

Hampton Township SD
Special Education Plan Report

07/01/2019 - 06/30/2022

District Profile

Demographics

4591 School Dr
 Allison Park, PA 15101
 (412)492-6302
 Superintendent: Michael Loughead
 Director of Special Education: Sharon Smith

Planning Committee

Name	Role
Marguerite Imbarlina	Administrator : Special Education
Dr. Michael Silbaugh	Administrator : Special Education
Dr. Laurie Tocci	Administrator : Special Education
Christopher Andrews	Business Representative : Professional Education Special Education
Kylee Harding	Elementary School Teacher - Special Education : Special Education
Amy Leya	High School Teacher - Regular Education : Professional Education Special Education
Amy Faith	High School Teacher - Special Education : Professional Education Special Education
Amy Holtz	Middle School Teacher - Special Education : Special Education
Ana Hughes	Parent : Special Education
Sharon Smith	Special Education Director/Specialist : Special Education
Dr. John Thornton	Student Services Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 240

Identification Method

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

The Hampton School District utilizes the Discrepancy Model, a process that examines whether a child exhibits a pattern of strengths and weaknesses relative to intellectual ability as defined by a severe discrepancy between ability and achievement, or relative to age or grade. A linear regression approach, examining the standard error of estimates, is utilized to determine if a statistically significant difference exists between the measured cognitive ability and performance on norm-referenced assessments of academic achievement. Additionally, the inclusionary and exclusionary criteria set forth by the Pennsylvania Department of Education are examined in the determination of the existence of a specific learning disability.

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 most recent data available from the Penn Data website is from the 2017-2018 school year. The Hampton Township School District continually reviews student needs and disabilities through IEP meetings, reevaluations, and the provision of a continuum of services. It is important to note that it is not a student's disability that drives placement decisions, but the needs of the student. According to Penn Data, the district is above the state average in the areas of Autism (15.8% vs. 11%); Specific Learning Disability (42.9% vs. 40.9%) and Emotional Disturbance (11.7% vs. 8.6 %). More and more children are being identified by outside professionals as a child with autism. This increase is not unique to Hampton Township School District, but more of an issue where students are being over diagnosed with the disability. Students are identified as having a Specific Learning Disability using

the Discrepancy Model for identification, which is followed with fidelity, in order to determine qualification for special education services. For students with Emotional Disturbance, the discrepancy may be attributed to the rise in students with mental health issues which are causing the student to have difficulty in school.

Many times, a student(s) move(s) into the district with an IEP in the mentioned disability categories causing an increase in district percentage, however, it continues to be the program that is reviewed for the student. We offer a continuum of services to best meet the needs of students. Regardless of their diagnosis, the IEP teams work diligently to design IEPs and programs that will meet the child's needs and promote success for them in the LRE. At each level, special education teachers participate in professional learning communities with general education teachers and within their departments to review students; this is a direct source of addressing data that shows disproportionality. The district has had a focus on professional development that addresses meeting the needs of students. This type of professional development has many goals, but one of which would be for Tier 1 interventions to be implemented more effectively to support students and reduce potential identification for Special Education supports and services.

The Penn Data shows the district is below the state percentages in the areas of Intellectual Disability (4.6% vs. 6.4%), Speech or Language Impairment (10.8% vs 14.5%) and Other Health Impairment (9.2% vs. 15.7%). These percentages are not a result of under identification on the district's part. Overall, the district is unique in that it is only one township and fairly small in comparison to other school districts in the state. Consistently, Hampton has been below the state average in all of these areas, specifically the Intellectual Disability and Other Health Impairment categories. Speech and Language has been a focus by reviewing if students can receive classroom interventions recommended by the SLT to determine if further evaluation is needed; if the classroom interventions work, no further evaluation would be needed, and the SLT would continue to collaborate with classroom teachers to monitor students. The district consistently follows Child Find obligations and conducts appropriate evaluations.

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?

Although Hampton Township School District does not have any locations under the jurisdiction of Section 1306 of the Public School Code in our catchment area, in the instance in which that may occur, Hampton Township School District will ensure educational services as required are delivered to identified students in the least restrictive environment. If HTSD were a host district, any concerns surrounding FAPE and LRE would be discussed by the IEP team as they considered strengths and

needs in designing a program to help students make meaningful gains. HTSD would ensure collaboration with resident districts by communicating with the facility, the school district, and the parents to ensure that non-resident students receive FAPE in the district. HTSD would assume the responsibility for providing the student with an appropriate program of special education and training consistent with Chapters 14 and 342 of the Pennsylvania regulations and standards. When HTSD is notified that a resident student is being educated by another school district under Section 1306, a form is signed verifying parent residency to claim the student and provide appropriation of funds to support that student's education in the host district. When HTSD receives timely communication from the educating district or entity, the Special Education/Transition Coordinator attends the ER/RR and/or IEP meetings, providing input into the education plan in order to ensure that the student receives FAPE. To date, HTSD has not experienced any barriers which limit the ability to meet the obligations under Section 1306. Potential barriers may include, but are not limited to:

- Identifying district of residency for some students
- Receiving appropriate paperwork on students who have not been in a school placement or not involved with the district of residency over a period of time and/or expired IEPs.
- Students who are court ordered from out of state.
- Working to complete an evaluation in the setting. Since the location is not an educational facility, it is guided by other rules and regulations.
- Students who have families that live several hours away. Arranging meetings or making contact can be challenging.
- Timely communication due to confidentiality, student needs, and appropriate releases.
- All parties understanding the role of the host school district and some of the limitations the host school district faces.
- The overall goal of the location is not necessarily education due to the primary goal of the location.
- Transitioning of students to a new location. The transition is not based off of educational decision makers; though for extended periods of admittance it is agreed upon through the IEP process, a student is not transitioned based off of the IEP.

Incarcerated Students Oversight

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

There are currently no correctional facilities located within the geographical boundaries of the Hampton Township School District. If a correctional facility was to open within the geographical boundaries of Hampton Township School District, the district would work cooperatively with the correctional facility to ensure Section 1306 of the Public School Code is implemented.

Students with special needs that would be assigned to the correctional facility would receive all the necessary Special Education services, supplementary aids and services, and related services as outlined in their IEP. The district would implement the student's existing IEP and/or fulfill the obligation of completing an initial evaluation/re-evaluation if needed upon their entrance into the facility. Our district would comply with the regulations of Child Find (explained below) and provide the necessary access to FAPE and LRE based on the student's individualized needs while they are in the correctional facility.

In terms of Child Find, the Hampton Township School District would adhere to the "Child Find Notice" mandates by publicly providing their notice on the district's website, within a district-wide resident magazine, on an annual basis, and informational booklets containing all of our district's public notices (i.e. Child Find Notice, FERPA/Student Records Notice, Surrogate Parent Notice, etc.) would be available in all district buildings, as well as the correctional facility.

Need for a Surrogate Parent:

Due to federal law establishing the right to a free and appropriate public education for all children with disabilities, the LEA needs to ensure this right is realized with these procedures to support children with disabilities who are wards of the state, or whose parents are unknown, unavailable, or have had their parental rights legally terminated, have appropriate representation when educational programming decisions are made. Due to these situations, the child/student has the right to be provided with a trained and assigned surrogate parent from the Allegheny Intermediate Unit (AIU). The Special Education/Transition Coordinator will be notified of the need to have a surrogate parent for a child/student at the correctional facility. The Special Education/Transition Coordinator will submit the required application "Surrogate Parent" forms to the AIU as soon as possible. The AIU will review the application submitted by the Hampton Township School District and the AIU will assign the child/student at the correctional facility with a surrogate parent to attend all educational meetings including IEP meetings. The surrogate parent takes on certain quasi-legal responsibilities in order to serve the best interests of the child/student with a disability. The primary function of a surrogate parent is to represent the child/student during circumstances in which decisions are made concerning the child/student's educational program or placement. Potential barriers could include those stated in non-resident student oversight.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

#1. The District makes every attempt to include students with disabilities in the regular education classroom with supplementary aids and services. All special education teachers in the district have earned "highly qualified" status. Co-teaching has been implemented across all grade levels in the district. This is a concept in which the special education teacher pushes into the regular education class. Both the academic subject teacher and special education teacher work together to provide instruction in the regular education classroom to all students. The district secured the services of a consulting firm to provide on-site professional development to all faculty K-12 involved in co-teaching. The consulting firm provided on-site professional development on an as needed basis and worked directly with co-teachers and administrators at the elementary, middle and high school levels. The district secured this firm's services for the past several years in order to provide the faculty ongoing professional development. At the high school, many of the classes are designed as co-taught classes in order to ensure maximum integration in the regular education classroom for our students with disabilities. The learning support teachers at the high school provide additional instruction in order to address skills deficits, along with providing back-up support on a pullout basis (during a student's study hall) to provide extra support with students' academic work. This happens when they are not sharing instruction in the co-taught classes. The emotional support teacher co-teaches in several classes and also provides direct instruction for those students who need one-on-one or small group instruction. The emotional support teacher also provides back-up support for those students included in the regular education classroom. Students at the high school level who are part of the life skills program are included in regular education classes as decided upon by the IEP team. All students with disabilities participate in the regular education classroom for elective courses. As with all students with disabilities, LRE is decided by the IEP teams. The IEP team always considers the regular education classroom with supplementary aids and services first before moving toward a more restrictive environment.

The middle school provides co-taught classes to the majority of our students with disabilities. Each grade level has a structured tutorial period in which students with disabilities go to the learning support classroom to receive additional instruction in order to address skill deficits, and receive back-up support with academic work from their special education teachers. Only those students

whose IEP determines they need a more restrictive learning environment receive direct instruction in the learning support classroom from the special education teacher. The majority of students, regardless of their disability, will receive instruction in the regular education setting in the co-taught classes as described in the first paragraph. All students with disabilities participate in the regular education setting for elective courses, as well as science and social studies. The elementary program focuses on the least restrictive environment for students with disabilities. Co-teaching is implemented at certain grade levels in order to provide additional support for students with disabilities. Intense professional development was provided to all faculty prior to implementing co-teaching. Those teachers involved in co-teaching receive professional development as needed from the consulting firm hired by the district. In addition to co-teaching, the district's elementary special education program offers a pullout model for any student who's IEP determines direct instruction is needed in math or language arts. Other than these two academic subjects, students are fully included in the regular education class with support from the special education teacher. Both the regular and special education teachers work closely together to maintain IEP goals and provide supplementary aids and services, along with appropriate modifications and adaptations in order to provide FAPE.

The district employs 31 special education paraprofessionals who provide one-on-one or small group support to our students with disabilities. The IEP team determines if a child needs paraprofessional support in order to access the regular education setting. Many of the district's paraprofessionals provide support in the regular education classrooms to several students with disabilities in order to maximize inclusion. All of the district's special education paraprofessionals receive professional development on professional education days. The AIU, PaTTAN and other consulting firms are used to provide this training. In addition to training and workshops, the paraprofessionals completed an online program called Paraeducator.net that allowed them to complete courses that were applicable to their work. They were required to complete an assessment at the end of each course that guaranteed mastery of the concepts. All paraprofessionals are required to maintain a portfolio that includes various samples of how they continue to enhance their knowledge of special education. This portfolio is a yearly requirement in which the paraprofessional may be asked to show during an evaluation meeting or different venue. District special education paraprofessionals have earned highly qualified status and this continues to be a priority during the hiring process.

#2. The district provides ongoing professional development to all administrators and special education teachers in order to enhance its continuum of supports, services and educational placement options. All teachers are required to use research-based instruction when working with students with disabilities. The Special Education/Transition Coordinator works closely with the School Psychologist and Director of Curriculum, Instruction and Assessment to assure evidence-based models of instruction are implemented across the district in order to expand the continuum of supports and services. Regardless of where the student is receiving instruction, researched-based curriculum materials are used consistently across the district and all teachers providing the instruction receive training on how to implement the curriculum with fidelity. Some of the resources used for students with disabilities who require a more specialized instruction include Earobics, Soudy System, Wilson Reading, Study Island and RAZ Kids.

The district consults with experts from PaTTAN and the AIU on an ongoing basis in order to replicate programs that have proven to be successful through research. Consultants from these agencies provide site-based training on professional education days, via IEP teams, or as needed throughout the school year in order to continue to enhance our inclusive programming for students with disabilities. The co-teaching and differentiated instruction initiatives have expanded the district's inclusion program and continuum of supports and services. They have been instrumental in addressing LRE for students with disabilities and opening up opportunities for participation in the regular education classroom. Yearly training is provided to new faculty so that they can continue to provide the appropriate instruction, adaptations and modifications to our students with disabilities. The district provides several options for training opportunities for all faculty, including paraprofessionals. On-site training for all faculty takes place on professional education days. PaTTAN and AIU training opportunities are offered to the faculty and administration encourages participation. Many times, specific teachers are required to attend training that relates to their positions. Substitutes and release time are provided if necessary. Conferences and workshops at other facilities and agencies are honored if appropriate. Online courses and webinars are becoming more and more popular as technology enhances. PaTTAN offers streaming videos of conferences that administration and faculty take advantage of regularly.

Hampton Township School District has always been a big proponent of inclusive settings for students with disabilities. The goal has always been to educate our students in the school setting, specifically the regular education classroom. Students with disabilities are encouraged to be as independent as possible in all school activities, including transitions, extra-curricular activities, lunch, recess, and classroom instruction. The district will provide the appropriate supports to promote independence. Hampton maintains effective instructional practices by providing explicit, data-based, systematic instruction for learning. IEP goals are standards-based and age appropriate. Instruction is adapted to meet the individual needs of the student as described in the IEP. The district provides the required continuum of supports and services for students with disabilities that are designed to provide a rich supply of diverse programs that support sound inclusive practices. #3. Hampton's goal is to assure that students with disabilities are members of diverse, age-appropriate regular education classes in their neighborhood school with supplementary aids and services provided to support learning and participation. In all cases, the IEP teams consider and determine whether there is a need for instruction outside of the regular education setting and for what portion of the school day. Evidence that this process is followed consistently at Hampton is noted in the Indicator 5 Section-Educational Environment in the Special Education Data State Report. According to the SPP target, Hampton is performing above the state percentage (75.1% vs. 62%) for students with disabilities being educated inside the regular education class 80% or more. Additionally, no students were educated inside the regular class less than 40% of the time. Finally, only 4.7% of students are educated in Other Settings. These statistics further serve to demonstrate the district's ongoing commitment to educating students in the LRE.

Program and placement decisions are based on student strengths and needs. IEP teams consider the regular education classroom with supplementary aids and services before considering a more

restrictive environment. District administrators, special education teachers, regular education teachers and support personnel have received training on Least Restrictive Environment (LRE) and are aware of the federal and state requirements. Hampton Township School District's IEP teams follow the proper IEP sequence when determining educational placement decisions. Parents are an integral part of the IEP team and are instrumental in deciding FAPE and LRE for their child. First, initial eligibility is decided. Second, the IEP team determines FAPE and develops the Individualized Educational Program (IEP) for the student. IEP teams may use Pennsylvania's Supplementary Aids and Services (SAS) toolkit to determine whether FAPE can be delivered in the regular education classroom. All special education teachers K-12 received training from AIU consultants on using the SAS toolkit in the fall of 2009. If the IEP teams determine the regular education classroom appropriate, then supplementary aids and services, adaptations and/or accommodations will be established. The IEP team also determines if the student needs a co-taught regular education classroom setting. If the IEP team determines FAPE cannot be delivered in the regular education classroom, then they move to the next step along the continuum of placement options to determine where FAPE can be delivered. The next step on the continuum is direct instruction from a special education teacher in the special education classroom within the school setting. All special education teachers K-12 have earned "highly qualified" status. All direct instruction for those students with disabilities in grades K-8 takes place in the Learning Support program. Direct instruction for those students in grades 9-12 (high school) takes place in either the Learning Support, Emotional Support or Life Skills Support program as indicated in the student's IEP. IEP teams determine the level of direct instruction needed and for what academic subjects (math, reading and/or English). In addition, IEP teams determine the supplementary aids and services, adaptations and modifications needed in the more restrictive learning environments. IEP teams are encouraged to first consider itinerant services for all students moving along the continuum of placement options to a more restrictive setting. From there, if it is determined that FAPE is required in a more restrictive environment, then the IEP team would consider supplemental services. All students with disabilities are receiving itinerant or supplemental services. No students with disabilities in the district receive full-time services in special education.

Only after the IEP teams have exhausted all of the resources the district can offer (supplementary aids and services, adaptations and modifications in all placements) and followed the proper IEP process and continuum of placement options for determining LRE and FAPE for students with disabilities, is an outside placement considered. If the IEP team determines an outside placement is the LRE for a student with a disability in order to receive FAPE, then intense planning is done in order to find the appropriate placement facility. Parents are an integral part of the decision-making process. To date, the district has ten students placed in other settings as a result of IEP team members deciding those placements were the LRE for each students. The process described above was followed with fidelity in making these decisions. It should be noted that some of these students transferred from other districts or entered kindergarten with the outside placements being their LRE. As a result, the district honored the IEP process and placement determination conducted prior to them entering Hampton. The school psychologist is the district liaison for all incoming DART students and the Special Education/Transition Coordinator is the district liaison for those students attending outside placements. She is familiar with each facility, whether it is an APS, AIU Center, private facility or state operated facility and is knowledgeable of what each facility specializes in and

assures the facility is able to provide FAPE for the student. Before a student is placed in an outside placement, a pre-meeting and tour is arranged with the parents, district liaison and members of that facility. If appropriate, the student will take part in the team planning meeting. There are also times when the special education teacher from Hampton will attend the IEP team meeting in order to plan a solid transition and make sure the student's needs are being addressed in the outside placement. Students in outside placements who are graduating or aging out receive a Hampton Township School District diploma and are invited to attend Hampton Township School District's graduation ceremony.

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.

In addition to the Hampton Township School District Behavioral Support policy, there are several initiatives in place that address student behavior in a proactive manner in the schools. The elementary and middle school levels have a school wide positive behavior supports (SWPBS) system implemented consistently across all four buildings. The Response to Instruction and Intervention (RtII) programs at the elementary and middle school levels address students who have both academic and behavioral needs. A consultant from the AIU provided ongoing professional development over the past 2 years to all administrators and faculty K-8 in order to implement the SWPBS and RtII behavior systems. Additionally, the district has implemented the Olweus Bullying Program K-8 as a structured method for addressing bullying in a proactive manner over the past several years. The high school has a committee that includes parents, students, teachers and administrators, that meets periodically to address bullying and behavioral issues and continuously works to improve the systems in place at the high school level. There is an anonymous bullying report system in place at both the middle and high school to promote the reporting of bullying in a safe manner for students. Unique to the middle and high school levels is the Child Study Process where the Director of Student Services/School Psychologist, Special Education/Transition Coordinator, principal, counselors and teachers meet monthly to discuss those students who are exhibiting academic or behavioral issues. Various methods of data are used to make sound decisions/plans for each student in order to meet their needs prior to them being evaluated for special education.

The district has a solid Student Assistance Program (SAP) in place K-12 in which each building has a trained SAP team that meets weekly. The district contracts with Maximizing Adolescent Potentials (MAPS) through the University of Pittsburgh to provide liaisons who is part of each SAP team. This liaison(s) conducts any recommended mental health or drug and alcohol assessments and provides resources to parents. Parents are an integral part of this process and are informed and involved in

their child's programming from the onset. Additionally, the district has added school-based mental health in conjunction with Family Behavioral Resources. Students are able to access licensed mental health care during the school day.

Finally, the district has a team of various personnel in each of the five buildings that are certified in Comprehensive Crisis Management (CCM). These teams are available to address those behaviors of students that require immediate intervention that may involve de-escalation or the possible need for restraint. Every year, these teams receive updated training in order to keep their certification active from trainers within the district who have been certified by Western Psychiatric Institute and Clinic (WPIC). Only those certified on the team are permitted to restrain students if necessary. Each building has a system in place if the need should arise. the district follows the proper guidelines when conducting restraints and if the child is identified as a child with a disability, then the proper IEP protocol is followed after the restraint takes place.

For those students with IEPs who exhibit behavioral issues, the IEP team follows the proper process for addressing these concerns. A formal or informal Functional Behavioral Assessment (FBA) may be recommended in order to design an appropriate Positive Behavioral Support Plan (PBSP) that will better meet the child's needs. All special education teachers and building administrators have received training on how to conduct, write and implement effective FBAs and PBSPs. If discipline is necessary for a student with a disability, the appropriate discipline process is followed according to IDEA and Chapter 14: Special Education Services of the Pennsylvania School Code. All building administrators receive ongoing training on issues related to discipline and special education.

Below is the Hampton Township School District's Behavioral Support Policy:

113.2. POSITIVE BEHAVIORAL SUPPORT TECHNIQUES

The Hampton Township Board of School Directors must ensure that all District students are educated in settings free from restrictions or injuries caused by the challenging behaviors of other students. At the same time, the Board recognizes that every special education student in the District is entitled to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE). Any student with disabilities who has an Individualized Education Program (IEP) and exhibits significant behaviors that interfere with appropriate functioning within educational settings must have a plan for behavior support included in the IEP.

Positive rather than negative measures shall form the basis of behavior support programs. Behavior support programs include a variety of techniques to develop and maintain skills that will enhance an individual student's or young child's opportunity for learning and self-fulfillment. The types of interventions chosen for a particular student or young child shall be the least intrusive necessary. In compliance with the provisions of the Individuals with Disabilities Education Improvement Act (IDEIA) and PA Chapter 14 of the Pennsylvania Department of Education Special Education Regulations and Standards, each school district is required to have a written policy on the use of Behavior Management Techniques.

The IEP of each eligible special education student who exhibits behavior problems that interfere with his/her ability to learn or the abilities of others to learn (including students identified as

seriously emotionally disturbed) must include provisions for a behavior management program.

Level I

Level I is preventive and involves good classroom management strategies and does not require a Behavior Management Plan attached to the Individual Education Plan.

Effective management of classroom behaviors is a prerequisite for instruction and learning. It involves not only responding effectively when problems arise but also working to prevent their occurrence by creating environments that promote positive student behaviors. Among the approaches generally applied include:

1. An explicit structure/schedule to the school day
2. Explicitly communicated rules, rewards and consequences
3. Management programs with rewards and consequences
4. Variable seating arrangements
5. Verbal praise clearly linked to desired behaviors
6. Frequent monitoring via teacher movement in the classroom
7. Clear expectations for what constitutes acceptable behavior

Level II

Level II interventions involve specific individualized interventions for a student and require a Behavior Support Plan to be attached to the Individual Education Plan (IEP).

Positive behavior support involves a process based on discovering and understanding the relationships between a myriad of student-environment variables. Behavioral patterns in children and adolescents are often very complex and interrelated. Social interactions and behaviors, emotional reactivity and temperament, life circumstances apart from school and learning behaviors and conditions within the school often can all be part of a presentation that results in less than optimal learning for the student. Understanding behavior and developing a repertoire of management strategies is typically the focus of intervention. Specific interventions may focus on:

1. Modification of curricular components
2. Restructuring of the learning environment
3. Teaching replacement behaviors for problematic behaviors
4. Effectively managing rewards and consequences
5. Creating safe places within the educational setting
6. Direct instruction in need areas including social skills, problem solving and anger control

Individual support plans shall define the behavior in objective and measurable terms and develop interventions that are least intrusive as appropriate to the student. Data collection at regular intervals will be used to evaluate the plan's effectiveness.

Should a behavior plan require ongoing revisions due to lack of effectiveness, an IEP team will utilize a Functional Behavioral Assessment (FBA). The FBA process involves more in-depth data collection beginning with interviews with those individuals who have directly observed the student's behavior over an extended period of time and in various settings and conditions. Direct observations are then conducted of the student across varying times, places and task conditions. In addition, information may be gathered from structured behavior rating scales completed by those familiar with the student. The third step in the FBA process is the analysis of all information gathered from all sources. Analysis involves both quantifying the data to make normative comparisons, as well as, generating hypotheses about the possible function of the behavior and how it meets a student's needs.

Level III

Level III interventions are for crisis management. Such interventions shall cause the IEP team to meet to formally add procedures to the student's IEP. This level of intervention is very restrictive in nature and may modify the student's rights during implementation. Level III interventions may be used only after Level II interventions have proved ineffective. Interventions used at this

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.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

Hampton Township School District employs an experienced staff of special education teachers, Speech and Language therapists and consulting Occupational and Physical therapists. Special Education paraprofessionals are available to provide support within the special education classroom or individually to a student with special needs.

Hampton's Individualized Education Plan (IEP) teams work collaboratively to provide FAPE for all students with disabilities. All continuum of supports, services and placement decisions are made via the IEP team. Parents play an integral role in deciding supports and placement for their children. The district works hard to provide FAPE in alternative school settings for those students with

disabilities who struggle both academically and socially in a public school. The district works closely with Longmore Academy, which is a private Pennsylvania Academy (Private, Separate Facility) for 65 students located on the grounds of Mars Home for Youth. The class size is limited to 12 students and a full time special education teacher/consultant supports the student. The district also works collaboratively with Beattie Technical School, which provides students with IEPs a more individualized program that is designed to focus strictly on the vocational needs of the students in order to prepare them for life after high school. These settings educate both regular and special education students.

The district, in conjunction with Hampton Township, employs a full-time School Resource Officer and, the district hosts a part-time, school-based, Probation Officer. These officers work very closely with our students with special needs and their parents who get involved in the court system. They will serve as IEP team members when appropriate in order to maintain achievement of IEP goals. Regional Support Center North helps to transition any students involved with the courts or Children and Youth Services. The Community School West is located in the same building and provides a comprehensive high school program.

The district contracts the services of University of Pittsburgh, Maximizing Adolescent Potential (MAPS) program.. A Student Assistance Program Liaison from MAPS serves on the district's Student Assistance Team at both the middle and high school levels. This liaison also conducts drug and alcohol and mental health assessments as deemed appropriate by the SAP team. The liaison will meet with the students either individually or in small groups to provide added support to the students and families. These professionals work closely with district staff and administration, students and parents.

The Academy program is available to students for evening programs to supplement their placement at our high school who violate their probation. All the child-servicing systems work collaboratively with the district to ensure that students with disabilities are provided FAPE during difficult situations. Members of these servicing systems will serve as IEP team members when appropriate. To date, Hampton does not have difficulty providing FAPE for students with disabilities. However, if the district would be unable to provide FAPE for a student, the IEP teams would work collaboratively with the AIU and various outside facilities/agencies to transition our students successfully. Of course, the recommendations are made through the Individualized Education Plan team, in which parents are actively involved in the decision-making process. In addition, the IEP teams would look at the continuum of supports and services the district offers to determine if there are any gaps in the services causing the difficulty in providing FAPE. The district participates in informal and formal planning with outside and supporting agencies to continuously provide FAPE to students with disabilities. The district utilizes assistance from the Intermediate Unit's interagency coordinator on an as needed basis.

The Special Education/Transition Coordinator is the District Liaison and participates in all AIU Liaison meetings and local district liaison meetings. Also, she works with outside agencies to provide placements of such nature. The district makes frequent visits to the outside placement facilities in order to meet the staff before the IEP team decides if the placement is appropriate and will provide FAPE to our students with disabilities. Again, parents participate in all meetings that involve a change in placement to a more restrictive environment.

The district supports and provides education to students classified as homeless and works with local and state agencies to provide FAPE in a timely manner.

Hampton participates in the AIU Transition Council meetings. The district works closely with OVR in transition planning for secondary students who need a more unique education/placement after graduation.

Hampton works closely with professionals working with families. Outside service providers, such as Wraparound staff, Family Links, etc. become part of the IEP teams and participate in team meetings as needed and with parental consent. The district works with families and students placed in partial hospitalization programs in order to assure that a smooth transition takes place when the student is ready to return to school. The educational component is paid for by the district, and materials and resources requested from the hospital staff are made available in order to maintain the education while the student is receiving treatment.

The district will continue to provide professional development in the areas related to the continuum of supports, services and placements that are unique in nature and require more intense training. Hampton will provide on-site training in areas that require more individualized attention for staff members. Many of our staff members will attend outside workshops or training, in which they are expected to return to the district and share their learning with other staff members. PaTTAN, the Intermediate Unit, local universities, and other agencies partner with Hampton to provide professional development workshops or training, on an ongoing basis, for teachers, paraprofessionals, administrators and other district employees who work with students with special needs.

Expansion of Continuum of Supports and Services

Hampton Township School District embraces the philosophy of inclusive education and sets high standards for student achievement for both students with and without disabilities. The district takes a team approach in which parents are an integral part of regularly scheduled planning and problem solving meetings. Ongoing communication exists between IEP team members, including related service professionals and other school personnel.

Students are placed in outside settings only after the IEP teams have exhausted all of their resources. All placement decisions are made via the IEP teams. Once an IEP team determines that a student

requires a more restrictive placement outside the school setting in order to receive FAPE, the school psychologist becomes the district's liaison.

The Special Education/Transition Coordinator is the district's liaison for all outside placement facilities. She is familiar with each facility, whether it is an Approved Private School (APS), AIU center facility, private facility or state operated program. She is knowledgeable of what each facility specializes in and makes sure the facility is able to provide FAPE for the student. Before a student is placed in any outside facility, a pre-meeting and tour is arranged with the parents, district liaison and members of the outside placement facility. If appropriate, the student will also be part of this collaborative team planning meeting. In addition, if appropriate, the special education teacher from Hampton will attend the pre-planning and IEP team meetings in order to make a smooth transition and properly address the student's needs. They provide the receiving teachers with information that will help the teachers/team understand the student's needs. Students in outside placements who are graduating or aging out receive a Hampton Township School District diploma and are invited to attend the Hampton Township School District graduation ceremony.

All students with disabilities, regardless of their placement, have the option to participate in after school clubs, extra-curricular activities and/or community events. The district will provide the supplementary aids and services, related services, adaptations and modifications necessary to make sure these students have equal opportunity to participate in these activities/events. Transportation, paraprofessional support and other related services are provided as indicated in the student's IEP. The district expands the continuum of supports and services to any students with disabilities placed on homebound instruction. The IEP team works closely with the student and parents to maintain special education services during their homebound experiences. A highly qualified special education teacher provides the special education portion of the instruction in order to maintain IEP goals and progress while the child is out of school.

The continuum of supports and services are also expanded to those students with disabilities who violate district policy and are expelled from school. After the manifestation determination meeting is conducted and the IEP team makes the appropriate determination, an alternative placement is recommended. The district contracts with Longmore Academy to provide an alternative educational setting for these students while they serve their expulsion period. The student's IEP transfers to Longmore Academy and their special education services and academics are maintained during the expulsion period.

The district works closely with any students who are placed in outside settings as a result of a court order. The district expands the continuum of supports and services to all students with disabilities and works very closely with the facility to maintain the student's educational program. The district employs a full time school resource officer, who is an official Hampton Township Police Officer. In addition, a probation officer is assigned to Hampton Township School District. These gentlemen will serve on IEP teams when appropriate in order to ensure the needs of a student with a disability are

being addressed during his or her court ordered placement.

Unique to Hampton Township School District is the Hampton Online Academy. This is another option for all students, including those with disabilities, who require an alternative school setting in order to be successful. If a student with a disability wants to attend the Hampton Online Academy, the IEP team meets to determine if the placement is appropriate and follows the IDEA and Chapter 14 guidelines.

The district plans to continue to expand the continuum of services, supports and placements for our students with disabilities and provide them FAPE throughout their school-age career by consistently reevaluating current programs and reviewing data in order to make informed decisions regarding the continuum of services, supports and placements for our students with disabilities.

Assurances

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Western Pennsylvania School for Blind Children	Approved Private Schools	Blind/Visually Impaired	*
New Horizons	Other	Life Skills Support	*
The Children's Institute	Approved Private Schools	Multiple Disabilities and Life Skills Support	*
The Watson Education Center	Approved Private Schools	Life Skills Support	*
WISCA	Approved Private Schools	Autistic Support	*
Pittsburgh Pioneer	Neighboring School Districts	Multidisabilities Support	*
Longmore Academy	Other	Emotional/Learning Support	*
Western Pennsylvania School for the Deaf	Approved Private Schools	Deaf/Hard of Hearing Support	*

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 24, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	*	0.5
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	*	0.5
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	*	0.75
Justification: This program serves students from 9th grade through the age of 19. Although the program does exceed the four year maximum age span, the IEP team has determined they are appropriately placed in this classroom.				
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	*	0.25
Justification: This program serves students from 9th grade through the age of 19. Although the program does exceed the four year maximum age span, the IEP team has determined they are appropriately placed in this classroom.				
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	*	0.75
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	*	0.25
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 9, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Emotional Support	14 to 19	*	0.75
Justification: This program serves students from 9th grade through the age of 19. Although the program does exceed the four year maximum age span, the IEP team has determined they are appropriately placed in this classroom.				
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 19	*	0.25
Justification: This program serves students from 9th grade through the age of 19. Although the program does exceed the four year maximum age span, the IEP team has determined they are appropriately placed in this classroom.				
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

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 20	*	1
Justification: This program serves students from 9th grade through the age of 20. Although students may be assigned to the special education classroom during the same time as other students outside the four year maximum age range, students will not be grouped for instruction with any students outside the required age range. The IEP team has determined the students are appropriately placed in this grouping.				
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 1, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language	14 to 20	*	0.5

	Support			
Justification: This program serves students from 9th grade through the age of 20. Although students may be assigned to the special education classroom during the same time as other students outside the four year maximum age range, students will not be grouped for instruction with any students outside the required age range. The IEP team has determined the students are appropriately placed in this grouping.				
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	*	0.5
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	*	0.5
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	*	0.5
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 24, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Program Position #9

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	*	0.75
Locations:				

Middle School	A Middle School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	*	0.25
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 11	*	0.5
Justification: Although students may be assigned to the special education classroom during the same time as other students outside the three year maximum age range, students will not be grouped for instruction with any students outside the required age range.				
Locations:				
Central	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 11	*	0.5
Justification: Although students may be assigned to the special education classroom during the same time as other students outside the three year maximum age range, students will not be grouped for instruction with any students outside the required age range.				
Locations:				
Central	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 1, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of	Level of Support	Age Range	Caseload	FTE
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Support				
Itinerant	Speech and Language Support	5 to 11	*	0.75
Justification: This program serves students in Kindergarten through 5th grade. Student's are scheduled in a manner so the age range in the classroom at any time does not exceed the three year maximum as determined appropriate by the IEP Team.				
Locations:				
Central	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	*	0.25
Justification: This program serves students in Kindergarten through 5th grade. Student's are scheduled in a manner so the age range in the classroom at any time does not exceed the three year maximum as determined appropriate by the IEP Team.				
Locations:				
Poff	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 23, 2018

Explain any unchecked boxes for facilities questions: Not applicable

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	*	0.75
Justification: This program serves students in Kindergarten through 5th grade. Students are scheduled in a manner so the age range in the classroom at any time does not exceed the three year maximum as determined appropriate by the IEP Team.				
Locations:				
Poff	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	6 to 10	*	0.25
Justification: This program serves students in Kindergarten through 5th grade. Student's are scheduled in a manner so the age range in the classroom at any time does not exceed the three year maximum as determined appropriate by the IEP Team.				
Locations:				
Poff	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	*	0.25
Justification: This program serves students in Kindergarten through 5th grade. Students are scheduled in a manner so the age range in the classroom at any time does not exceed the three year maximum as determined appropriate by the IEP Team.				
Locations:				
Poff	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	*	0.75
Justification: This program serves students in Kindergarten through 5th grade. Student's are scheduled in a manner so the age range in the classroom at any time does not exceed the three year maximum as determined appropriate by the IEP Team.				
Locations:				
Wyland	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 15, 2019

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	*	0.6
Justification: This program serves students in Kindergarten through 5th grade. Students are scheduled in a manner so the age range in the classroom at any time does not exceed the three year maximum as determined appropriate by the IEP Team.				
Locations:				
Wyland	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	6 to 11	*	0.4
Justification: This program serves students in Kindergarten through 5th grade. Student's are scheduled in a				

manner so the age range in the classroom at any time does not exceed the three year maximum as determined appropriate by the IEP Team.				
Locations:				
Wyland	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 15, 2019

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 8	*	0.1
Locations:				
Wyland	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	14 to 18	*	0.3
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 11	*	0.1
Locations:				
Central	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 15, 2019

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	6 to 10	*	0.3
Justification: This program serves students in Kindergarten through 5th grade. Students are scheduled in a manner so the age range in the classroom at any time does not exceed the three year maximum as determined appropriate by the IEP Team.				
Locations:				
Wyland	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	*	0.3
Justification: This program serves students in Kindergarten through 5th grade. Students are scheduled in a manner so the age range in the classroom at any time does not exceed the three year maximum as determined appropriate by the IEP Team.				
Locations:				
Central	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	6 to 10	*	0.1
Justification: This program serves students in Kindergarten through 5th grade. Student's are scheduled in a manner so the age range in the classroom at any time does not exceed the three year maximum as determined appropriate by the IEP Team.				
Locations:				
Wyland	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 9	*	0.3
Justification: This program serves students in Kindergarten through 5th grade. Students are scheduled in a manner so the age range in the classroom at any time does not exceed the three year maximum as determined appropriate by the IEP Team.				
Locations:				
Central	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: Outside Contractor for the School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 15, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 10	*	0.25
Justification: Students are scheduled in a manner so the age range in the classroom at any time does not exceed the three year maximum as determined appropriate by the IEP Team.				
Locations:				
Wyland	An Elementary School	A building in which General Education		

Elementary	Building	programs are operated		
Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	15 to 18	*	0.25
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education/Transition Coordinator	All Buildings	1
Director of Student Services/School Psychologist	All Buildings	0.5
RtII Facilitator	Central Elementary	0.25
RtII Facilitator	Poff Elementary	0.25
RtII Facilitator	Wyland Elementary	0.25
RtII Facilitator	Middle School	0.25
School Counselor	Central & Poff Elementary	0.25
School Counselor	Wyland & Poff Elementary	0.25
School Counselor	Middle School	0.25
School Counselor	Middle School	0.25
School Counselor	High School	0.25
School Counselor	High School	0.25
School Counselor	High School	0.25
Special Education Paraprofessionals (31 total district-wide)	Poff Elementary, Wyland Elementary, Central Elementary, Hampton Middle School, Hampton High School	31
School Counselor	High School	0.25
Special Education/Student Services Secretary	Administration	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Associated Occupational Therapists, Inc. - OT and PT Services	Outside Contractor	5 Days
Maximizing Adolescent Potentials (MAPS) - University of	Outside	1 Days

Pittsburgh	Contractor	
The Watson Institute- Community Based Vocational Instruction (CBVI)	Outside Contractor	1 Days
The AIU - Travel Related Instruction	Intermediate Unit	0.3 Hours
The Western Pennsylvania School for Blind Children- Vision Services	Outside Contractor	1 Hours
The AIU - Interpreter Captionist	Intermediate Unit	5 Days
The AIU - Audiology Services	Intermediate Unit	1 Hours

District Level Plan

Special Education Personnel Development

Autism

<p>Description</p>	<p>Students with disabilities will be provided services and support by regular/special education teachers and relevant staff. Since the overall percentage of students with autism is 15.8% in the HTSD and the state average is 11.0%, there is a greater need for specific training in the area of educating students with autism in the regular education class and the general education curriculum. Students with Autism will continue to be educated in the least restrictive environment using supplementary aids and services and specially designed instruction. Special Education faculty and staff will continue to receive ongoing professional development related to Autism Spectrum Disorder in both large group training and IEP team training. District members, consultants from the Allegheny Intermediate Unit and PaTTAN, along with educators from private consulting firms will continue to work one-on-one with faculty and staff as needed, along with the provision of small/large group professional development during professional education days. IEP teams will continue to request support from these outside agencies in order to maximize instruction for the children. Autism Spectrum Disorder training will continue to be provided to parents through the parent workshops offered as part of the district's Special Education Advisory Committee.</p> <p>Professional Development topics and activities will include:</p> <ul style="list-style-type: none"> -Identification, differentiation and incorporation of skills and strategies for working with and accommodating students with autism -Supporting students with disabilities in inclusive classrooms -PSSA, PASA and Keystone accommodations and modifications -Interventions for students with anxiety and/or other needs such as executive functioning -Collaboration of Special Education and General Education Staff and support
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	<p>staff</p> <p>-Use of structured teaching strategies</p> <p><u>Evidence of Implementation:</u></p> <ol style="list-style-type: none"> 1. Agendas from professional development activities 2. LRE information from PDE's Special Education Data Report 3. Assessment data (standardized, curriculum-based, progress monitoring of IEP goals) 4. Evaluation summaries from participants who attended trainings 5. On-site consultation with AIU personnel 6. Observation of classrooms, teachers and students
Person Responsible	Sharon Smith, Special Education/Transition Coordinator and Dr. Jay Thornton, Director of Student Services/School Psychologist
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	2
# of Participants Per Session	20
Provider	AIU, PaTTAN or District Staff
Provider Type	This training will be provided by AIU, PaTTAN and/or District Staff.
PDE Approved	Yes
Knowledge Gain	Through ongoing training and professional development, we will broaden the knowledge base, intervention and assessment techniques, and instructional methodology to improve student outcomes.

Research & Best Practices Base	As our population of students with autism continues to grow, it is prudent for our district's staff and faculty to become more versed in how to support students with special needs. Students with autism need specially designed instruction and interventions to be successful in their classrooms.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	<p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>

	<p>Lesson modeling with mentoring</p> <p>Journaling and reflecting</p> <p>Classroom and student observations</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>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>

Behavior Support

Description	<p>The district's policy on behavior support services includes all the required components and focuses on the use of positive measures to improve behaviors, as well as, the teaching of appropriate alternate behaviors. During the past three years, the district has provided some on-going training regarding positive behavioral supports. Special Education and Student Support Services' staff who are working with students with positive behavior support plans, have received more extensive training regarding the development of functional behavioral assessments and individualized positive behavior support plans. In addition, special education paraprofessionals have participated in PaTTAN webinars for behavior and data collection techniques. The district will continue to enhance the Olweus Bullying Prevention program that was implemented in 2009 by providing ongoing professional development, continue the administration of the K-12 student survey and use the results of the data to identify areas of concern in order to revise the weekly classroom lessons so that children can continue to feel safe and supported when bullying occurs. The district-wide bullying report process will continue to be available to students so that they can report bullying in a non-threatening manner.</p> <p>Professional Development topics and activities will include:</p> <ul style="list-style-type: none"> -Comprehensive Crisis Management (CCM) training for targeted staff -Collecting data for and writing Functional Behavior Assessments (FBAs) -Writing, implementing and collecting data for Positive Behavior Support Plans
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	<p>(PBSPs)</p> <p>-Understanding diagnosis characteristics; behavior vs. diagnosis and qualification protocol for the need for Special Education supports and services</p> <p>-Ongoing professional development for all staff on mental health and behavioral strategies and how to integrate training information into district PLC</p> <p>-Parents will continue to receive training on FBAs, PBSPs and School-wide Positive Behavioral Supports in order to maintain a school-home partnership that will enhance success for students struggling with behavioral issues.</p> <p><u>Evidence of Implementation:</u></p> <ol style="list-style-type: none"> 1. Agendas from professional development activities 2. Documentation of FBA, PBSP through IEP goals and SDIs 3. District-wide and building level data reports on discipline referrals 4. Data from Olweus student survey 5. Documentation of Olweus classroom lessons provided to students 6. Completion of CCM training
Person Responsible	Sharon Smith, Special Education/Transition Coordinator/CCM Trainer; Dr. Michael Amick, Assistant High School Principal/CCM Trainer; Dr. John Thornton, Director of Student Services/School Psychologist
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	4.0
# of Sessions	3
# of Participants Per Session	24
Provider	AIU, PaTTAN or District Staff
Provider Type	This training will be provided by AIU, PaTTAN and/or District Staff.
PDE Approved	Yes
Knowledge Gain	HTSD staff will be trained in Comprehensive Crisis Management (CCM) in

	order to de-escalate a crisis and/or deal with extreme behaviors effectively. Additionally, teachers and relevant staff will gain an understanding of how to write and implement Functional Behavior Assessments (FBAs) and Positive Behavior Support Plans (PBSPs).
Research & Best Practices Base	<ul style="list-style-type: none"> • Research indicates that student social-emotional and behavioral needs must be met in order for students to fully access their educational program • IDEA Components
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Peer-to-peer lesson discussion</p> <p>Journaling and reflecting</p>

	Demonstration of use of CCM strategies
Evaluation Methods	Classroom student assessment data Participant survey Observations

Paraprofessional

Description	<p>The district employs 31 special education paraprofessionals. All paraprofessionals will continue to meet the highly qualified standard by possessing one of the following: 1) portfolio that documents the paraprofessional met the 13 competencies outlined by PDE (Paraprofessional Credential of Competency) 2) college degree 3) associates degree. The district seeks candidates for hire that possess an associates or college degree. If the candidate does not possess one of these two degrees, then the district will arrange for the paraprofessional to obtain mastery of the 13 competencies that PDE identified in order to become highly qualified. Every two years, all paraprofessionals are required to participate in CPR/First Aid training that is arranged through the district during one of the in-service days at the beginning of the year. All paraprofessionals are required to participate in professional development activities during professional education days; there are about 3-5 a school year. These activities are unique to paraprofessionals and all topics pertain to their role as a paraprofessional. A needs assessment is given to paraprofessionals at the beginning of each school year in order to identify areas of need/focus. A team drive within Google has been designed to provide additional resources and training materials for paraprofessionals. Administrators and special education teachers are given the opportunity to provide their input on the type of training needed for the paraprofessionals.</p> <p>The district uses district personnel, AIU consultants and PaTTAN to provide on-site professional development. In addition, the paraprofessionals have access to PaTTAN's streamlined videos and webinars if they wish to continue professional development outside the typical workday.</p> <p><u>Evidence of Implementation:</u></p> <ol style="list-style-type: none"> 1. Observations and evaluation summaries from building principals and/or Director of Pupil Services
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	<ol style="list-style-type: none"> 2. Portfolios 3. Agendas from professional development activities 4. Certificates of Completion from paraeducator.net online program 5. Possession of college degree, associates degree or completion of the 13 competencies for highly qualified status
Person Responsible	Sharon Smith, Special Education/Transition Coordinator and Building level administrators
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	7.0
# of Sessions	3
# of Participants Per Session	31
Provider	Hampton Township School District, AIU, PaTTAN
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<p>By providing the paraprofessionals various training in the area of special education, they will continue to enhance their knowledge of special education that will improve their ability to meet the needs of the students they are working with. They will continue to improve their understanding of the various types of disabilities that children have and be better equipped when assigned to work with them. The vast array of topics covered during professional development opportunities should provide the paraprofessionals a resource of tools to refer to when working with children with specific disabilities. They should be able to effectively manage the clerical aspect of adaptations and modifications of assignments, tests and other student work. They will enhance their communication, clerical and progress monitoring skills as a result of the professional development they receive over time.</p> <p>Paraprofessionals will continue to gain knowledge and skills in relationship to students' academic and behavioral needs as well as self-identified areas of interest/need.</p>

Research & Best Practices Base	All training and resources utilized are researched based and model best practices. The district often utilizes resources recommended by the AIU consultants and will frequently implement programs in which the AIU has provided training on throughout the school year. The HTSD utilizes PDE's Special Education Paraprofessional Online Training Series provided by PaTTAN as part of the required twenty hours of professional development. The online training series utilizes performance- based standards which include the knowledge and skills needed by paraeducators to work successfully in educational environments.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p> <p>Online-Asynchronous</p>
Participant Roles	Paraprofessional
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>

Follow-up Activities	Journaling and reflecting Paraprofessionals are required to maintain an updated portfolio that reflects the work they did throughout the school year.
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Portfolio

Reading

Description	<p>Reading/English Language Arts professional development for the district is attended by both regular and special education teachers. This ensures comprehensive implementation of the curriculum across all settings. Ongoing professional development will continue to be offered in the area of reading in order to meet the needs of those students who are struggling. Courses will continue to be revised or added based on the needs of the students at all levels. The RtII process K-8 will remain intact so that students' needs are consistently addressed through the use of data analysis and team discussions. The PSSA tutoring and Academic Support teachers at the high school will continue to provide small group instruction to those students who did not meet the established criteria on the PSSA and Keystone assessments.</p> <p>Professional Development topics and activities will include:</p> <ul style="list-style-type: none"> -Inclusion of special education teachers in professional development focused on core curriculum and review of instructional practices through participation in general education curriculum meetings and PLCs. -Training of special education teachers to utilize the SAS (Standards Aligned System) resources -Enhancing progress monitoring training for teachers at all levels -Working with the intermediate unit for professional development and receiving current information in regards to trends within this area <p><u>Evidence of Implementation:</u></p>
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	<ol style="list-style-type: none"> 1. Maintain PSSA tutors in each building to work with students who scored basic or below on PSSA 2. Maintain reading support teachers in each building K-8 3. Continue to develop IEP goals that address reading deficits for students with learning disabilities in reading 4. Maintain the RtII process K-8 5. Continue to provide professional development in areas of reading and data analysis 6. Continue to utilize data systems such as: PVAAS, Edinsight and Onhands to guide student programming 7. Continue monthly data team meetings K-8 to analyze data in order to design effective student programs and establish appropriate Tiers through the RtII process 8. Continue to use STAR 360 as one method of on-going assessment
Person Responsible	Sharon Smith, Special Education/Transition Coordinator; Dr. Jackie Removcik, Director of Curriculum, Assessment and Instruction; Dr. Rebecca Cunningham, Assistant Superintendent; Building Principals
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	2
# of Participants Per Session	20
Provider	AIU, PaTTAN or District Staff
Provider Type	This training will be provided by AIU, PaTTAN and/or District Staff.
PDE Approved	Yes
Knowledge Gain	Teachers will continue to improve their ability to analyze data, using the district Data systems, in order to design effective student programs either through IEPs, RtII process or PSSA tutoring. Small group instruction will improve the student to teacher ratio, allowing more meaningful instruction and one on one support. Ongoing professional development will increase teachers' ability to provide effective instruction that meets the individual

	needs of students who are struggling with reading skills.
Research & Best Practices Base	Only research-based materials and resources are utilized when providing instruction to students. Those students who participate in Tier I, II or III through the RtII process are using research-based materials and resources in order to increase skill deficits. The Director of Student Services/School Psychologist and the Director of Curriculum, Instruction Assessment oversee the RtII process K-8 and are responsible for providing training to support teachers on how to utilize the research-based materials with fidelity. All special education teachers who provide direct instruction to students with IEPs have received training on how to effectively implement the researched-based resources available to them.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Other educational specialists Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Appropriate development of IEPs and placement of students in the 3-Tier RtII process.
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Review of IEPs and observations of RtII data team meetings.

Transition

Description	Hampton Township School District's transition program for students with disabilities provides them with various opportunities through their Individualized Education Programs (IEPs). All students with IEPs ages 14 and older are required to maintain a transition portfolio that consists of student interest surveys, reflections from job shadowing or community based instruction experiences, if appropriate, transition surveys and other activities that will enhance their understanding of the various career options in order to successfully prepare them for post high school experiences. The special education teachers are responsible for overseeing the development of these
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portfolios for students assigned to their caseloads. Training on transition is provided yearly during professional development days and as needed throughout the school year. The Special Education/Transition Coordinator attends the quarterly special education Transition Coordinating Council meetings offered through the AIU. Information is shared via training sessions, emails and the team drive regarding best practice related to Secondary Transition. Career exploration is a district-wide focus for all students, including those with disabilities. The elementary buildings have a yearly "career day" in which parents from the community who have careers are invited to share the day with our elementary students by explaining what their career is and providing realistic experiences for our young children that help expand their understanding and awareness of the various types of careers available. In addition, classes on careers are being introduced to students at the elementary level so they can begin to explore the various types of careers available. The high school has the College and Career Center that students can access before and after school and during study halls and lunch in order to gain more understanding of the various types of careers. In addition, there are numerous resources available for students to access, including the opportunity to complete an online student interest survey that prints out a 28-page detailed report about the students' interests and abilities and matches them to a specific career. Students in grades 8-12, teachers, administrators and parents have access to an online college and career exploration system called Naviance. This system allows students to research careers and colleges in order to gain a better understanding of the requirements needed to be successful. Yearly training is provided to all students, especially the incoming 9th graders on how to access the system. Special education teachers utilize this system when working with students with disabilities on their transition portfolios.

Evidence of Implementation:

1. PDE Special Education Data Report on Transition
2. IEP Documentation- specifically the transition section
3. Artifacts from student transition portfolios
4. Agendas from professional development activities
5. Attendance rosters from the College and Career Center
6. Completed student interest and transition surveys

	<p>7. Quarterly attendance at the Transition Coordinating Council Meetings offered through the AIU and sharing the resources with staff</p> <p>8. Integration of the of Ch. 339 plan into the Transition Grid utilizing the career readiness indicators.</p>
Person Responsible	Sharon Smith, Special Education/Transition Coordinator and Building level Administrators at the middle school and high school
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	12
Provider	Hampton Township School District, PaTTAN and AIU
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<p>Teachers will have a better understanding of writing effective transition IEPs and developing transition programs that are meaningful and appropriate for our students with disabilities. They will be knowledgeable of the numerous transition resources available and will share these resources with the students and their families so that effective planning can take place at home.</p> <p>The IEP teams responsible for transition planning will gain knowledge about developing Present Levels of Functional Performance, collecting data from students, their teachers and their families, developin goals, providing services and activities and involving agencies in the transition process.</p>
Research & Best Practices Base	The district always takes a researched-based, best practice approach when developing student's transition programs via the IEP. The guidelines from the most recent Effective Practices for Secondary Transition training will be used as a guide for creating appropriate transition plans. In addition, the resources provided by the AIU will be utilized with the students, including student interest surveys, transition surveys, questionnaires, etc.

<p>For classroom teachers, school counselors and education specialists</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<p>Training Format</p>	<p>Series of Workshops Live Webinar Department Focused Presentation Professional Learning Communities Offsite Conferences</p>
<p>Participant Roles</p>	<p>Classroom teachers Related Service Personnel Parents</p>
<p>Grade Levels</p>	<p>Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Students with IEPs are required to present a portion of their transition portfolio during their annual IEP meetings.</p>

Evaluation Methods	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Participant survey• Review of written reports summarizing instructional activity• Portfolio• Transition sections of students' IEPs.

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