

Schuylkill Haven Area SD

**Special Education Plan Report**

07/01/2018 - 06/30/2021

# District Profile

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## Demographics

501 East Main Street  
 Schuylkill Haven, PA 17972  
 (570)385-6705  
 Superintendent: Shawn Fitzpatrick  
 Director of Special Education: Kenneth Rossi

## Planning Committee

Name	Role
Matthew Horoschak	Administrator : Professional Education Special Education
Sarah Fridirici	Ed Specialist - School Psychologist : Special Education
Aprile Goehring	Elementary School Teacher - Special Education : Professional Education Special Education
Lauren Poletti	Middle School Teacher - Regular Education : Special Education
Jessica Brennan	Middle School Teacher - Special Education : Special Education
Melissa Wentz	Middle School Teacher - Special Education : Special Education
Carla Cappella	Parent : Special Education
Kenneth Rossi	Special Education Director/Specialist : Professional Education Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 269

### *Identification Method*

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

The Schuylkill Haven Area School District currently uses an ability-achievement discrepancy method. This method is utilized for the purpose of documenting statistically significant discrepancies between a child's predicted achievement levels in each respective area, based on his or her cognitive abilities, and actual achievement levels as evidenced by performance on a standardized academic achievement assessment. Additionally, the district establishes educational need by reviewing a child's performance on standardized achievement assessments, by reviewing the results of local assessments and by reviewing the student's individual classroom performance. The following method for identifying students with specific learning disabilities is utilized:

- District wide newsletters, brochures, web site, and building handbooks provide information to parents regarding educational programs and services for students with special needs including gifted.
- Child Study and IIT (Instructional Intervention Team) is provided kindergarten through grade 12 which provides pre-referral services and an opportunity to collect data utilizing curriculum-based materials, performance based, behavior checklists and/or screenings, standardized tests, universal screening, research-based interventions, and progress monitoring. Members of the team include the parent, involved teachers, Title I Coordinator, guidance counselor, school psychologist, Director of Special Education and principal.
- Data is evaluated to address whether a student does not achieve adequately for the student's age or meet state-approved grade-level standards.
- An intervention process based on the student's response to scientific, research-based intervention which includes documentation of high quality instruction, research-based interventions, response to behavior plans, and regular monitoring of student progress is in place. Progress is monitored and presented to determine if interventions are yielding academic/behavioral success.
- Report cards, CBA's, Study Island, PSSA assessments, Fountas and Pinnell, and DIBELS, are utilized to identify strengths, needs, and progress within the general education curriculum.

- If a student is not responsive to scientific, research-based interventions a recommendation is made for psychological testing to determine if a student is eligible for special education.
- An evaluation will be utilized to determine patterns of strength and weakness relative to intellectual ability defined by a severe discrepancy between ability and achievement, social emotional status, and behavior strengths and needs. A psychologist, hearing specialist, doctor, or therapist (OT, Speech/Language, etc.), may be involved in the testing depending on student needs.
- The multi-disciplinary team will convene to determine the need for special education.
- Parents can initiate a referral for an evaluation at any time.

## *Enrollment*

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

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

According to the Special Education Data Report for the 2016-2017 School Year (posted June 2017), the Schuylkill Haven Area School District (SHASD) has significant disproportionalities in Percent Special Education, Emotional Disturbance, Specific Learning Disability, and Hispanic. The districts plan to address each area will be listed below. The LEA Percent Special Education is 19.7%, while the State is 16.5%. This area will be addressed in looking at students identified with Specific Learning Disability. The LEA percent of Specific Learning Disability is 55.0% while the State percent is 41.8%. The percent of students enrolled with SLD has been identified as an area of concern. We feel there are a few things contributing to this disproportionality. First, we need to take a close look at our elementary curriculum, especially grades K-2. The district has devoted Title I resources in addressing ELA, but many students are still falling into the SLD category. One of our neighboring districts is involved in the state dyslexia project. We plan on visiting that district to take a closer look at their K-2 program. This year, we are also participating in the MTSS math cohort through PaTTAN. This is an area that we feel could be contributing to our disproportionality. We are confident that making adjustments to our curriculum will help to bring our percentages closer to the state average. Our number of students enrolled with Emotional Disturbance is 4.6% while the state average is 8.5%. We feel we are low in this area because we are one of the smaller school districts in the state and a move-in or withdrawal or the identification of a small number of students could change this percentage in either direction. We will continue to monitor this number to be sure it is not a trend. Finally, our percentage of Hispanic students identified is 4.4% with the state being 2.9%. Again, this number seems high because we have a very small number of Hispanic students enrolled (19 as of 1/22/18). Move-ins and identification of one or two students can change this percentage

significantly.

### *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?

There are no facilities located in the Schuylkill Haven Area School District (SHASD) providing services to nonresident students as per Section 1306 of the Public School Code. In the event that a facility providing services to 1306 students moves into the SHASD, the district will fully comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under Section 1306 of the Public School Code as indicated below:

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

#### **HOST SCHOOL DISTRICT RESPONSIBILITIES**

Under Section 1306 of the Pennsylvania School Code, the host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The host district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a "free appropriate public education" for eligible children with Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA) and for "qualified handicapped students" with Service Agreements in accordance with § 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15.

The host school district cannot refuse to educate a student in a regular or special education program in a regular public school unless 1) a court order requires that the child be educated at the residential facility; 2) a current IEP and NOREP, or a service agreement under 22 PA Code Chapter 15, requires a different placement; 3) the child is currently expelled from his or her last educational placement due to a weapons offense (see, 24 P.S. § 13-1317.2(e.1)) or 4) the student is in an "interim alternative educational setting" and placed in accordance with the IDEA (see, 34 C.F.R. § 300.530 (c), (d)(5), and (g)). Students may not be presumptively assigned to alternative education programs for disruptive youth; such placements must be made in accordance with federal and state disciplinary protections referenced in the BECs;

(1) Alternative Education for Disruptive Youth

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

## (2) Enrollment of Students

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

For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host district must consider the educational placement options to educate the student in the host district's public schools. If the host district and parent through the IEP or Service Agreement process determine that an alternative educational setting will appropriately address the student's educational needs, the host school district is responsible for providing the student with a Free Appropriate Public Education (FAPE) and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and §504 of the Rehabilitation Act. For students eligible for services under Chapter 14, this means the host school district is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. Similarly, the host school district is responsible for conferring or meeting with the family and for developing a Service Agreement for a "qualified handicapped student" pursuant to Chapter 15.

### **Child Find Responsibility**

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

For children suspected as IDEA eligible students, the host district is responsible for maintaining contact with the student's district of residence for the purpose of keeping the district of residence informed of its plans for educating the student and seeking the advice of that district with respect to the student.

### **Educational Decision-makers**

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

### **Transferring Students**

During the §1306 student's tenure in the children's institution, the host school district must ensure that all

students have access to education; students with disabilities receive FAPE in accordance with their IEPs or Service Agreements; and all mandated procedural protections are provided. Host and district of residence may agree in writing to a different arrangement for the division of educational and procedural responsibilities for students identified as IDEA eligible, but they must receive approval by PDE after notice to and an opportunity for comment by the parents of the student

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

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

The parent and the host district should, if feasible, make a decision as to the appropriate educational placement of the child before the student arrives at the facility. However, in any case, the student must be attending a school program within five school days of the student's admission to the institution. If the information or an individual necessary to make an informed decision about the appropriate educational placement of the child is not available within the 5-day period, and if the parent agrees, the host school district can arrange for or authorize the child's education at a school program located at the facility until the host district and parent can make a formal decision regarding the student's educational placement. If no parent can be identified, the child can temporarily be educated at the facility if there is a clinical recommendation that the child should not attend public school. In either case, the final decision regarding the child's education placement must be made without delay.

In order to facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least 2 weeks prior to the student's planned discharge from the residential program, if possible. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new host district.

In making a decision about where to educate a student, consideration should be given to the courses that would be available to the child in the proposed program, the qualifications of the staff, the program's ability to provide FAPE and comply with the other requirements of IDEA and Chapter 14 or §504 of the Rehabilitation Act and Chapters 15 or 16 of Title 22 of the Pennsylvania Code (as applicable to the individual child), and whether the program will prepare the student to meet any applicable promotion and/or graduation requirements.

### *Incarcerated Students Oversight*

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

There are no prison facilities within the Schuylkill Haven Area School District (SHASD). The SHASD fully complies with the requirements of IDEA 2004 and PA Chapter 14 regarding the identification, evaluation, placement, and provision of special education services to all eligible school age individuals who have been incarcerated. Once the SHASD is informed of students in an incarceration facility, the educational records, including the most recent evaluation/reevaluation report, as well as the IEP, are forwarded. Eligible students receive special education when they are charged with a criminal offense, are awaiting trial, and after they are convicted of a criminal offense. The SHASD works collaboratively with the Schuylkill Intermediate Unit to ensure FAPE.

Currently there are no correctional facilities located within the Schuylkill Haven Area School District. Special education services are contracted through Schuylkill Intermediate Unit, other intermediate units, or other districts for the provision of FAPE for incarcerated students who are placed in facilities and are currently eligible, the district provides all special education documentation to the facility. If a student is evaluated and found eligible during placement, the district is notified of eligibility and receives all special education documentation.

SHASD fully complies with the requirements of IDEA and Chapter 14 regarding the identification, evaluation, placement, and provision of special education services to all eligible school age students from SHASD who are incarcerated in the Schuylkill County Prison. Eligible students receive special education services who are deemed eligible. SHASD stays informed of the education of its incarcerated eligible students through active dialogue and communication with the host district to ensure the provision of appropriate special educational programs for incarcerated youth.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs

when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.

2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The District is committed to providing training in the area of supplemental aids and services to the staff as demonstrated by the amount of professional development that is done both formally, informally, and in consultation with the personnel that have specific expertise, including PaTTAN, Schuylkill Intermediate Unit 29, Specialized District Consultants through site-based targeted or District-wide trainings and consultations. This includes but is not limited to best inclusionary practices, SAS tool kit training, de-escalation, positive behavioral supports, Functional Behavior Assessments, and Assistive Technology training to all staff including professionals, support and administration, as well as parents.

Regular Education and Special Education Teachers co-teach in various degrees depending on the elementary, middle, or high school assignments and the needs of the individual student. Teachers attend conferences and workshops related to behaviors, co-teaching, differentiation, benchmarking, and the needs of the individual student. Summer training opportunities are afforded to all staff and parents. The Schuylkill Haven Area School District (SHASD) ensures that to the maximum extent appropriate, before children with disabilities are removed from the general education environment, that supplementary aids and services are put into place. This is accomplished by following the school district's Psychoeducational Evaluation Referral Process.

The goal of SHASD is to educate all students together in their home schools. When the IEP team determines that it can no longer support a student with disabilities in the least restrictive environment successfully, even with adequate supports and services, the IEP team makes a recommendation for a more restrictive placement. Parents/guardians are an integral part of the team and are included in the decision making process. If a program is selected that is out of the district, the LEA Representative attends regularly scheduled meetings to determine the continued appropriateness of the program. The goal of the district is always to have the student return to their home school. It is the responsibility of the IEP team to ensure that to the maximum extent appropriate students with disabilities, including those in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in regular education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily. Currently SHASD professional staff development initiatives have included trainings in the areas, including but not limited to, inclusionary practices and differentiated instruction in efforts of increasing our capacity for meeting students' needs within their LRE. The school district uses a School Wide Positive

Behavior Support in district school buildings.

The district currently has 8 students placed out of district for various reasons. Before placing a student outside of the district, a reevaluation is conducted and an IEP is held. The IEP team uses the data to make the determination for the most appropriate educational placement based on the student's needs. Some of our students are placed for mental health reasons or are in court ordered placements. In these cases the district works with facilities and families to support the students. The SHASD has continued to take numerous steps in recent years to promote inclusion of students with disabilities for students in grades K-12. We have held numerous district site-based trainings regarding inclusion, differentiation, behavior support and intervention, and co-teaching for both regular education and special education staff.

The district's scheduling practices in K-12 allows for common planning time for each grade level K-12. this allows for training opportunities, child study sessions, and planning for co-teaching.

Additional training opportunities district wide have been provided for staff regarding behavior, benchmark assessments, SAS differentiation, planning and organization, formative assessment, and inclusionary practices. The Schuylkill Intermediate Unit Educational Consultants, PDE and PaTTAN Educational Consultants, attorneys, and district personnel serve as primary resources for district wide training opportunities. Acceleration periods are written into schedules to provide students with Embedding Formative Assessment PLC Series. Opportunities for positive behavior support and de-escalation techniques have also have been included to provide more opportunities for students with emotional needs to remain in the regular education environment.

### *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.

The District's Positive Behavior Support Policy's (113.2) purpose is to acknowledge that conduct is closely related to learning and that an effective instructional program requires a caring and orderly school environment free from restrictions or injuries caused by the challenging behaviors of others. To maintain a quality learning environment, students enrolled in special education programs are subject to the same policies and regulations that govern general education students. These policies are explained in student handbooks and outlined in building procedures.

The Schuylkill Haven Area School Board has established fair and reasonable rules and regulations regarding the conduct and deportment of all students in the school district during the time they are under the supervision of the school or at any time while on school property, while present at school-sponsored activities, and while traveling to or from school and school-sponsored activities. The Board has adopted a Code of Student Conduct to govern student behavior. The Board has also adopted a Behavior Support Policy and a Bullying Policy. All district buildings utilize guidance staff,

intermediate unit personnel (social worker, psychologist, behavior interventionist, etc.), truant officer, nursing staff, para-professionals, Schoolwide Positive Behavior Support Systems, Child Study, Instruction Intervention Teams, and the Student Assistance Program (SAP) in an attempt to maintain students with behavioral needs in the least restrictive environment. Also, Functional Behavior Assessments as well as Positive Behavioral Support Plans are utilized to provide positive behavioral support in an effort to maintain students in the least restrictive environment. The elementary center, middle school, and high school use a school-wide incentive program to teach, encourage, and promote positive behavior throughout the school environment. ***The Elementary, Middle and High School have implemented PBIS programs in each building. Teaching the qualities of Haven Heroes has led to a consistent program for all staff to follow.***

School administration and the Director of Special Education communicate regularly and work collaboratively when disciplining a student within the special education program. This ongoing collaboration provides for fair, consistent, and creative discipline to ensure students continue to receive an education in the least restrictive environment and appropriate interventions and supports are included within the IEP and implemented with fidelity. Thus, decreasing suspension rates and alternative education placements.

Staff is trained through professional development opportunities through PaTTAN and the Schuylkill Intermediate Unit. Internally, all staff, whether they are special educators, regular educators or paraprofessionals, are trained/refreshed at the beginning of the school year during opening in-services on the building-wide positive behavior support programs in each of their school buildings. This training continues throughout the year during faculty and curriculum meetings. For those staff members in classrooms with potential volatile students, the staff is trained and certified in Safe Crisis Management and/or Safety Care. Through these trainings staff are trained in deescalation techniques focusing on methods and processes used to redirect, diffuse or correct escalating behavior and resolve conflict situations.

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

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

The Schuylkill Haven Area School District reviews programs and student population on an annual basis to determine classroom and programmatic needs. The District works very hard to be creative in its programming in order to meet the needs of all its students and keep them in the general education environment and their home school. The Schuylkill Haven Area School District has not

had difficulty ensuring FAPE to any identified eligible special education student. Should the District encounter a situation where it was experiencing difficulty ensuring FAPE to any identified student, the District would seek assistance from the Schuylkill Intermediate Unit's Interagency Coordinator and request a CASSP meeting. At this meeting the appropriate personnel, parents/guardians, and agency representatives would collaborate to identify programs and/or interventions that may be available and appropriate for the student to be successful in the least restrictive environment. The District works with diverse agencies in order to support students' individual needs. These agencies include, but are not limited to, Juvenile Probation, Children & Youth, MH/ID, IU #29, Child Development, Drug and Alcohol Commission, Borough Police Officers, and a continuum of other mental health and provider agencies both in and outside Schuylkill County. All placement determinations are made on an individual basis by the IEP Team which gives consideration to the full spectrum of programs and least restrictive placement in satisfying the needs of eligible students. A continuum of services is available through the Intermediate Unit and neighboring school districts for students. During the duration of this plan, the district is looking at expanding our Virtual Academy to provide more hybrid options which would provide greater opportunities for students to receive supports and services within our Virtual Academy.

When deemed necessary, interagency collaboration and meetings are conducted to assist IEP teams. The Schuylkill County Interagency Coordinator is a valuable resource to guide and/or direct the process. Interagency collaboration involves the School-based Behavioral Health systems, the Intermediate Unit, CASSP, mental health services, and others to coordinate funding and resources. Representatives from the Schuylkill Haven Area school District attend the Schuylkill County Interagency meetings on a regular basis, keeping apprised of program information regarding the coordination of services, community resources, and to network with those from various service provider agencies. On a case-specific basis, school counselors, school psychologists, social workers, Administrators and/or the Director of Special Education do the following: (1) interact in a collaborative effort with parents and service provider agencies, (2) make referrals to social service agencies to assist students and their families, and (3) maintain close working relationships with the agencies while providing services to the students and their families.

The district works collaboratively with the diverse agencies and the families to provide a smooth transition back to the public school setting, when appropriate. Meeting students' needs and obtaining the necessary resources and support services requires collaborative efforts between the SHASD and service provider agencies. By engaging the interagency process, the District is able to support students in the homeschool rather than referring students to alternative and/or out-of-District placements.

### *Strengths and Highlights*

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

Schuylkill Haven Area School District is committed to meeting the needs of all of our students. The District's commitment to excellence empowers the staff to challenge and provide supports and services to students with, thought of having, and without a disability. Students who require special education services are provided with a program which is individually tailored to meet their needs. Unique and conventional approaches are initiated to meet the needs of students whose situations warrant them. Teachers and staff are dedicated and committed to their students. They willingly organize and/or attend extra-curricular activities to support their students' functional needs in the areas of physical, emotional, and social development. District administrators are actively involved in all phases of educational planning for students who require special education services beginning with transition from pre-school to fulfilling graduation requirements and preparation for adult life.

The Schuylkill Haven Area School District provides a range of services, and with the support of the Board of School Directors and Administration, had made a commitment to offer as many services as possible within the district. Nearly all District students with disabilities are educated in District-operated classes. Flexibility and creativity in programming can be evidenced in all areas, as well as a comprehensive and cohesive service delivery system. The advantages of having immediate access and availability of services in addition to a unified purpose and goal, are major strengths of our programs. This allows for immediate access to classroom based programs and related service personnel. The range of services provided to Schuylkill Haven Area School District is extensive and based on student need.

The District is committed to developing and maintaining close ties with parents and the community. The school district hosts a variety of activities, including parent workshops, which provide information and training to parents. Parents are provided with updates, informational material, and opportunities to attend in-service training.

The District offers a comprehensive professional development program to insure continuous training for all employees. The goal is to enhance knowledge and understanding of the teaching and learning process, techniques, strategies, interventions, and resources needed to increase student success and ensure that specially designed instruction remains aligned with the general education curriculum. Training is provided during regularly scheduled professional development (in-service) days. In addition, staff can choose to participate in before and after school trainings offered on a monthly basis as well as summer workshops. Bi-monthly after school curriculum meetings provide opportunities for professional development and ongoing specialized training is also available should staff require immediate training to meet the needs of a specific student. Staff is afforded the opportunity to attend various seminars and trainings offered through PaTTAN and the Schuylkill Intermediate Unit. All District staff, including paraeducators are encouraged to participate in these worthwhile and informative programs.

Child Study Teams and SAP Teams exist within each of the three buildings (elementary, middle, high) to provide support and resources to teachers and staff regarding sound instructional strategies and interventions for student social, emotional, academic, and behavioral needs as well as provide pre-referral services. All regular education, special education, and paraeducators are highly qualified. Regular education and special education teachers work collaboratively to provide services to special education students in the inclusive setting and help students succeed. All teachers are provided opportunities for daily grade level planning.

The District has a high percentage of students receiving special education services in the regular education setting. Throughout the district (K-12), inclusionary support and co-teaching practices have been implemented. All AS and LSS students throughout the district are also receiving instruction with their peers in the general education setting at least 21% of the school day. Ongoing progress monitoring and benchmark assessments allows staff to determine specific student needs, allows feedback for remediation and acceleration, and insures student progress. Inclusive programming increases the social development of students with disabilities as well as teaching differences and tolerance to our regular education students.

High school students have the opportunity to participate in vocational training, job shadowing and work experience. Transition coordination services are utilized to increase employment, scholarship, and post-school education opportunities for students. Community service opportunities are provided in the high school. Workshops are integrated into the curriculum to include consultants from OVR, Career Link, Job Corps, Human Resource employers, etc.

The District has coordinated a wide range of trainings and activities for parents and students related to transition after high school including travel training, linkages with agencies and opportunities in a community/college setting, consortium sponsored trainings and a variety of community based instruction that supports transition into post-secondary employment and/or independent living. The district has increased its investment in technology to support instruction, provide meaningful and engaging learning opportunities, and increase opportunities for multi-sensory reinforcement to meet individual needs. SMART Boards are available in all classrooms, K through 12. Ipods are available in the elementary and middle school for individual repetition and review of skills and concepts. Apple iPads are available in each LSS and AS program in grades K-12. The iPads will increase student learning opportunities as well as serve as communication devices with appropriate applications for those students in need. The Schuylkill Haven Area School District also provides opportunities for students to be involved in their Virtual Academy that utilizes Blended Schools in order to provide alternative educational opportunities. The district also opened the Schuylkill Haven Alternative Learning Environment (SHALE) this year. Students can attend the Virtual Academy on a part-time or full-time basis based on their learning needs, employment opportunities, and/or alternate learning environment. Students can also attend SHALE in conjunction with our Virtual Academy to receive supports on a more consistent basis.

The district utilizes a web based IEP application to support special education teachers in creating and designing individual educational plans for students while staying in compliance with federal and state mandated regulations. Special education teachers utilize SAS to assist with their IEP writing and ensure that they are writing standard's aligned IEPs. Professional development opportunities are on-going for continued support with SAS and the web based application.

Continuous collaboration exists between the Director of Special Education, Director of Curriculum, all building principals, guidance counselors, Superintendent, and the Intermediate Unit with regard to staff development initiatives and instructional delivery practices that facilitate the inclusion of special education students in the general education environment and within the special education classrooms. To increase and continue communication on a regular basis, the Director of Special Education meets with staff in each of their respective buildings on a monthly basis. This communication allows for concerns to be discussed and addressed in a timely manner. It also provides sound professional development opportunities to keep staff abreast of special education

changing standards and student needs.

The district received a \$5000 School Based Behavioral Health grant: RENEW. This grant will be used to train staff and purchase supplies that will be used to service our students at-risk of dropping out of school. This is the second time the district received the RENEW grant and we strive to support our at-risk students within the district and helping them to graduate.

Schuylkill Haven Area School District is currently in year two of PaTTANs ABA initiative. Our entire elementary, middle and high school staff have been through the ABA bootcamp trainings. This initiative has helped to provide consistency in programming for students in our Autistic Support Classrooms.

District co-teaching teams in the elementary, middle, and high school participate in a Professional Learning Community to embed formative assessment within their instruction to increase student achievement in reading and math, improve student monitoring, curriculum alignment, student engagement, teacher cognition of learning, and raise standards of achievement for all students. We proudly provide quality programming to all students. We are especially proud of our special education programs and the accomplishments of our students. We will continue to commit to excellence and empower the staff to challenge and provide supports and services to all students, with and without disabilities, to ensure they all have diverse opportunities to achieve success.

# Assurances

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## 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	Number of Students Placed
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		Service	
Maple Avenue Campus	Special Education Centers	ES	4
Packer Ridge Academy	Other	ES	1
BHA-Lehighton	Approved Private Schools	ES	1
Kidspace	Approved Private Schools	ES	2

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* November 13, 2017

*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%)	Emotional Support	5 to 8	5	1
Locations:				
Schuylkill Haven Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #2 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* September 1, 2017

*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	Emotional Support	6 to 7	2	0.02
Locations:				
Schuylkill Haven Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 7	4	0.98
Locations:				

Schuylkill Haven Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		
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**Program Position #3 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2017

*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 9	11	1
Locations:				
Schuylkill Haven Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #4 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2017

*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	9 to 10	10	1
Locations:				
Schuylkill Haven Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	13	0.87
Locations:				
Schuylkill Haven Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 9	1	0.07
Locations:				

Schuylkill Haven Area Elementary Center	An Elementary 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	9 to 9	1	0.06
Locations:				
Schuylkill Haven Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #6 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* September 1, 2017

*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	10 to 11	12	1
Locations:				
Schuylkill Haven Area Middle School	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #7 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* September 1, 2017

*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	12 to 14	17	0.9
Locations:				
Schuylkill Haven Area 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	12 to 12	1	0.05
Locations:				
Schuylkill Haven Area 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
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Itinerant	Emotional Support	13 to 13	1	0.05
Locations:				
Schuylkill Haven Area 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:* Class

*Implementation Date:* September 1, 2017

*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	11 to 12	20	1
Locations:				
Schuylkill Haven Area Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #9 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	10	0.67
Locations:				
Schuylkill Haven Area 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%)	Emotional Support	12 to 14	5	0.33
Locations:				
Schuylkill Haven Area 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:* Class

*Implementation Date:* September 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	8	0.8

Locations:				
Schuylkill Haven Area 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	13 to 15	2	0.2
Locations:				
Schuylkill Haven Area High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #11 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* September 1, 2017

*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	13 to 15	5	0.6
Locations:				
Schuylkill Haven Area 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	13 to 15	2	0.3
Locations:				
Schuylkill Haven Area 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	13 to 15	1	0.1
Locations:				
Schuylkill Haven Area High School	A Senior High 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:* September 1, 2017

*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	14 to 17	15	0.79
Locations:				
Schuylkill Haven Area 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 17	4	0.21
Locations:				
Schuylkill Haven Area High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #13 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* September 1, 2017

*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	14 to 17	6	0.33
Locations:				
Schuylkill Haven Area 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	Learning Support	14 to 17	12	0.67
Locations:				
Schuylkill Haven Area High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #14 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* September 1, 2017

*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	15 to 17	11	0.69
Locations:				
Schuylkill Haven Area 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	15 to 17	5	0.31
Locations:				
Schuylkill Haven Area High School	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #15 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* September 1, 2017

*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	17 to 19	17	0.9
Locations:				
Schuylkill Haven Area 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	17 to 19	1	0.1
Locations:				
Schuylkill Haven Area High School	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #16 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* September 1, 2017

*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	Emotional Support	14 to 18	4	0.8
Locations:				
Schuylkill Haven Area 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 18	1	0.2
Locations:				

Schuylkill Haven Area High School	A Senior High School Building	A building in which General Education programs are operated		
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**Program Position #17 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2017

*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	15 to 21	8	1
Justification: Oldest student exceeds the age range variance limits. IEP team was in an agreement to waive this exception based on the student's individual needs. Students will be in separate learning groups.				
Locations:				
Schuylkill Haven Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #18 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2017

*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 18	8	1
Locations:				
Schuylkill Haven Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #19 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* September 1, 2017

*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	5 to 11	40	1

Justification: Students are seen on an itinerant basis and not provided services with peers out of the Age Range Variance.				
Locations:				
Schuylkill Haven Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #20 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 1, 2017

*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	13 to 19	10	0.22
Justification: Students are seen on an itinerant basis and not provided services with peers out of the Age Range Variance.				
Locations:				
Schuylkill Haven Area 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	10 to 14	15	0.33
Justification: Students are seen in small group or 1:1. Students are only seen between the age variance.				
Locations:				
Schuylkill Haven Area 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	Speech and Language Support	7 to 11	20	0.45
Justification: Students are seen on an itinerant basis and not provided services with peers out of the Age Range Variance.				
Locations:				
Schuylkill Haven Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #21 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class and Position

*Implementation Date:* September 1, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	10 to 14	6	1

Locations:				
Schuylkill Haven Area Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #22 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* September 1, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	45	1
Justification: Teacher is providing itinerant support. Age range during 1:1 or small group will not be greater than 3 years.				
Locations:				
Schuylkill Haven Area School District	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #23 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	10 to 14	5	1
Locations:				
Schuylkill Haven Area Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #24 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 10	6	1
Justification: Age waivers are signed and included in IEP.				
Locations:				
Schuylkill Haven Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #25 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: September 1, 2017

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 10	5	1
Justification: Age waiver is signed and included in the IEP.				
Locations:				
Schuylkill Haven Area School District	An Elementary School Building	A building in which General Education programs are operated		

### Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	School District	1
School Psychologist	School District	1
Social Worker	School District	1.4
Paraprofessionals	Elementary Center	9.8
Occupational Therapist	School District	1
Paraprofessionals	Middle School	5.6
Paraprofessionals	High School	6.3
Certified Occupational Therapy Assistant	School District	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapist	Intermediate Unit	3 Hours
Orientation and Mobility Therapist	Intermediate Unit	1 Hours
Deaf/Hard of Hearing Support	Intermediate Unit	1 Hours
Blind/Visually Impaired Support	Intermediate Unit	3 Hours

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	<p>Currently, students on the severe end of the spectrum are included with typical peers to the maximum extent appropriate but at least 21% of the time with supplementary aids and services. The goal is to ensure all staff, including paraprofessionals and related service providers, are familiar with and aware of Autism Spectrum Disorders and remain current with techniques, methods, interventions and materials needed to ensure 100% of students with Autism are successful and educated in the least restrictive environment. Elementary, Middle, and High School staff working in our autistic support classrooms will be trained in Applied Behavioral Analysis/Verbal, Direct Instruction, and Precision Teaching over the duration of this plan.</p> <p>Indicator of Implementation: Sign-in sheets and agendas for autism training.</p>
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	12
<b># of Participants Per Session</b>	10
<b>Provider</b>	IU Consultants, PaTTAN Consultants, District Personnel, outside contractors
<b>Provider Type</b>	PaTTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<p>Participants will learn about instructional strategies, modifications, and other accommodations for students on the spectrum (severe/Asperger's). They will become familiar with speech needs, sensory needs, and behavioral needs that accompany the disorder. Other trainings may be more individualized at the building level to include students with more unique needs. All staff will become more knowledgeable regarding the Least Restrictive Environment for students with ASD. The district will continue to work with PaTTAN staff within the district several times per year through the Autism initiative. Staff will also be encouraged to attend trainings in the</p>

	IU or at PaTTAN relating to the Autism initiative.
<b>Research &amp; Best Practices Base</b>	Best practices in the field of autism require instruction in communication with adults and peers, social skills, and behavior. An applied behavior analysis approach allows for continued growth in all areas of learning and targets the areas of need for students on the spectrum.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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>
<b>Training Format</b>	<p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Classified Personnel</p> <p>New Staff</p>

	<p>Other educational specialists  Related Service Personnel  Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)  Elementary - Intermediate (grades 2-5)  Middle (grades 6-8)  High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Analysis of student work, with administrator and/or peers  Creating lessons to meet varied student learning styles  Peer-to-peer lesson discussion  Lesson modeling with mentoring  Joint planning period activities</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  Student PSSA data  Standardized student assessment data other than the PSSA  Classroom student assessment data  Participant survey  Review of participant lesson plans  Review of written reports summarizing instructional activity</p>

## Behavior Support

<b>Description</b>	<p>Training on functional behavioral assessments, positive behavior support plans, goal development, and progress monitoring in the area of behavior.</p> <p>Ongoing training will be provided to identified staff in Crisis Prevention Intervention and physical restraint techniques. Turn-around trainings will be provided to all staff by the trained staff to provide information and techniques for positive behavioral interventions, incident prevention, proven de-escalation techniques, and post-intervention strategies. School building teams will be trained annually on physical restraint interventions to be used in crisis situations. Ongoing training will also be provided to district staff regarding SAP</p>
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	<p>process for supporting students with behavioral health issues and services provided by the school psychologist and the school-based mental health satellite office.</p> <p>De-escalation trainings will stress the importance of listening with empathy, trying to understand where the person is coming from. Like other skills, empathic listening can be learned. The five keys are: give the person undivided attention; be nonjudgmental; focus on the person's feelings, not just the facts; allow silence; and use restatement to clarify messages.</p> <p>The use of a physical intervention is taught to school teams only as an emergency intervention to respond to an individual posing an immediate danger to self or others. Physical restraint interventions such as self prevention techniques, non-aversive releases, escorts , and therapeutic holds, are taught to be used only as a last resort when all other attempts to calm escalating behavior have been tried and have failed.</p> <p>Child and Family Health Services, Inc. is a school-based mental health satellite office that is located in the Schuylkill Haven Area School District in each of the three school buildings. The satellite office offers a variety of services targeting those students who have emotional and behavioral difficulties in general education. The program oversees collaborations and initiatives with mental health agencies, and hospitals to treat, prevent and educate students and their families dealing with mental health issues that impede academic achievement.</p> <p>Staff from Schuylkill County VISION, CASSP, and Service Access and Management will provide direct trainings and assist district staff in training on Trauma Informed Care. This training will focus on the root cause of student behaviors and how we can best support staff to address student needs.</p> <p>Indicator of Implementation: (1) Sign-in sheets and agendas for the training. (2) Evidence will also include a decrease in discipline referrals and elimination of restraint incidences within the district at a minimal of 4% each year throughout the duration of this plan. 100% of special education staff working with potentially aggressive students will participate in de-escalation training each year throughout the duration of this plan.</p>
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	50
<b>Provider</b>	IU Consultants, PaTTAN Consultants, District Personnel, outside contractors
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	The development of PBSP's that are non-punitive in nature and utilize prevention strategies (best practice in the field). Instruction in skill building will be documented in the IEP through progress monitoring on the goals and activities on an individual basis. A general understanding of how trauma can impact student behaviors.
<b>Research &amp; Best Practices Base</b>	Utilization of de-escalation strategies that are positive in nature and minimize the use of restraint for students with the attempt to eliminate the use of restraint for any students except in situations when there is a risk of injury to self or others.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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>

<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops Professional Learning Communities Offsite Conferences
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	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 Peer-to-peer lesson discussion Joint planning period activities Journaling and reflecting
<b>Evaluation Methods</b>	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 restraint and discipline data

## Paraprofessional

<b>Description</b>	The District will annually plan 4 annual trainings to provide paraprofessionals with the opportunity to earn hours toward their 20-hour training requirement. Topics will be selected based on special education mandates, current issues
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	<p>and standards and student achievement, staff feedback and data. Annual topics will include safe crisis management, trauma informed care, CPR/First Aid, and working with students with various disabilities. 100% of our paraprofessionals will complete 20 hours per year of training as evidenced by submission of 20 hour "Paraprofessional Tracking Form". 100% of paraprofessionals will remain highly qualified through the duration of this plan.</p> <p>Indicator of Implementation: Agenda for the trainings, documentation of percentage of highly qualified paraprofessionals.</p>
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	5.0
<b># of Sessions</b>	12
<b># of Participants Per Session</b>	40
<b>Provider</b>	IU Consultants, PaTTAN Consultants, District Personnel, outside contractors
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Information on the above stated topics for each training will be presented during each five hour training. The trainer will present information, and conduct question and answering services.
<b>Research &amp; Best Practices Base</b>	Presentations will be presented on current issues within special education and topics that staff requests for additional training.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>

<p><b>For school or LEA administrators, and other educators seeking leadership roles</b></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>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<p><b>Training Format</b></p>	<p>LEA Whole Group Presentation          Series of Workshops          Department Focused Presentation          Professional Learning Communities          Offsite Conferences</p>
<p><b>Participant Roles</b></p>	<p>Classroom teachers          Principals / Asst. Principals          Paraprofessional          New Staff          Related Service Personnel          Parents</p>
<p><b>Grade Levels</b></p>	<p>Elementary - Primary (preK - grade 1)          Elementary - Intermediate (grades 2-5)          Middle (grades 6-8)          High (grades 9-12)</p>
<p><b>Follow-up Activities</b></p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion          Lesson modeling with mentoring          Journaling and reflecting</p>
<p><b>Evaluation Methods</b></p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p>

## Reading NCLB #1

<b>Description</b>	<p>During the 2017-2018 School year the Schuylkill Haven Area Elementary Center implemented the Lucy Calkins methodology and strategies for Reading, including the STARS and CARS diagnostic strategies. Training on data interpretation and intervention strategies will be done several times a year to ensure the program is implemented with fidelity. Elementary staff will also be trained on data interpretation and student grouping for "What I Need" (WIN) groups. The schedule will be revised to allow WIN time daily across all elementary grade levels. Staff will work in grade level teams to discuss data and student progress.</p> <p>Indicators of Implementation: Training schedule, agenda and sign-in sheets, documentation of student reading levels.</p>
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	12
<b># of Participants Per Session</b>	12
<b>Provider</b>	IU Consultants, PaTTAN Consultants, District Personnel, outside contractors
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Staff will be able to differentiate instruction through the use of a research-based program that provides sequential/direct instruction, activates students as learners, shares learning intentions, and provides feedback that move learners forward and raises achievement for students with a deficit in reading. Effects of formative assessment increases student monitoring, curriculum alignment, improved teacher cognition about learning, improved classroom practice, and improved student engagement.
<b>Research &amp; Best Practices Base</b>	Formative assessment is an essential component of classroom work and its development raises standards of achievement. The programs also being utilized are research-based programs to include: SRA, Corrective Reading, Language for Learning, Making Meaning, etc.
<b>For classroom teachers,</b>	Enhances the educator's content knowledge in the area of the

<p><b>school counselors and education specialists</b></p>	<p>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><b>For school or LEA administrators, and other educators seeking leadership roles</b></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><b>Training Format</b></p>	<p>Series of Workshops          Department Focused Presentation          Professional Learning Communities          Offsite Conferences</p>
<p><b>Participant Roles</b></p>	<p>Classroom teachers          Principals / Asst. Principals          Parents</p>
<p><b>Grade Levels</b></p>	<p>Elementary - Primary (preK - grade 1)          Elementary - Intermediate (grades 2-5)          Middle (grades 6-8)          High (grades 9-12)</p>
<p><b>Follow-up Activities</b></p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers          Analysis of student work, with administrator and/or peers          Creating lessons to meet varied student learning styles          Peer-to-peer lesson discussion          Lesson modeling with mentoring</p>

	Joint planning period activities
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p>

## Transition

<b>Description</b>	<p>The implementation of this training will be evidenced by the coordination of minimally a one-hour training specifically related to the transition services available to students and their parents. The goal of the trainings is to reduce the drop out rate by a minimal of 5% and increase the graduation rate to 100% through the duration of this plan.</p> <p>Indicator of Implementation: record of the training and attendance.</p>
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

## Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	30
<b>Provider</b>	IU Consultants, PaTTAN Consultants, District Personnel, outside contractors
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	A broad understanding of the services that are available for students and parents, and to plan for utilization of those services to best meet the needs of students.
<b>Research &amp; Best Practices Base</b>	The district uses the best practices related to transition in the areas of assessment, IEP development, goals and activities that are related to each individual student. The IEP reflects the present levels and all activities

	beginning at age 14. The district has developed a portfolio that identifies the continuum of activities that are available beginning in middle school through age 21. This portfolio was recognized by PDE as a beneficial tool to support planning in the area of transition.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p>

<b>Evaluation Methods</b>	Participant survey
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# Special Education Affirmations

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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*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*