

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 68
School District Total Student Enrollment 280
Percent of Students Receiving Special Education 24.3

Steering Committee

Name	Position/Role	Building	Email
Reno Barkman	Director of Special Education	Shanksville-Stonycreek SD	Rbarkman@sssd.com
Rebecca Hutzell	Special Education Teacher	Shanksville-Stonycreek El Sch	rhutzell@sssd.com
Alicia Moon	Special Education Teacher	Shanksville-Stonycreek MS	amoon@sssd.com
Jennifer Holcomb	Special Education Teacher	Shanksville-Stonycreek HS	jholcomb@sssd.com
Sheri Miller	General Education Teacher	Shanksville-Stonycreek MS	smiller@sssd.com
Lucas Mihelcic	General Education Teacher	Shanksville-Stonycreek El Sch	lmihelcic@sssd.com
Lynda Beth Custer	General Education Teacher	Shanksville-Stonycreek HS	lcuster@sssd.com
Jill Walker	Parent	Shanksville-Stonycreek SD	
Autumn Hillegas	Parent	Shanksville-Stonycreek El Sch	

School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
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Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

According to Section 1306 of the Pennsylvania School Code, the host school district (location of the facility) is responsible to provide the educational program for all students, including students with disabilities, who are placed in the facility, and to ensure the provision of a free and appropriate public education for eligible students with Individualized Education Programs in accordance with the Individuals with Disabilities Act and for qualified handicapped students with Chapter 15 Section 504 Service Plans. The host district must consider the educational placement options to educate the student in the host district's public school. If the IEP or Service Agreement Team determine that an alternative educational setting is appropriate, the host school district is responsible for providing the student with a Free and Appropriate Public Education and any need specially designed instruction and services. Accordingly, the host district is responsible for making decisions regarding IEP goals, specially designed instruction, and educational placement for eligible students through the IEP process. Services would be provided by a certificated special education teacher. The host district is responsible for maintaining contact with the resident district regarding the student's progress and placement. The host district is also responsible to meet with parents and to provide services agreements for qualified students with handicaps according to Chapter 15 Section 504. The host district also has child find responsibilities of locating and evaluating students with suspected disabilities. Shanksville is not a host district for a 1306 facility. If Shanksville were a host for a 1306 facility, our guidance office would meet with the facility at the beginning of each year to communicate and address expectations for admission. Each time a new student moved into the facility, the LEA would host an IEP meeting. The LEA would also invite the LEA of the student's home district of residence, members of the facility, and the student's parents. The IEP team would then decide on an appropriate placement for the student.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

The resident school district, district in which the student's parent resides, must provide transfer of records, financially reimburse the host district, and assist in the student's educational planning. The 1306 host district must contact the resident district regarding their plan for education of the student and to communicate plans to transition the student back into the resident school district. The Shanksville School District will work with the host district and the student's family to ensure a smooth transition back into the school. The district does not have a 1306 facility within the LEA's borders. If the LEA did host a 1306 facility, we would be in communication with the sending district to make certain that the student's transition back into the home district would be as smooth as feasible.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The LEA does not have an adult correctional facility within its geographical boundaries.

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

According to 2019-20 data, 67% of Shanksville students with disabilities are educated in the general education classroom 80% of more of the time in school compared to 61% for the state. Due to small group size, the LEA does not have a percentage of students for less than 40% in general class or special education in other settings. However, current data is trending toward very few students with disabilities being educated in general classes less than 40% of the day. For the 2021-22 school year, there is only one of 68 students with IEP's educated in other settings (outside of the district).

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

The district special education teachers are able to meet on a regular basis with general education teachers to make certain both academic and social accommodations are beneficial to students. General education teachers are open to suggestions and ideas from their special education colleagues. Likewise, special education teachers are trusting of ideas that general education teachers propose to use in their classrooms. Also, the LEA provides social work services through Intermediate Unit 08 and contracts with Somerset County DBHS (Developmental and Behavioral Health Services) for the services of a part-time mental health counselor. The school guidance counselor works with teachers, as the first line of screening, to identify potential social and emotional needs of students. The guidance counselor may then consult with the parent to either provide counseling or recommend the child for services by the social worker or the contracted mental health counselor.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

Again, the general and special education teachers are able to meet on a regular basis to discuss ideas that best meet the needs of students with disabilities in the general education classes. The district provides trainings on special education strategies to all teachers and paraprofessionals. The district has, and will continue to provide differentiated instruction training for all general education teachers and paraprofessionals. The district strives to include all students in general education classes as much as possible, and these decisions are determined during IEP meetings. Curriculum modifications and adaptations are implemented based on individual student needs. Specially designed instruction is provided as push-in (general education class) and pull-out (special education classroom) by special education teachers and paraprofessionals. Professional development for the school district focuses on differentiated instruction, curriculum writing, STEAM, technology in the classroom, and student mental health initiatives. In addition, all students in the district have access to individual chromebooks. Trainings are provided for all students on safe internet use to maximize educational use of technology and websites, and how to complete class assignments on Schoology.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

No district students with IEP's are experiencing difficulties accessing extra curricular activities at this time. In the past, the district has met with coaches and advisors to provide brief explanations of and professional development on specific student's supplementary aids and services. Supplementary aids and services are determined by IEP teams, including school personnel and parents. Services listed in student's iep, including behavior plans, can be used for students to access extracurricular activities. Students are able to have modified services, requirements, or devices to participate in extracurricular activities.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

The district does not have any students placed in private institutions. If any students were placed in private institutions, the LEA would communicate with the institution and attend IEP meetings to make certain the child is able to participate in extracurricular activities to the greatest extent possible.

6. Discuss the district’s need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

The district provides a continuum of services for any student identified with a disability. The majority of identified students receive instruction in general education classrooms. Students receive support from special education teachers or paraeducators. There are times when the the IEP team recommends the student receive supplemental instruction in the special education classroom. At this time, a very limited number of students receives special education services outside of the district. Students may receive life skills support or other special education at a neighboring public school district, and are included with non-disabled peers to the fullest extent possible.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Shade School District	Other	Neighboring Public School	Shade School District	Life Skills Support	1

Positive Behavior Support

Date of Approval

2022-04-12

Uploaded Files

Board Policy - 113point2.pdf

1. How does the district support the emotional, social needs of students with disabilities?
The district provides learning and emotional support with both push in and pull out lessons. Also, the district provides social work services and counseling as a related service. In addition, the district encourages students to receive counseling services which are contracted through the local MH/ID program.
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.
All special education teachers and paraeducators are provided training through the National Crisis Prevention Institute. General education teachers are encouraged to attend these trainings as well. The trainings focus on prevention, verbal de-escalation techniques, and how to communicate after a student presents challenging behavior.
3. Describe the district positive school wide support programs.
The district attempts to promote positive behaviors by using a "Caught Being Good" program. Staff members catch students displaying good behaviors. A report is filed with the administration, and a letter is sent to parents explaining the positive behavior.
4. Describe the district school-based behavior health services.
The district provides counseling through the school guidance counselor, the contracted social worker, or the therapist contracted through MH/ID.
5. Describe the district restraint procedure.
The district has not had the need to physically restrain any child for several years. In the event a physical restraint is necessary to protect a child, peers, or staff, the district would use the training we receive from the NCPI trainings. If a restraint were used, the district would contact the parent and immediately schedule an IEP meeting.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

The LEA does not have any students receiving instruction conducted in the home. Also, the district does not have any students who are at substantial risk of waiting more than 30 days for an appropriate educational placement.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
007	Secondary	Part-time (0.5)	04/12/2022 12:40 PM

Building Name		
Shanksville-Stonycreek HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 18
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
010	Secondary	Full-time (1.0)	05/09/2022 02:35 PM

Building Name		
Shanksville-Stonycreek HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Although students outside the age range allowance are on the teacher's roster, they are not in the room together.		0.25

Building Name		
Shanksville-Stonycreek HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Although the students are on the teacher's caseload, they are not in the same room at anytime.		0.3

Building Name		
Shanksville-Stonycreek HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
The students are not in the room at the same time with one another.		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
009	Secondary	Full-time (1.0)	04/12/2022 12:04 PM

Building Name		
Shanksville-Stonycreek MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.08

Building Name		
Shanksville-Stonycreek MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.6

Building Name		
Shanksville-Stonycreek MS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
008	Secondary	Full-time (1.0)	04/12/2022 12:05 PM

Building Name		
Shanksville-Stonycreek SD		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 20
Age Range Justification		FTE %
Parents of students outside the age range have been consulted and agreed to placement.		0.53

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
005	Elementary	Full-time (1.0)	04/12/2022 11:58 AM

Building Name		
Shanksville-Stonycreek El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.2

Building Name		
Shanksville-Stonycreek El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.02

Building Name		
Shanksville-Stonycreek El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range

School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
004	Multiple	Full-time (1.0)	04/12/2022 12:38 PM

Building Name		
Shanksville-Stonycreek El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 10
Age Range Justification		FTE %
Although the speech teacher has many students on her roster, students outside of the age range allowance are not in class together.		0.35

Building Name		
Shanksville-Stonycreek MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	11 to 14
Age Range Justification		FTE %

	0.11
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Building Name		
Shanksville-Stonycreek HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	15 to 18
Age Range Justification		FTE %
		0.06

Special Education Facilities

Building Name		Room #
Shanksville-Stonycreek HS		212
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 28 feet, 0 inches	644sqft	23
Implementation Date		
2022-04-11		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Shanksville-Stonycreek El Sch		210
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 35 feet, 0 inches	805sqft	28
Implementation Date		
2022-04-11		
Uploaded Files		

2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Shanksville-Stonycreek MS		208
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 38 feet, 0 inches	874sqft	31
Implementation Date		
2022-04-11		
Uploaded Files		

3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Special Education Support Services

4Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	Contractor
Paraprofessionals	3	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Guidance Counselor	1	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Autism Spectrum Disorder Overview			
Lead Person/Position		Year of Training	
Reno Barkman/ Principal		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	2		General Education Teachers Parents Special Education Teachers

Description of Training			
Structured Teaching Individualized Visual Daily Schedules			
Lead Person/Position		Year of Training	
Reno Barkman/Principal		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Other	General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Managing Challenging Behaviors			
Lead Person/Position		Year of Training	
Reno Barkman/Principal		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	Other	Building Administrators General Education Teachers Parents

			Paraprofessionals Special Education Teachers
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Paraprofessional

Description of Training			
Paraeducator Online Suite Courses			
Lead Person/Position		Year of Training	
Reno Barkman/ Principal		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
20	1/year	Intermediate Unit	Paraprofessionals

Description of Training			
First Aid and CPR			
Lead Person/Position		Year of Training	
Reno Barkman/Principal		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	1 per year	District	General Education Teachers Paraprofessionals Special Education Teachers

Transition

Description of Training			
Transition Planning and Services			
Lead Person/Position		Year of Training	
Reno Barkman		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience

1	1 per year	Other	Parents Special Education Teachers
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Science of Literacy

Description of Training			
Differentiated Instruction			
Lead Person/Position		Year of Training	
Reno Barkman/ Principal		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Building Administrators General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Transition Planning and Services			
Lead Person/Position		Year of Training	
Reno Barkman/ Principal		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Parents Special Education Teachers

IEP Development

Description of Training			
IEP meetings and Collaboration			

Lead Person/Position		Year of Training	
Reno Barkman/ Principal		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	General Education Teachers Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

- x 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.
- x 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.
- x 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.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x 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.
- x 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.

Superintendent/Chief Executive Officer

Date

