enrolling into Kindergarten. These students as well as other referred students are monitored by SLP and are given interventions over time before a formal evaluation is requested. In the area of Speech and Language, the District will provide professional development to the general education teachers on strategies to use within the general education classroom to help with speech and language.

## *Non-Resident Students Oversight*

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

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

Minersville Area School District does not have any children's institutions within its borders, and therefore has no nonresident students per Section 1306 of the PA Public School Code. However, any student attending the District, whether Minersville is the home district or the host district, will have full access to the continuum of services available to all students attending the District. The District will fully comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under section 1306 of the Public School Code as indicated below:

#### Education

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

### **Host School District Responsibilities**

Under Section 1306 of the Pennsylvania School Code, the host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The host district is responsible for providing the educational program for students, including students with disabilities who are placed 5 in that facility, and for ensuring the provision of a "free appropriate public education" for eligible children with Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA) and for "qualified handicapped students" with Service Agreements in accordance with § 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15. The host school district cannot refuse to educate a student in a regular or special education program in a regular public school unless 1) a court order requires that the child be educated at the residential facility; 2) a current IEP and NOREP, or a service agreement under 22 PA Code Chapter 15, requires a different placement; 3) the child is currently expelled from his or her last educational placement due to a weapons offense (see, 24 P.S. § 13-1317.2(e.1)) or 4) the student is in an "interim alternative educational setting" and placed in accordance with the IDEA (see, 34 C.F.R. § 300.530 (c), (d)(5), and (g)). Students may not be presumptively assigned to alternative education programs for disruptive youth; such placements must be made in accordance with federal and state disciplinary protections referenced in the BECs;

#### (1) Alternative Education for Disruptive Youth

([http://www.education.state.pa.us/portal/server.pt/community/purdon%27s\\_statutes/7503/alternative\\_education\\_for\\_disruptive\\_youth/507342](http://www.education.state.pa.us/portal/server.pt/community/purdon%27s_statutes/7503/alternative_education_for_disruptive_youth/507342)), and

#### (2) Enrollment of Students

([http://www.education.state.pa.us/portal/server.pt/community/purdon%27s\\_statutes/7503/enrollment\\_of\\_students/507350](http://www.education.state.pa.us/portal/server.pt/community/purdon%27s_statutes/7503/enrollment_of_students/507350)).

For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host district must consider the educational placement options to educate the student in the host district's public schools. If the host district and parent through the IEP or Service Agreement process

determine that an alternative educational setting will appropriately address the student's educational needs, the host school district is responsible for providing the student with a Free Appropriate Public Education (FAPE) and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and §504 of the Rehabilitation Act. For students eligible for services under Chapter 14, this means the host school district is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. Similarly, the host school district is responsible for conferring or meeting with the family and for developing a Service Agreement for a "qualified handicapped student" pursuant to Chapter 15.

### **Child Find Responsibility**

In addition to ensuring that an appropriate educational program is provided, the host school district has Child Find responsibility for children "thought-to-be" eligible for special education services and/or accommodations within the host school district's jurisdiction. This responsibility includes locating, identifying, and evaluating all §1306 students with suspected disabilities, including but not limited to evaluating students for whom a request for an evaluation has been made. In fulfilling the Child Find obligation, the host school district cannot rely entirely on information from the facility, but must make independent efforts to ascertain whether eligible students are present. If a host school district suspects that a child may be eligible for special education or for a Service Agreement under 22 PA Code Chapter 15, the host district must seek informed consent to initiate evaluation procedures from an individual who meets the definition of parent in the IDEA, a surrogate parent appointed by the host district, or a person appointed by a court to provide such consent. If a child who is "handicapped" under Section 504 or is identified by a school district as thought-to-be disabled and in possible need of specially designed instruction under IDEA and Chapter 14, the host school district should procedurally move forward with a special education evaluation under IDEA and Chapter 14. One indication that a child is thought-to-be-eligible may include a determination by the host district, parent, or a professional that the child's educational needs cannot be met in a regular public school setting. For children suspected as IDEA eligible students, the host district is responsible for maintaining contact with the student's district of residence for the purpose of keeping the district of residence informed of its plans for educating the student and seeking the advice of that district with respect to the student.

### **Educational Decision-makers**

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

### **Transferring Students**

During the §1306 student's tenure in the children's institution, the host school district must ensure that: all students have access to education; students with disabilities receive FAPE in accordance with their IEPs or Service Agreements; and all mandated procedural protections are provided. Host

and district of residence may agree in writing to a different arrangement for the division of educational and procedural responsibilities for students identified as IDEA eligible, but they must receive approval by PDE after notice to and an opportunity for comment by the parents of the student

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

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

The parent and the host district should, if feasible, make a decision as to the appropriate educational placement of the child before the student arrives at the facility. However, in any case, the student must be attending a school program within five school days of the student's admission to the institution. If the information or an individual necessary to make an informed decision about the appropriate educational placement of the child is not available within the 5-day period, and if the parent agrees, the host school district can arrange for or authorize the child's education at a school program located at the facility until the host district and parent can make a formal decision regarding the student's educational placement. If no parent can be identified, the child can temporarily be educated at the facility if there is a clinical recommendation that the child should not attend public school. In either case, the final decision regarding the child's education placement must be made without delay. In order to facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least 2 weeks prior to the student's planned discharge from the residential program, if possible. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new host district. In making a decision about where to educate a student, consideration should be given to the courses that would be available to the child in the proposed program, the qualifications of the staff, the program's ability to provide FAPE and comply with the other requirements of IDEA and Chapter 14 or §504 of the Rehabilitation Act and Chapters 15 or 16 of Title 22 of the Pennsylvania Code (as applicable to the individual child), and whether the program will prepare the student to meet any applicable promotion and/or graduation requirements.

### **Incarcerated Students Oversight**

Describe the system of oversight the District would implement to ensure that all incarcerated

students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

Currently there are no facilities located in the Minersville Area School District for incarcerated students.

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

### *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).

As in the past, Minersville Area School District fully complies with the requirements of IDEA 2004 and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school age students from Minersville who are incarcerated in the Schuylkill County prison. Pottsville Area School District is the host district for Schuylkill County prison and in that capacity, Pottsville District provides the needed services directly to students from Minersville School District who are deemed eligible for special education services. Eligible students receive special education services when they are charged with a criminal offense, are awaiting trial and after they are convicted of a criminal offense. Pottsville Area School District in conjunction with Minersville School District complies with the child find obligations of IDEA 2004, implements/reviews or develops IEP's for eligible students in accordance with state and federal laws, utilizes appropriate evaluation procedures and screening instruments to determine the eligibility and educational needs of the inmates, and provides FAPE in conformity with the IEP.

As the Host School District, Pottsville District, is responsible for making decisions regarding the goals, programming, and educational placement for each incarcerated eligible student and seeks advice from Minersville School District in the planning of that educational program. Minersville School District stays informed of the education of its incarcerated eligible students through active dialogue and communication with the Host School District to ensure the provision of appropriate special educational programs for our incarcerated youth.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services

and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Minersville Area School District provides a continuum of educational services for our school aged students that are identified with a disability and are in need of special education programming. To meet students needs in the least restrictive environment, IEP team considers the full range of options on a continuum including regular education to out-of-district placements. The educational starting point for identified students is within the district and within the general education setting with the use of supplementary supports and services to the maximum extent appropriate. Placement decisions are made only after IEP teams consider the amount of supplementary aides and services that are needed to support the student in the least restrictive environment. Minersville Area School District always considers the least restrictive environment for students with disabilities to be in the regular education classroom. Supplemental aids and services are provided to the student to ensure success within the regular education environment.

Minersville Area School District utilizes inclusive practices using the co-taught model from grades K-12. The District always tries to provide support for the special education students within the regular education classroom however there are times when we cannot meet the needs of the student in spite of additional supports, then alternate education programs are considered ranging in intensity from least to most supportive. The District has since expended the continuum of services within the District to include, three (3) Life Skills Support classes and an Emotional/Autistic Support class for students with more severe disabilities in order to meet their needs while allowing for access to the general curriculum in the least restrictive environment. Additional Supports are also offered within the district by contractors in the areas of Hearing and Vision Support, Physical Support, Audiological Support, and Orientation and Mobility. Fulltime placements are addressed by IEP teams in placements outside of the district, namely in the areas of Emotional Support and Autistic Support. The district also utilizes 2 Speech Therapists, 1 Occupational Therapist, 1 Social Worker, 1 Crisis Intervention Specialist, 2 Guidance Counselors, 1.5 School Psychologist, Psychologist Assistant and Psychologist Secretary. There are also 26 paraprofessionals. Some students who have low incidence disabilities may utilize a consortium approach to educational programming, traveling to a neighboring district to receive their education. Those students with the most severe disabilities or who exhibit other extenuating circumstances may attend a center based educational placement within the Maple Avenue Campus of the Schuylkill Intermediate Unit. The District attempts to exhaust all local resources before considering placement outside the District, at the Maple Avenue Campus, or at an approved private school.

Within the District, extensive efforts have been made to ensure the maximum integration of students with disabilities. The District continues to utilize the Competent Learner Model and Applied Behavioral Analysis through the use of PaTTAN representatives and Consultants from our local Intermediate Unit 29. Through additional training and support from the Intermediate Unit staff, the District can now implement the Competent Learning Model through an in-house staff that includes a CLM team comprised of a coach, speech therapist, Life Skills teacher, and paraprofessional. Successful program and evidence based models including, but not limited to DIBELS testing, SRA, EdMark, Touch Math, and Wilson Reading instruction in the primary grades. At the junior/senior high school levels, SRA corrective reading is

used for our older students to help them be successful. The District is currently involving staff training in the LETRS training offered through our local Intermediate Unit #29 .This training will enhance our inclusionary practices and enrich our teachers understanding of reading deficiencies and help with modifications and adaptations in the classroom. and at PaTTAN and Verbal Behavior and Applied Behavioral Analysis through PaTTAN. On August 23, 2017, Our Special Education Teachers received Professional Development from PaTTAN Consultant, on Goal Writing. On October 9, 2017, PaTTAN Consultant, provided a full day training on writing effective and defensible IEP's. Schuylkill Intermediate IU 29 Consultant in conjunction with PaTTAN provided Training to the District's Jr/Sr High School Teachers on the latest updates to transition requirements from the Fall of 2016 to Spring of 2017. Our Transition representative attends monthly Transition Council Meetings at Schuylkill Intermediate Unit #29 and share all pertinent transition updates with our faculty.

The District has also implemented a reading series at the junior high school level which mirrors the regular education reading curriculum, thus allowing students with disabilities to remain in the regular education classroom for instruction. For the younger students, the District has long sponsored the transition classroom at the first grade level as well as a 4K and Developmental K programs in an effort to provide intervention services; these classrooms are staffed by teachers with dual certification in special and elementary education. The District successfully implemented inclusion in all grades. Training and technical assistance to the District to successfully implement inclusive practices will be provided by the Schuylkill Intermediate Unit Training and Consultation (TaC) Staff, PaTTAN consultants, and outside resources. Since 2008, the District has provided staff with training from renowned experts on inclusive practices, has sent teams for training in positive behavior support and behavioral de-escalation techniques, and trained staff in CPR/first aid in order to support District students in the least restrictive environment. Special Education and Regular Education teachers currently utilize the Common Core Standards and SAS model to align our curriculum to state requirements within the inclusive model; making adaptations and modifications to the curriculum to allow the Special Education students to be successful.

Reviewing the SPP targets and the District's percentages in the Indicator 5 section, Educational Environments, Minersville District made two of the three target areas. Target areas SE Inside Regular Class 80% or more and SE Inside Regular Class less than 40% were achieved. The District did not meet the target, in SE in other settings. The SPP target was 4.6% and the state was 4.9% and the District was 8.8%. The District will continue to provide supplementary supports and services to support a reduction in the number of students in other settings, it should be noted that multiple placements are parent requests, outside agency placements, and student adjudication. Beginning in 2017-2018 school year, a supplemental emotional support classroom was opened at the elementary and secondary level. This will help the District educate students within the District who were previously educated in an out of district setting.

Minersville School District puts forth great effort in truly individualizing each student's plan. Our programs are tailored to fit the needs of each individual student. With that being said, some students will be in the regular ed class more than 80%, and for others their needs might best be met with more intensive support. Our goal and focus is to provide an educational plan that is truly tailored to the individual student. It is the Minersville School District's goal to provide our students with the ability to achieve the maximum education benefits from our Special Education program with Regular Education always being looked at first. Inclusionary practices is the model that the District will continue to promote which should greatly improve our percentages in the SPP Indicator 5 category. Minersville School District has greatly reduced the number of students in other settings over the past several years and we will continue to improve our percentage when it is appropriate for the student. For those students who are still outside the neighborhood school district, their placement was determined by the IEP team. That placement was either due to the severity of the behaviors or the severity of their disability, which required placement in a multi-

handicapped classroom or a full time emotional support classroom. The need for these 2 categories of students are because they were not able to be successfully educated in their home school setting.

### *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.

Minersville takes a proactive approach to address and strengthen behavioral supports in the District by utilizing the professional training of our school Psychologist. Recently, Minersville District strengthened our behavioral support team to include: guidance counselors at the Junior/Senior High School and a Crisis Intervention Specialist at our Elementary Center and Early Childhood Center. Minersville District also added a School Based Behavioral Health Program (SBBH) to assist challenging students with behavioral needs to help maintain them in the Least Restrictive Environment at all three buildings starting with the 2017-2018 school year. The District provides a social worker, a truant officer, nursing staff, and para-professionals. Regular and Special Education teachers have been trained Summer of 2017 in Safe Crisis management by District Train-the-Trainer for our staff. The District has increased our Paraprofessional staff to include Personal Care Aides and our number has increased from 18 to 26 as well as opening a Life Skills Support classroom at the Junior/Senior High School. The District also provides assistance with student behavioral issues through Students Against Destructive Decisions (SADD), Student Assistance Program (SAP), Elementary Student Assistance Program (ESAP), Teens Against Tobacco Group, Peer Educators, a school wide Positive Behavior Support Program, and Behavioral Intervention Plans. Our Elementary and Junior/Senior Life Skills/Autistic Support teachers are trained in the Competent Learner Model as well as Applied Behavioral Analysis (ABA). Teachers and para-professionals were trained in Safe Crisis Management techniques each year including the 2017-2018 school year.

Minersville adopted Behavioral Support requirements that focus on positive rather than negative measures. The behavior support program includes a variety of techniques to develop and maintain skills that will enhance a student's opportunities for learning and self-fulfillment. The types of intervention chosen for a student shall be individualized and least intrusive. The District invites and encourages behavioral health supports from county agencies. The District works collaboratively with outside agencies to devise and implement behavior plans for students with emotional/mental health needs. The District participates in CAASP meetings for resident students and supports mental health placements in residential facilities by funding the accompanying educational program. The district's behavior support program is based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures; including de-escalation techniques have been exhausted. Restraints are not used to control acute behavior and are only used when the student is acting in a manner that presents a clear and present danger to him/her or others (staff and students) and the less intrusive measures were unsuccessful. Restraints are not to be administered for the convenience of staff, as punishment, or as a substitute for appropriate educational programming. behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. If a student requires use of restraints, the procedure is outlined in the students' IEP via a Positive Behavior Support Plan. The

parent of the student is also contacted and notified as soon as practical on the use of the restraint(s) and to schedule an IEP meeting within ten (10) days of the use of the restraint(s), unless the parent agrees in writing to waive the meeting.

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

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

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

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

The district also employs a social workers and 1.5 school psychologist to assist with students requiring services. At the elementary level guidance staff host peer groups such as "Lunch Bunch" and "Reading Buddies" to foster and develop appropriate social skills. Students can also be assigned a mentor through the ESAP program. At the high school level there is also a Mentor Program through the SAP program and a "Friends Forever" group to foster and develop relationships. Additionally the district welcomes and partners with outside agencies to build support for students who provide various levels of social skills training.

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

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

As in the past, Minersville Area School District historically has not had difficulty ensuring FAPE for individual students. Minersville District has expanded their continuum of services to include a secondary and an elementary life skills classroom and a life skills/autistic support classroom at the elementary level to meet the growing changes within the District. The District has started their own virtual academy, Ebridge Academy, to help maintain students within the district while utilizing the Minersville curriculum. The District also utilizes the Maple Avenue Campus to serve some students with low incidence disabilities, as well as some students whose emotional and mental health history predisposes them to experiencing difficulty, after all options within the district buildings have been exhausted. Minersville has successfully educated all of its resident students within Schuylkill County.

Occasionally, students are identified as having needs beyond the traditional educational realm. For those students, the District collaborates with child serving agencies to provide assistance. Behavioral Health Rehabilitative Services (BHRS) are provided to students by a number of providers within the county. The District welcomes BHRS personnel into regular and special education classrooms to provide assistance to students in need. District personnel attend CAASP meetings for students so that collaborative plans can be designed and implemented for students in need.

Modifications to student curriculum, length of school day, and transition between placement options are utilized to assist students who have difficulty adjusting to traditional school programs.

### *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.

Minersville Area School District made numerous positive changes to enrich our Special Education services. The District is constantly reviewing its programs to meet the ever changing academic, social, emotional, and behavioral needs of the student population. The District expanded the special education staff to include a special education teacher at each grade level, two life skills support teachers, a Life Skills/autistic support teacher, two emotional support teachers, and two district speech therapists, crisis intervention specialist, 1.5 school psychologist, a psychologist Assistant, a Psychologist Secretary, a social worker, and 26 instructional aides. The District is actively engaged in providing inclusive practices utilizing the co-taught model from grades k-12 and a School Based Behavioral Health Team. The District also provides assistance with student behavioral issues through Students Against Destructive Decisions (SADD), Student Assistance Program (SAP), Elementary Student Assistance Program (ESAP), Teens Against Tobacco Group, Peer Educators, a school wide Positive Behavior Support Program, and Behavioral Intervention Plans. Our elementary Life Skills teacher is trained in the Competent Learner Model as well as Applied Behavioral Analysis (ABA). Teachers and para-professionals are trained in de-escalation techniques. The District has participated in additional trainings in the Pennsylvania Value Added Assessment System (PVAAS), as well as in Student Learning Objectives (SLO), for which Minersville was a pilot. These actions demonstrate Minersville's commitment to providing quality programming in the least restrictive environment for all of its eligible students.

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

- The district is committed to educating all students in the least restrictive environment to the maximum extent appropriate
- IEP teams make individual decisions about placement, related services, and the use of supplementary services as a means to provide FAPE
- The district utilizes a web based application for special education documentation compliant with PDE Chapter 14 regulations
- A full continuum of placement options is available to meet student need

- All professional staff are certified or highly qualified in the areas where they provide instruction
- All para-professional staff members are highly qualified and receive no less than 20 hours of training annually, including CPR/First Aid (re) certification
- Co-teaching occurs across core disciplines in both the elementary school and the junior senior high school setting
- The high school offers a school store to foster pre-vocational skills in conjunction with the regular education accounting students.
- Child Study Team meets monthly at Minersville Area Elementary Center to track progress of targeted students.
- The district participates in the local Transition Council
- Professional staff working with students age 14 and older document a record of transition activities via a "transition folder" and "transition grid" throughout the students' high school tenure
- The district participates in the School-Based ACCESS Program, which is used to support special education programming
- The district supports an in house "training team" in safe Crisis Management
- A Safe Crisis management Team exists in each building
- Community based vocational opportunities exist for secondary level students
- Technology rich programs assist in facilitating inclusion and preparing students for post-secondary living
- Minersville district had offered its students the opportunity to participate in the 21st Century Community Learning Center-After School Programming.
- Trainings are provided through PaTTan and the Intermediate Unit 29 for staff and parents
- The district funds trainings for staff provided by outside agencies and entities
- On-going professional development activities are provided for staff including in-service programming, provision of resource materials, and support of attendance at conferences and workshops. Minersville Area School District also accesses the Intermediate Unit TaC (Training and Consultation) staff as well as resources from PaTTAN (Pennsylvania Training and Technical Assistance Network) to provide staff development.
- Minersville Area School District has a strong commitment to support the inclusion of all of its students within the general education environment, classrooms, and academic and extracurricular activities.
- The District employs a crisis intervention specialist as well as two guidance counselors, a social worker, and 1.5 school psychologist and a psychologist assistant whose services include assistance to eligible students and who provide consultation to both the special and regular education staff.

- The District's 4K program and the Transition 1 classroom, at the early elementary level provides intervention services to young students who may be at risk of failure. These programs have provided students with the tools necessary to succeed in the general education curriculum.
- Regular and special educators within the District work collaboratively to ensure that Minersville's students are successful in their respective classrooms. Accommodations are developed and implemented with mutual input so that eligible students are included in the general education curriculum to the maximum extent possible. The District has incorporated the use of iPads in the Emotional Support, Autistic Support and Life Skills Support classrooms to further ensure student success.
- Minersville Area School Board and administration recognizes the need to commit financial support and resources to support an exemplary special education program.
- Minersville Area School District works in collaboration with the Schuylkill Intermediate Unit to provide a continuum of services for the eligible students who reside in the District. The Intermediate Unit- Maple Avenue Campus provides an educational program for those students experiencing a low incidence disability as well as those who require an educational program which meets their diverse needs.

# Assurances

---

## Special Education Assurances

*No policies or procedures have been identified.*

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

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Maple Avenue Campus	Special Education Centers	ES/FT	5
Maple Avenue Campus	Special Education Centers	LSS/FT	9
Maple Avenue Campus	Special Education Centers	MDS/FT (Note: The number of District students in this placement is LESS THAN 5 (due to confidentiality, the district maintains the records for students in placements).	1
Maple Avenue Campus	Other	Schuylkill Learning Academy Program (Note: The number of District students in this placement is LESS THAN 5 (due to confidentiality, the district maintains the records for students in placements).	1
St. Clair School District	Neighboring School Districts	Hearing Impaired Classroom (Note: The number of District students in this placement is LESS THAN 5 (due to confidentiality, the district maintains the records for students in placements).	1
Behavioral Health Associates	Approved Private Schools	Emotional Support	2
Maple Avenue Campus	Special Education Centers	Autistic Support	5

## Special Education Program Profile

### Program Position #1

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* March 23, 2017

*Reason for the proposed change:* Updating program profile

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	2	0.5
Locations:				
Minersville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 7	2	0.41
Locations:				
Minersville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 8	1	0.09
Locations:				
Minersville Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #2**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* March 23, 2017

*Reason for the proposed change:* Update Program Profile

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 8	4	0.4
Locations:				
Minersville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	5	0.6
Locations:				
Minersville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #3**

*Operator:* School District

**PROGRAM DETAILS**

Type:  
Implementation Date:

**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	0.6
Locations:				
Minersville Elementary School (PD)	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	1	0.4
Locations:				
Minersville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #4**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: March 23, 2017

Reason for the proposed change: Update Program Profile

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	19	0.6
Locations:				
Minersville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	6	0.4
Locations:				
Minersville Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: March 28, 2017

Reason for the proposed change: update program profile

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	5	0.5
Locations:				
Minersville Early Childhood Center-Llewellyn	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 28, 2017*Reason for the proposed change:* update program profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	16	0.6
Locations:				
Minersville Elementary Center	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	12 to 14	1	0.4
Locations:				
Minersville Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #7***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 28, 2017*Reason for the proposed change:* update program profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	14	0.6
Locations:				
Minersville Elementary Center	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	12 to 13	1	0.4
Locations:				
Minersville Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 29, 2017*Reason for the proposed change:* revised to update program profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
-----------------	------------------	-----------	----------	-----

Itinerant	Learning Support	13 to 16	16	1
Locations:				
Minersville Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 29, 2017*Reason for the proposed change:* revised to update program profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	10	0.9
Locations:				
Minersville Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 16	2	0.1
Locations:				
Minersville Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 29, 2017*Reason for the proposed change:* revised to update program profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 16	7	1
Locations:				
Minersville Jr/Sr High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 23, 2017*Reason for the proposed change:* More space for student Instruction*Present Class Location:* Second Floor*Proposed Class Location:* First Floor*Length of time class has been in present location:* 3 years**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	17 to 18	2	0.8
Locations:				
Minersville Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 17	2	0.1
Locations:				
Minersville Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 17	2	0.1
Locations:				
Minersville Area Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

### Program Position #12

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* March 29, 2017

*Reason for the proposed change:* Revised to update program profile

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 12	2	0.25
Justification: The Emotional/Autistic/Learning Support classroom support age range exceeds 3 years at the elementary level as mandated by the PA Standards & regulations in 342.42 (f) with the understanding that the placement & program is appropriate in meeting the students' needs. This information is on each student's IEP.				
Locations:				
Minersville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 13	2	0.25
Justification: The Autistic/Learning Support/Emotional Support age range exceeds 3 years at the elementary level as mandated by the PA Standards & regulations in 342.42 (f) with the understanding that the placement & program is appropriate in meeting the students' needs. This information is provided on each student's IEP.				
Locations:				
Minersville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	1	0.25
Justification: The Autistic/Learning Support/Emotional Support age range exceeds 3 years at the elementary level as mandated by the PA Standards & regulations in 342.42 (f) with the understanding that the placement & program is appropriate in meeting the students' needs. This information is provided on each student's IEP.				
Locations:				
Minersville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #13***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 29, 2017*Reason for the proposed change:* Revised to update program profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 12	9	0.95
Justification: The Autistic/Learning Support/Life Skills Support age range exceeds 3 years at the elementary level mandated by the PA Standards & Regulations in 342.42 (f) with the understanding that the placement & program is appropriate in meeting the students' needs. This information is provided on each student's IEP.				
Locations:				
Minersville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	11 to 12	1	0.05
Locations:				
Minersville Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #14***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2017*Reason for the proposed change:* revised to update program profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	13	1
Justification: The Life Skills Support age range exceeds 3 years at the high school level mandated by the PA Standards & Regulations in 342.42 (f) with the understanding that the placement & program is appropriate in meeting the students' needs. This information is provided on each student's IEP.				
Locations:				
Minersville Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #15***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2017*Reason for the proposed change:* Revised to update program profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 18	11	0.86
Locations:				
Minersville Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 17	1	0.05
Locations:				
Minersville Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	16 to 16	1	0.09
Locations:				
Minersville Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #16***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2017*Reason for the proposed change:* revised to update program profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 19	9	1
Justification: Life Skills Support Age range exceeds 3 years at the elementary level and 4 years at the secondary level as mandated by the PA Standards and Regulations in 342.42 (f) with the understanding that the placement and program is appropriate in meeting the students' needs. This information is in each student's IEP.				
Locations:				
Minersville Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #17***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 30, 2017

*Reason for the proposed change:* Revised to update program profile

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	18 to 20	8	0.95
Locations:				
Minersville Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	19 to 20	2	0.05
Locations:				
Minersville Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #18**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* March 30, 2017

*Reason for the proposed change:* Revised to update program profile

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	57	1
Justification: Speech and Language Support provided individually.				
Locations:				
Multiple Buildings	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #20**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* August 23, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 18	62	1
Justification: Speech and Language support provided.				
Locations:				
Multiple Buildings	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #19**

*Operator:* School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: August 23, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 14	8	1
Locations:				
Minersville Area Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Special Education Support Services**

Support Service	Location	Teacher FTE
Teacher Aides (26 part time)	Minersville School District Buildings	13
Supervision of Special Education	Minersville School District Buildings	1
Social Worker	Minersville School District Buildings	1
School Psychologist	Minersville School District Buildings	1.5
Speech Therapists	Minersville Area School District	2
Secretary to the Special Education Supervisor	Minersville Area School District	1
Occupational Therapist	Minersville Area School District Buildings	1

**Special Education Contracted Services**

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy	Intermediate Unit	585 Minutes

# District Level Plan

---

## Special Education Personnel Development

### Autism

<b>Description</b>	During each year of the plan, staff members will be trained in strategies for including/instructing students with Autism. Topics including, but not limited to Asperger's Syndrome, PECS, Sensory Integration, Social Skills and Behavior Management will be presented. Minersville District's goal is to network with the Autistic consultant from IU29 on a monthly basis to help support the needs of the District's autistic population. Positive training outcomes would be evidenced through data-driven measures of increased participation in the inclusive general education classrooms.
<b>Person Responsible</b>	Mary Ann Wynosky
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	22
<b>Provider</b>	Intermediate Unit Training and Consultative Staff
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Enhancement of expertise in instructing and including students with low incidence disabilities within the general education environment.
<b>Research &amp; Best Practices Base</b>	Training provided by the Training and Consultative staff is based upon well researched approaches, including Applied Behavior Analysis and the Competent Learner Model, to successfully addressing autism and related behavioral manifestations.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in</p>

	<p>instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p><b>For school or LEA administrators, and other educators seeking leadership roles</b></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><b>Training Format</b></p>	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Offsite Conferences</p>
<p><b>Participant Roles</b></p>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</p> <p>Parents</p>
<p><b>Grade Levels</b></p>	<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>
<p><b>Follow-up Activities</b></p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p> <p>Joint planning period activities</p>
<p><b>Evaluation Methods</b></p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of written reports summarizing instructional activity</p> <p>Checklists, rubrics, progress monitoring, and teacher observations will be utilized to determine changes in participation in the</p>

	inclusive general education classrooms.
--	---

## Behavior Support

<p><b>Description</b></p>	<p>Beginning in the 2017-2018 school year, Minersville District contracted with an agency for a School Psychologist and a Part time School Psychologist (total equals 1.5 psychologists) as well as a Psychologist's Assistant and a Psychologists secretary all to enhance the proactive approach the District had been taking to address and strengthen special education supports and behavioral supports in the District. Additional new support services started with the 2017 school year bringing on our School Based Services to now include our high school students and to be onsite throughout the school year as well as in the summer, providing after school hours to support students and families with in need of services.</p> <p>Minersville adopted Behavioral Support requirements that focus on positive rather than negative measures. The behavior support program includes a variety of techniques to develop and maintain skills that will enhance a student's opportunities for learning and self-fulfillment. The types of intervention chosen for a student shall be individualized and least intrusive.</p> <p>The District has established rules regarding student discipline and behavior requirements. The District uses guidance counselors at the Junior/Senior High School and a Crisis Intervention Specialist at our Elementary Center and Early Childhood Center. The District provides a social worker, a truant officer, nursing staff and para-professionals. Minersville District has a Social Worker on staff to address students' needs five days a week. The District also provides assistance with student behavioral issues through Students Against Destructive Decisions (SAD), Student Assistance Program (SAP), Teens Against Tobacco Group, Peer Educators, a school wide Positive Behavior Support Program, and Behavioral Intervention Plans.</p> <p>The District invites and encourages behavioral health supports from county agencies. The District works collaboratively with outside agencies, including School-Based Behavioral Health (SBBH) services through New Story, to devise and implement behavior plans for students with emotional/mental health needs. The District participates in CAASP meetings for resident students and supports mental health placements in residential facilities by funding the accompanying educational program.</p>
---------------------------	--

	Training will focus on yearly de-escalation, safe crisis management, and Positive Behavior Support. Positive training outcomes would be evidenced through data-driven measures of the reduction of suspensions, expulsions, and disciplinary referrals to the office.
<b>Person Responsible</b>	Mary Ann Wynosky
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	18
<b>Provider</b>	In-House Staff
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Empowers educators to work effectively with parents and community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Live Webinar Department Focused Presentation Offsite Conferences
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals New Staff Related Service Personnel

<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Peer-to-peer lesson discussion Joint planning period activities
<b>Evaluation Methods</b>	Participant survey Review of written reports summarizing instructional activity Reduction of suspensions, expulsions and disciplinary referrals to the office.

### Paraprofessional

<b>Description</b>	District paraprofessionals will receive the required 20 hours of staff development per year as mandated by Chapter 14 regulations. All Paraprofessionals will be highly qualified to effectively help students. In addition to the 20 hours Paraeducators will have 3 quarterly meetings with the Special education Supervisor to assist them in their understanding of the needs of special education students. Positive training outcomes would be evidenced through data-driven measures of increased independent functioning in the educational environment.
<b>Person Responsible</b>	Mary Ann Wynosky
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	21
<b>Provider</b>	In-House Staff
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.

<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p> <p>Joint planning period activities</p>
<b>Evaluation Methods</b>	<p>Participant survey</p> <p>Review of written reports summarizing instructional activity</p>

## Reading NCLB #1

<b>Description</b>	Achievement of academic standards will be monitored through the district at the elementary and the junior/senior high school level. Achievement will be an on-going process through progress monitoring and teacher assessments. The District administration including elementary and secondary principals, the assistant principal, the special education supervisor and guidance counselors will be responsible for assessing student progress as well as determining the strengths and weaknesses of our instructional program using the SAS toolkit. The District will analyze the following formative assessment data: Grade K-1-2-3: DIBELS assessment; Grades 3-4-5-6-7-8-10-11: PSSA testing; Grades 9-10: PSSA, Child Study Team candidates. Positive training outcomes would be evidenced through data-driven measures of increased achievement levels in reading.
<b>Person Responsible</b>	Mary Ann Wynosky
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education

## Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	21
<b>Provider</b>	PaTTAN
<b>Provider Type</b>	IU, PaTTAN and School District Personnel
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other</b>	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional

<b>educators seeking leadership roles</b>	<p>education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	Department Focused Presentation
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</p>
<b>Grade Levels</b>	<p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p> <p>Joint planning period activities</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p>

## Transition

<b>Description</b>	The Transition Specialist from the Intermediate Unit's Training and Consultative staff will provide trainings on an overview of the transition process, the role of a District transition coordinator, and the importance of parent and student
--------------------	---

	involvement in the process. Training will also address writing a transition driven IEP and how to write the summary of academic achievement and functional performance. As part of the trainings, representatives of community agencies will address community supports and resources. Positive training outcomes would be evidenced through data-driven measures of increased graduation rates. professional development training will continue to be reviewed with our teachers so the District stays current with updates to transition components in the IEP process.
<b>Person Responsible</b>	Mary Ann Wynosky
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	10
<b>Provider</b>	Intermediate Unit TaC Transition Specialist
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other</b>	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional

<b>educators seeking leadership roles</b>	<p>education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</p> <p>Parents</p>
<b>Grade Levels</b>	<p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p> <p>Joint planning period activities</p>
<b>Evaluation Methods</b>	<p>Participant survey</p> <p>During each year of the plan, the District will aggressively address and monitor the graduate rate. Each year of the plan, the support services of IEP Special Education students at risk of dropping out should decrease a minimum of 2%. Each year of the plan the graduation rate of IEP Special Education students should increase a minimum of 2%.</p>

# Special Education Affirmations

---

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

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

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*