
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Special Education Report **Thursday, May 22, 2008**

Entity: Schuylkill Haven Area SD
Address: 120 Haven St
Schuylkill Haven, PA 17972-1199
Phone: (570) 385-6705
Contact Name: Richard Rada

School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Schuylkill Haven Area SD	Schuylkill IU 29	Mr. Richard J. Rada	3	1470	238

District Special Education Contact:

Name	Title	Phone	Fax	Email
Mr. Thomas S. Camise/Rene' Reese	Director of Special Education/Spec. Ed. Liason	570-385-6710	570-385-6743	camiset@haven.k12.pa.us

Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Alison Tracey	Middle School	Special Education Teacher	Board of Directors
Amanda Whitley	Middle School	Special Education Teacher	Board of Directors
Caitlin Mohl	Middle School	Regular Education Teacher	Board of Directors
Constance Schropp	Elementary Center	Special Education Teacher	Board of Directors
Crystal Paul	High School	Special Education Teacher	Board of Directors
Denise Stabingas	Elementary Center	Special Education Teacher	Board of Directors
Elayne Hinderliter	High School	Special Education Teacher	Board of Directors
Kathy Roncek	Middle School	Special Education Teacher	Board of Directors
Kim Ulsh	Elementary Center	Special Education Teacher	Board of Directors
Laurie Bedford	High School	Special Education Teacher	Board of Directors
Leah Adams	Middle School	Parent	Board of Directors
Linda Christman	Elementary Center	Special Education Teacher	Board of Directors
Lisa Walcott	Elementary Center	Regular Education Teacher	Board of Directors
Maria Strouse	Middle School	Special Education Teacher	Board of Directors
Rebecca Evans	Middle School	Special Education Teacher	Board of Directors
Rene' Reese	Elementary Center Principal	Administrator	Board of Directors
Richard J. Rada	Superintendent	Administrator	Board of

			Directors
Sandra Wentz	Elementary Center	Regular Education Teacher	Board of Directors
Thomas Camise	Special Education Director	Administrator	Board of Directors
Wayne Smith	High School	Special Education Teacher	Board of Directors
Joel Koch	Parent	Parent	Board of Directors

Program Evaluation (P.L. 105-17, §612(2) and §613(a))

Current Program Strengths and Highlights

The following represents the strengths and highlights of the Schuylkill Haven Area School District's special education programs and services:

Student Assistance Program (SAP) is provided Kindergarten through 12th grade which provides pre-referral services and an opportunity to collect data utilizing local curriculum, standardized tests, classroom observations, parent and staff input, etc.

Special and regular education staff work collaboratively in an effort to help students succeed in the general curriculum.

Special education teachers attend weekly grade level planning meetings.

Special education and regular education teachers co-teach at the middle school level.

The middle school was awarded an inclusionary practices grant for the 2007-2008 school year.

Accommodations, supplementary aides, and/or paraprofessionals are utilized to effectively address the needs of students and, at the same time, are provided to maintain students in general education classes.

All special education classes are located in the ebb and flow of the school building allowing for spontaneous inclusion and activities.

Special education curriculum is aligned with state standards and general education curriculum.

No district students receive special education services outside of our local area as a result of educational recommendations.

Multiple levels of support are available within each building to increase inclusive opportunities.

Special education and regular education teachers at the high school collaboratively plan Senior and community projects which include students with disabilities.

The high school special education programs and middle school life skills program provides community-based instruction and work study opportunities within their transition programs.

Many teachers have dual certification - regular education/special education.

Community service opportunities are provided in the high school.

Workshops are integrated into the curriculum to include consultants from Career Link, Job Corps, Human Resource employers, etc.

In-service training and staff development is routinely provided to keep special education and regular education staff current with scientific research-based teaching strategies and special education regulation and laws.

The high school academic curriculum is supplemented to include school-to-work skills curricula.

In addition to a special education director and special education supervisor the elementary principal holds certification in special education K-12 and a supervisory certificate.

All district teachers are highly qualified.

All paraprofessionals are currently attending the Paraeducator Series, Credential of Competency for Special Education Paraeducators being offered through PaTTAN in obtaining highly qualified status.

Research-based reading and math programs are utilized throughout the district.

As a result of a grant, an inquiry-based, hands-on science program supplements the curriculum in general education classes including students with disabilities within the district classes, as well as intermediate unit operated programs for autistic and life skills support, within the elementary center.

The overall success of the special education program within the District is viewed as a strength. 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. 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.

Identifying Students with Learning Disabilities

The Schuylkill Haven Area School District currently uses the following method for identifying students with specific learning disabilities:

District wide newsletters and building handbooks provide information to parents regarding educational programs and services for students with special needs including gifted.

Student Assistance Program (SAP) is provided kindergarten through grade 12 which provides pre-referral services and an opportunity to collect data utilizing curriculum-based materials, performance based, standardized tests, universal screening, research-based interventions, and progress monitoring. Members of the team include the parent, involved teachers, guidance counselor, and principal.

Data is evaluated to address whether a child does not achieve adequately for the child's age or meet state-approved grade-level standards.

An intervention process based on the child's response to scientific, research-based intervention which includes documentation of high quality instruction, research-based interventions, and regular monitoring of student progress is in place.

All three buildings (elementary, middle, and high school) utilize 4 Sight Benchmark and PSSA assessments to identify strengths, needs, and progress within the general education curriculum.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and standardized testing (Stanford/Terra Nova) is utilized in grades K-7 to identify strengths, needs, and progress within the general education curriculum.

If a child is not responsive to scientific, research-based interventions a recommendation is made for psychological testing to determine the existence of a learning disability in one or more of the eight learning disabilities listed in Chapter 14.

A psycho-education evaluation will be utilized to determine patterns of strength and weakness relative to intellectual ability defined by a severe discrepancy between ability and achievement.

The multi-disciplinary team will convene to determine the existence of a learning disability.

Parents can initiate a referral for a psycho-education evaluation at any time.

Enrollment Differences

Not significantly disproportionate.

Ethnicity Enrollment Differences

No significant disproportionality by race or ethnicity.

Exiting Statistics

Graduation rate and dropout rate have been met.

24 P.S., §1306 and §1306.2 Placements

Facilities for Nonresident Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
No facilities within district	No facilities within district	0

Incarcerated Students Oversight

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 those students who have been incarcerated and are in need of a placement in a facility located in another school district. Referrals for service will be made by the administration of the Schuylkill Haven Area School District.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
No facilities located within district	No facilities located within district.	0

Least Restrictive Environment 34 CFR §300.551

Ensuring Maximum Integration

When planning for children who require specially designed instruction, the IEP team always considers the least restrictive environment to be the general education classroom. 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.

A full continuum of services is provided by the district, however when absolutely necessary, neighboring districts and intermediate unit programs may be utilized. The district is expanding the continuum of supports by implementing an inclusionary model which utilizes coteaching and differentiated instruction to middle school, grades 5-7. Additionally, elementary and high school staff are slated for inclusionary training and differentiated instruction prior to the beginning of the 2008-2009 school year. The elementary school has also implemented a hands-on, scientific, research-based science program to allow for optimal inclusion of all students regardless of disability. The high school has broadened transitional opportunities by expanding its work release

program to include job shadowing and work study. Career fairs (colleges, universities, businesses, military) are provided to high school students throughout their high school career and visitations to local vocational-technical schools are arranged.

Professional development opportunities for inclusionary practices are provided to all staff through:

- in-service programs
- curriculum meetings
- faculty meetings
- grade level planning meetings
- evening workshops
- school visitations
- attendance at various workshops and trainings

Training, workshops, and consultations are provided through PDE representatives, PaTTAN educational consultants, Schuylkill Intermediate educational consultants, Alvernia College and district personnel.

Supplementary Aids and Services

Service	Comment
coplanning and team meetings	
paraeducator support	
support for use of assistive technology	
modified and/or curricular goals	
replacement instruction	
research based supplementary materials	
materials provided on tape, large print, computer access	
test modification	
multi-mode presentations	
peer tutors	
instructional adaptations/modifications	
furniture arrangement	
specific seating arrangement	
adaptive equipment	
adjustments to sensory input	
social skills instruction	
counseling supports	
behavior support plans	
related services support	Occupational Therapist, Speech/Language Therapist, Social Worker, Deaf/Hearing Impaired Therapist, Mobility Therapist, Vision Impaired Therapist, etc.
small group instruction	

LRE Data Analysis

Personnel Development Activities:

Topic	
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results

Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Maple Avenue Campus	Special Education Centers	Full Time Emotional Support	7
Pottsville Area High School	Neighboring School Districts	Part Time Deaf/Hearing Impaired Support	1
Council House	Other	Part Time Emotional Support	5
Maple Avenue Campus	Special Education Centers	Full Time Multi-Disabilities Support	2
Pine Grove Area High School	Neighboring School Districts	Resource Learning Support	1
Operation Plus	Other	Itinerant Learning Support	1
Operation Plus	Other	Itinerant Emotional Support	3
Pottsville Hospital	Other	Part Time Learning Support	1
Pottsville Hospital	Other	Full Time Emotional Support	1

Personnel Development for Improved Student Results

Technical Assistance and Training

Personnel Development Activities:

Topic	AYP
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results

Topic	Participation
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results

Topic	Proficiency
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Academic school year including summer, 2008-2011	PATTAN Staff, IU Staff, Higher Education Staff, district personnel, attorneys, educational consultants	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning, visitations to IU, districts, and/or private school programs, off-site training	We are currently at a 24.8% proficiency rate in Reading for the district. An anticipated increase of 3% over the next three years (1% each year) is expected.

Personnel Development - PA NCLB Goal #1

Reflections:

Data View	Reflection Date	Reflection
PSSA - Reading by Grade Level - Other Subgroups	3/19/2008	For students with an IEP data indicates that there has been an increase in below basic proficiency levels in the majority of grade levels.
		Proficiency levels for reading have decreased in most grade levels.
		For students with an IEP data indicates that only 5% of the 11th grade class are proficient. Most students are represented in the basic and below basic proficiency levels.

Personnel Development Activities:

Topic	Reading
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Academic school year including summer, 2008-2011	PATTAN Staff, IU Staff, Higher Education Staff, district personnel, attorney, educational consultants, college/universities,	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning, off-site training with guided practice	The district is currently achieving a 24.8% proficiency rate in reading. Proficiency levels will not decrease, in fact, will be maintained and show an increase of at least 3% (1% per year) over the next 3 years. At

				<p>the same time, the district will reverse the data trend showing an increase in below basic proficiency levels to at least 3% (1% per year) over the next 3 years. Both set of data appear to represent the special education population at all grade levels. The data also indicates that the above trends appear to deteriorate as students move from the elementary to the high school.</p>
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Topic	Math
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Academic school year including summer, 2008-2011	PATTAN Staff, IU Staff, Higher Education Staff, district personnel, educational consultants	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning, Off-site training with Guided Practice	The district is currently achieving a 24.8% proficiency rate in reading. Proficiency levels will not decrease, in fact will be maintained and show an increase of at least 3% (1% per year) over the next 3 years. At the same time, the district will reverse the data trend showing an increase in below basic proficiency levels to at least 3% (1% per year) over the next 3 years. Both set of data appear to represent the special education at all grade levels. The data also indicates that the above trends appear to

				worsen as students move from the elementary to the high school. It would be important to note that no 11th grade students have scored at the proficient level which heightens the district's concern regarding math AYP.
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Personnel Development - PA NCLB Goal #3

Reflections:

Data View	Reflection Date	Reflection
PSSA - Writing by Grade Level - Other Subgroups	3/19/2008	For students with an IEP Data shows a significant increase in advanced and proficient writing levels in both 8th and 11th grade.
		For students with an IEP Data presents an increase in basic and below basic proficiency levels for 5th and 8th grade.
PSSA - Mathematics by Grade Level - Other Subgroups	3/19/2008	For students with an IEP data indicates that mathematics proficiency levels for below basic have increased. Proficiency levels for mathematics have decreased.
		For students with an IEP data indicates that 11th grade Proficiency levels are represented in only basic and below basic levels.
PSSA - Reading by Grade Level - Other Subgroups	3/19/2008	For students with an IEP data indicates that there has been an increase in below basic proficiency levels in the majority of grade levels. Proficiency levels for reading have decreased in most grade levels.
		For students with an IEP data indicates that only 5% of the 11th grade class are proficient. Most students are represented in the basic and below basic proficiency levels.

Personnel Development Activities:

Topic	AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Academic school year including summer, 2008-2011	PATTAN Staff, IU Staff, Higher Education Staff, district personnel, educational consultants	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning, Off-Site with Guided Practice	All professional personnel are highly qualified. All paraprofessionals are currently enrolled in the "Paraeducator Series Credential of Competency for Special Education Paraeducators" being offered through PaTTAN to obtain highly qualified status. Competency will be achieved by 2010. All paraprofessionals will accrue 20 hours of staff development activities related to their assignment each school year. Staff are familiar with Autism, Autism Spectrum Disorders, Aspergers, etc. Staff training will be provided to ensure that all staff remain current with disorders and techniques, methods and materials needed to educate students with disabilities within the regular education and special education environment.

Topic	ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Academic school year including summer, 2008-2011	PATTAN Staff, IU Staff, Higher Education Staff, district personnel, educational consultants, attorneys	Parent, New Staff, Paraprofessional	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning, Off-	All professional personnel are highly qualified. All paraprofessionals are currently enrolled in the "Paraeducator Series, Credential of Competency for Special Education Paraeducators" being offered through PaTTAN to obtain highly qualified

			Site with Guided Practice	status. Competency will be achieved by 2010. All paraprofessionals will accrue 20 hours of staff development activities related to their assignment each school year. Staff is familiar with Autism, Autism Spectrum Disorders, Aspergers, etc. Staff training will be provided to ensure that all staff remain current with disorders and techniques, methods and materials needed to educate students with disabilities within the regular education and special education environment. The district will ensure that students with disabilities will receive adequate and highly trained support through the use of highly qualified professionals and paraeducators based on the needs of the student population.
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Personnel Development - PA NCLB Goal #5

Baseline Data:

For the 2005-2006 school year the Schuylkill Haven Area School District had a 12% drop out rate for students with an IEP in grades 9-12, however, it should be noted that the special education population was extremely small (67 students).

1. There was only one senior in the 2005-2006 school year. He has remained in school due to an IEP driven diploma (age 21).

Personnel Development Activities:

Topic	TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Academic school year including summer, 2008-2011	PATTAN Staff, IU Staff, district staff	Parent, New Staff, Instructional Staff, Administrative	On-site Training with Guided Practice, Workshops with Joint Planning	The Schuylkill Haven Area School District is a year-5 school for the PaPODS Survey. The Pennsylvania School Outcomes Post Data

		Staff, Related Service Personnel	Periods, Conferences, Distance Learning, Off-Site Training with Guided Practice	System will provide the data required to show evidence of results at the completion of the 2009-2010 school year. This data will provide a baseline from which the district can estimate projected percentage improvement of student data. Currently, based on the 2005-2006 school year, 67 special education students were in grades 8-12. Of those, 8 students dropped out of school which is equivalent to a 12% drop-out rate. Using this data, we will achieve at least a 3% (1% per year) improvement within the next 3 years. Overall, the Schuylkill Haven Area School District is considered small; the total high school population in grades 9-12 is approximately 450 - 500 students. Any sub group may tend to heighten awareness when evaluating data.
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Behavior Support Services

Summarized School District Policy:

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. All district buildings utilize guidance staff, intermediate unit personnel (social worker, etc.), truant officer, nursing staff, para-professionals, Schoolwide Positive Behavior Support Systems, 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 Behavioral Intervention Plans are utilized to provide positive behavioral support in an effort to maintain students in the least restrictive environment.

Reflections:

Data View	Reflection Date	Reflection
Student Services	4/1/2008	During the 2006-2007 school year the Schuylkill Haven Area School District reported in grades K-12: 357 In School Suspensions, 124 of which were students with an IEP (34.7%), 48 Out of School Suspensions, 16 of which were students with an IEP (33.3%), 0 Expulsions, and 2 assignments to alternative education, none of which were students with an IEP.

Personnel Development Activities:

Topic	Positive Behavioral Supports
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Academic school year including summer, 2008 - 2011	PATTAN Staff, IU Staff, Higher Education Staff, district personnel, educational consultants	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning, Off-site Training with Guided Practice	Elementary and Middle schools embrace positive school-wide behavioral support programs. All staff have been trained on the use of programs and will receive additional staff development opportunities throughout the life of this plan. All buildings utilize functional behavioral assessments and positive behavior techniques when any behavioral intervention must be implemented. The Schuylkill Haven Area School District will utilize all of the above in an effort to decrease in and out of school suspensions by 6% (2% each year) for the next three years. At the same time, the district will maintain the 0% expulsion rate.

Topic	School-based Behavioral Health
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Academic school year including summer, 2008-2011	IU Staff, district personnel	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning, Off-Site Training with	The Schuylkill Haven Area Schools (high, middle, elementary) utilize the Student Assistance Program (SAP), guidance staff, nursing staff, and intermediate unit personnel (social worker, etc.) for behavioral health needs. The district continuously

			Guided Practice	searches for programs and interventions to reduce the number of suspensions. The district also welcomes the support and collaborates with various behavioral health services which includes therapeutic support staff, mobile therapists, and behavioral health consultants. The district maintains open lines of communication when various behavioral health services are provided in the home, day care, and/or at school. The Schuylkill Haven Area School District will utilize all of the above in an effort to decrease in and out of school suspensions by 6% (2% each year) for the next three years. At the same time, the district will maintain the 0% expulsion rate.
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Topic	De-escalation Techniques
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Academic school year including summer, 2008-2011	IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	<p>Specific staff members will be identified to complete a 5 day Safe Crisis Management Instructor Training which will include the following:</p> <ul style="list-style-type: none"> -Positive Behavioral Interventions -Incident Prevention -Proven De-escalation Techniques -A "Last Resort" Physical Intervention System -Post Intervention Strategies <p>Turn-around training will be provided to remaining staff in August, 2008. Follow-up training for instructors and staff is scheduled to occur every 2</p>

				<p>years.</p> <p>The Schuylkill Haven Area School District will utilize all of the above in an effort to decrease in and out of school suspensions by 6% (2% each year) for the next three years. At the same time, the district will maintain the 0% expulsion rate.</p>
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Interagency Collaboration (11 P.S. §875.304)

Ensuring FAPE/Hard to Place Students

The Schuylkill Haven Area School District reviews programs and student population on an annual basis to determine classroom and programmatic needs.

Fortunately, our school district is located near the center of our county geographically. The Schuylkill Haven Area School District is relatively small therefore could not operate programs for all exceptionalities at all levels and cover the full continuum of services within the boundaries of our district (We only operate one elementary, one middle, and one high school.). For these reasons, we contract with our local intermediate unit and neighboring school districts to ensure FAPE for all of our students. As mentioned in an earlier response, our district has not had to seek placements outside of our intermediate unit.

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. The Schuylkill Intermediate Unit provides center-based programs that provide needed supports, services, and educational placement options for students with disabilities as well as partial hospitalization programs.

Local Continuum of Supports and Services

The administration and staff of the Schuylkill Haven Area School District constantly monitors its programs and student population and makes recommendations to the Board of Directors regarding any collapsing or addition of classes and services. The district is also actively engaged in programs utilizing inclusive practices. The middle school has received a grant and training including co-teaching techniques, differentiated instruction, and guided support. The elementary and high school are slated for similar training and implementation of inclusive practices at the beginning of the 2008-2009 school year.

The Schuylkill Haven Area School District contracts with the Schuylkill Intermediate Unit to provide additional educational supports, services, and educational placements that will fulfill gaps which include full-time classes, partial hospitalization programs, psychological services, social work, speech/language therapy, occupational therapy, physical therapy, mobility, vision support, deaf/hearing support, audiological services, assistive technology, paraprofessional support and training and consultation staff.

The intermediate unit provides interagency coordination. The interagency coordinator ensures collaboration between local service agencies and the educational system so that all students receive the assistance they require to lead productive and meaningful lives. This process also ensures cross-system agency support and funding. Additionally the Schuylkill Haven Area School District is the recipient of ACCESS funding which is coordinated by the intermediate unit.

The Schuylkill Haven Area School District does not currently have a problem with staff

recruitment, retention, or professional development. Currently all professional special education employees are highly qualified. Paraprofessionals are currently enrolled in PaTTAN "Paraeducator Series, Credential of Competency for Special Education Paraeducators" training to obtain highly qualified status. As positions become available, the district recruits qualified staff through the internet, local newspapers, district postings, etc.

Professional development always has and will be given a priority. The district utilizes consultants and trainings through the Schuylkill Intermediate Unit, PaTTAN, PDE, district personnel, colleges/universities, attorneys, independent consultants, etc.

Expansion of Continuum of Supports and Services

The Schuylkill Haven Area School District contracts with the Schuylkill Intermediate Unit to provide additional educational supports, services, and educational placements that will fulfill gaps which include full-time classes, partial hospitalization programs, psychological services, social work, speech/language therapy, occupational therapy, physical therapy, mobility, vision support, deaf/hearing support, audiological services, assistive technology, paraprofessional support and training and consultation staff.

The intermediate unit provides interagency coordination. The interagency coordinator ensures collaboration between local service agencies and the educational system so that all students receive the assistance they require to lead productive and meaningful lives. This process also ensures cross-system agency support and funding. Additionally the Schuylkill Haven Area School District is the recipient of ACCESS funding which is coordinated by the intermediate unit.

The Schuylkill Haven Area School District also has created alliances with a continuum of mental health services for children and adolescents in Schuylkill County. A list of various agencies is listed in the Organizational Resources section within this plan.

Program Profile

ID	OPR	Location / Building Name	Bldg Grade	Bldg Type	Type of Support	Type of Service	Low Age	High Age	Case load	Tchr FTE
-	IU	Schuylkill Haven Area Elementary Center	E	GE	FT	AS	7	10	8	1.0
-	IU	Schuylkill Haven Area Elementary Center	E	GE	FT	LSS	5	10	12	1.0
-	SD	Schuylkill Haven Area Elementary Center	E	GE	PT	LS	5	8	15	1.0
-	SD	Schuylkill Haven Area Elementary Center	E	GE	PT	LS	7	10	15	1.0
-	SD	Schuylkill Haven Area Elementary Center	E	GE	PT	LS	8	10	15	1.0
-	SD	Schuylkill Haven Area Elementary Center	E	GE	PT	LS	9	12	15	1.0
-	SD	Schuylkill Haven Area Middle	M	GE	R	LS	10	12	20	1.0

		School								
-	SD	Schuylkill Haven Area Middle School	M	GE	R	LS	11	13	20	1.0
-	SD	Schuylkill Haven Area Middle School	M	GE	R	LS	12	14	20	1.0
-	SD	Schuylkill Haven Area Middle School	M	GE	PT	LS	11	13	15	1.0
M	SD	Schuylkill Haven Area Middle School	M	GE	FT	LSS	11	13	4	1.0
-	SD	Schuylkill Haven Area High School	S	GE	R	LS	15	17	20	1.0
-	SD	Schuylkill Haven Area High School	S	GE	R	LS	16	18	20	1.0
-	SD	Schuylkill Haven Area High School	S	GE	R	LS	17	19	20	1.0
-	SD	Schuylkill Haven Area High School	S	GE	PT	LS	13	14	15	1.0
-	IU	Schuylkill Haven Area High School	S	GE	PT	ES	14	18	15	1.0
-	IU	Schuylkill Haven Area High School	S	GE	PT	LSS	14	18	15	1.0
-	IU	Schuylkill Haven Area School District	E	GE	I	ES	6	21	10	.20
-	IU	Schuylkill Haven Area School District	E	GE	I	LS	6	21	40	.80
-	IU	Schuylkill Haven Area School District	E	GE	I	DHIS	6	21	1	.10
-	IU	Schuylkill Haven Area School District	E	GE	I	SLS	6	21	65	1.0
-	IU	Schuylkill Haven Area Elementary Center	E	GE	I	SLS	6	21	65	1.0
-	IU	Schuylkill Haven Area School District	S	GE	I	BVIS	6	21	3	.10
N	IU	Schuylkill Haven Area High School	S	C	I	SLS	6	21	6	.10

Justification: * Parent of youngest child agreed to age variation within the LSS elementary classroom (signed age waiver) in order to keep the child within the district.

**Itinerant Services provided by teachers who service the elementary, middle, and high

school. Services are provided to students individually or in small group using age appropriate guidelines.

Support Staff (District)

School District: Schuylkill Haven Area SD

ID	OPR	Title	Location	FTE
-	SD	Director of Special Education	Schuylkill Haven Area School District	0.60

Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
-	Schuylkill Intermediate Unit	Supervisor	3 Days
-	Schuylkill Intermediate Unit	Psychologist	3 Days
-	Schuylkill Intermediate Unit	Paraprofessionals	5 Days
-	Schuylkill Intermediate Unit	Psychiatrist	1 Days
-	Schuylkill Intermediate Unit	Social Worker	2 Days
-	Schuylkill Intermediate Unit	Occupational Therapist	4 Days
-	Schuylkill Intermediate Unit	Physical Therapist	1 Hours
-	Schuylkill Intermediate Unit	Audiologist	30 Minutes
-	Schuylkill Intermediate Unit	Vision/Mobility Therapist	30 Minutes

ASSURANCE FOR THE OPERATION OF SPECIAL EDUCATION SERVICES AND PROGRAMS

School Years: 2008 - 2011

The Schuylkill Haven Area SD within Schuylkill IU 29 assures that the school district will comply with the requirements of 22 PA Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education reports will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code Â§14.104:

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 report 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 assures 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.

This assurance must be signed by the School Board President and the Superintendent for the school district to operate services and programs.

Board President

Date

Superintendent

Date