

Hopewell Area SD

Special Education Plan Report

07/01/2014 - 06/30/2017

District Profile

Demographics

2354 Brodhead Rd
 Aliquippa, PA 15001
 (724)375-6691
 Superintendent: Charles Reina
 Director of Special Education: Lynn Utchell

Planning Committee

Name	Role
Nancy Barber	Community Representative
Paula Battisti	Middle School Teacher - Regular Education
Susan Harcar	Middle School Teacher - Special Education
Korri Kane	Administrator
Edward Katkich	Administrator
Aubre Lindner	Middle School Teacher - Special Education
Daniel Nolfi	Parent
Cindy Nolfi	Parent
Kellee Oliver	Ed Specialist - School Psychologist
Charles Reina	Superintendent
Katie Snyder	Elementary School Teacher - Special Education
Michael Sundry	Middle School Teacher - Regular Education
Melinda Suprak	Secondary School Teacher - Special Education
Lynn Utchell	Special Education Director/Specialist
Jessica Webster	Administrator

Core Foundations

Special Education

Special Education Students

Total students identified: 337

Identification Method

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

The Hopewell Area School district has established and implemented procedures to identify, locate and evaluate all children. The district identifies students suspected of having learning disabilities using a discrepancy model and a team approach. Every student who is evaluated for a specific learning disability, whether referred by parent, teacher or Student Assistance Program (SAP) goes through a pre-referral team process which the district calls RtII at the K-6 level and ASSIST (Assuring Student Success in School Team) at the 7-12 level. The process differs depending upon the grade level of the student.

In grades K through 6, monthly grade-level building meetings are held. Those attending the meetings include all of the grade level teachers, the building principal, the Title I reading teachers, a special education teacher, the building counselor, and the school psychologist. All students at each grade level are initially reviewed, with “students of concern” identified at each meeting. Benchmark assessments, progress monitoring materials, curriculum-based assessments, grades, standardized test scores, results of behavior support plans, and observations of the students are recorded at monthly meetings. “Scientifically-based” academic and behavior interventions are designed for students in need and responses to interventions are monitored. The Hopewell Area School District utilizes a three-tiered model for intervention. Tier One intervention occurs in the general education classroom. Tier Two intervention is implemented in a small group setting (4-6 students). Tier Three intervention typically occurs in a one-to-one setting with a regular education teacher. Parents are contacted by the students’ classroom teachers if students are not responding to interventions and meetings with parents are scheduled as needed. If students are responding to interventions that are designed to be implemented in the classrooms by classroom teachers or in small group or individual settings with tutors, their progress continues to be monitored at monthly meetings. If students have not responded to research-based interventions, permission for multidisciplinary evaluation for special education services is requested of the parents. The team considers whether the student’s difficulties are due to a lack of instruction or limited English proficiency. A determination is made as to whether the student’s needs exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level.

In grades 7 through 12, when a student is referred to the ASSIST (pre-referral) team, the following

ASSIST procedures apply. A teacher, the parent, a counselor or administrator can refer a student to ASSIST. The student's teacher(s) are asked to submit information and the counselor or other principal designee observes the student in a variety of settings. An ASSIST meeting is scheduled, the parent/guardian is invited, and the counselor gathers student's records. Parents are also requested to submit written information.

The school counselor or principal designee chairs the ASSIST Intervention meeting(s). Other members of the ASSIST team who are invited to attend the meeting include the student's classroom teacher(s), the principal, and the school psychologist. Other individuals may participate on the team, as appropriate and as designated in each building such as: a special education teacher, a speech & language teacher, the school nurse, and/or agency representative(s). Every effort is made to have the parent(s)/guardian(s) attend and they are invited to bring relatives, friends, or agency representatives who have an interest in the student's education and development if they wish. ASSIST meetings are held, as needed, when a teacher or the parent have expressed a concern about the student.

The ASSIST team defines the student's strengths and needs, defines the problem(s) to be addressed, agrees upon appropriate "scientifically-based" interventions and assigns the student to a team member. Then the team sets a timeline for progress review, and/or makes an immediate referral to MDE if the student's need for services is acute. The team member works for the student and parent to address the areas of need.

Students' progress following to the secondary ASSIST process is reviewed by the building counselor and the school psychologist in 6 to 8 weeks from the intervention meeting. If interventions have been largely successful and the student's progress is improved, then the student may be monitored by the SAP team or the case closed. If the student is making little or no progress towards the goals or if the problems have worsened or additional problems have arisen, the student is referred for Multidisciplinary Evaluation (MDE) for special education services. The team considers whether the student's difficulties are due to a lack of instruction or limited English proficiency. A determination is made as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level.

If the student, K-12, is referred for MDE and a specific learning disability is suspected, the student is further evaluated by the school psychologist with information brought back to the MDE team. The individual evaluation will address whether the student does not achieve adequately for the child's age or meet State-approved grade-level standards in one of the identified learning disability areas: oral expression; listening comprehension; written expression; basic reading skill; reading fluency skills; reading comprehension; mathematics calculation; or mathematics problem solving, when provided with learning experiences and scientifically based instruction appropriate for the child's age or State-approved grade-level standard.

The HASD looks both at:

(1) Whether the student responded to scientific, research-based intervention, which includes

documentation that:

- (a) The student received high quality instruction in the general education setting,
 - (b) Research-based interventions were provided to the student
 - (c) Student progress was regularly monitored, AND
- (2) Whether the student exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade.

If the student meets the above criteria for a severe discrepancy and the team then determines that the findings of the evaluation are not primarily the result of a visual, hearing, or orthopedic disability, mental retardation, emotional disturbance, cultural factors, environmental or economic disadvantage or limited English proficiency AND if the team also finds that the student's underachievement is not due to lack of appropriate instruction, was provided scientifically based instruction, and that repeated assessments of achievement were conducted at reasonable intervals, the student may be identified by the MDE as a student with a specific learning disability.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

Based on the most recent Special Education Data Report for School Year 2012-2013, a comparison of enrollment data of the Hopewell Area School District to the state averages presents significant disproportionalities, indicating a discrepancy beyond 10%, in the areas of autism, emotional disturbance, other health impairment, specific learning disability and speech and language impairment. Overall percentage of special education students within the total enrollment is 14.5% for the district and 15.3% for the state, showing a 0.8% difference under the state average. The areas of that are over the state percentage are as follows: Autism (LEA 10.7% and State 8.6%) and Specific Learning Disability (LEA 51.9% and State 45.4%). The areas that are under the state percentage are as follows: Emotional Disturbance (LEA 6.2% and State 8.6%), Other Health Impairment (LEA 7.4% and State 11.2%) and Speech of Language Impairment (LEA 13.1% and State 16.0%).

District procedures for identification, location, and evaluation of children with disabilities are reviewed on an ongoing basis to ensure compliance with all special education regulations and to ensure a free appropriate public education (FAPE) is provided to students with disabilities who require special education and related services.

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?

The Hopewell Area School District is a host School District under Section 1306.02 of the Public School Code for students residing at Pediatric Specialty Care at Hopewell, as Pediatric Specialty Care at Hopewell is located within the district limits of the Hopewell Area School District.

The Hopewell Area School District is committed to providing FAPE at Pediatric Specialty Care at Hopewell to those eligible students who are residing at the facility and that meet the age requirements for educational services. The Hopewell Area School District's Director of Special Education works closely with the Social Worker at Pediatric Specialty Care at Hopewell on all intakes to the facility. The Director of Special Education reviews the educational history of the student and confirms the student's eligibility with the student's most recent district. The Director of Special Education contacts the previous school district and the parent to discuss the previous level of special education services and the least restrictive environment. Upon review of the ER/RR and IEP, along with discussion between the Hopewell Area School District, the parent and the previous school district, a determination of least restrictive environment is made for the student. An IEP meeting is held within 30 days of the student's placement at Pediatric Specialty Care at Hopewell with all necessary IEP team members.

If the district becomes aware of a student residing at Pediatric Specialty Care at Hopewell through the district's child find process who is thought to be exceptional and possibly in need of special education, a Permission to Evaluate, Prior Written Notice and a Procedural Safeguard Notice would be issued to the student/parent/guardian, or surrogate. The MDE process as outlined in IDEA and Chapter 14 would be followed. If the student is found to be eligible and in need of special education, the Invitation/IEP/NOREP process according to IDEA and Chapter 14 would be followed.

Since Pediatric Specialty Care at Hopewell has opened, the significant difficulty that continues to exist is in regards to students' families that reside outside of the Commonwealth of Pennsylvania. Communication with the school district in which the parent resides has proved to be challenging, however, services have been provided within a timely manner in order for the student not to experience a gap in services. The Director of Special Education has developed a checklist of important educational information for parents to provide when planning to transfer their child into Pediatric Specialty Care at Hopewell.

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).

The Hopewell Area School District is a host School District under Section 1306.2 of the Public School Code for the Beaver County Jail, as the county correctional institution (Beaver County Jail--BCJ) is located within its boundaries. The Hopewell Area School District is committed to providing FAPE at the BCJ to those eligible students who are incarcerated that meet the age requirements for educational services. The Hopewell Area School District employs a special education teacher at the Beaver County Jail who is responsible for monitoring the educational program for incarcerated students. After an incarcerated student is processed, the teacher reviews the educational history of the student and confirms the student's eligibility with the student's most recent district and PIMS information. If a gap in services exists, the teacher contacts other districts the incarcerated student has attended in order to determine eligibility. If the district becomes aware of an incarcerated student that received special education services, the ER, RR and IEP are reviewed and a new IEP is developed describing the program and related services needed to meet the educational needs of the student, including the manner in which the program would be provided and at what location. The students eligible for special education services are provided a minimum of 20 hours of instruction per week.

If the district becomes aware of an incarcerated student through the district's child find process who is thought to be exceptional and possibly in need of special education, a Permission to Evaluate, Prior Written Notice and a Procedural Safeguard Notice would be issued to the student/parent/guardian, or surrogate. The MDE process as outlined in IDEA and Chapter 14 would be followed. If the incarcerated student is found to be eligible and in need of special education, the Invitation/IEP/NOREP process according to IDEA and Chapter 14 would be followed.

During the 2012-2013 school year, PDE and BSE conducted a Compliance Monitoring for the Beaver County Correctional Facility. The HASD was 100% compliant in all areas.

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.

A continuum of services and supports are provided for students with disabilities residing within the Hopewell Area School District (HASD), starting with the procedures utilized to ensure that students with disabilities are educated with their non-disabled peers to the fullest extent possible. The RtII Team acts as the prereferral team for multidisciplinary evaluations at the elementary level while the Student "ASSIST" (Assuring Student Success in School) team acts as the prereferral for multidisciplinary evaluations at the secondary level. The teams strive to support students in the regular education environment before referring for multidisciplinary evaluation.

A summary of the procedure used by the HASD follows:

At the elementary level (K-6), the district uses a prereferral process as the beginning process of RtII and the use of tiered interventions to ensure that each student has every opportunity to succeed in the regular education classroom. Insight is gained through this process as to what strategies can assist in the regular education environment. Monthly grade level meetings are held to review the progress of all students in regards to specific skills in order to drive changes in instructional practices and to meet the needs of all students. At the secondary level the district employs the ASSIST model as a strategy to aid in serving students within regular education.

1. When a student is referred for evaluation (MDE) the Hopewell Area School District follows a series of activities which must occur for each student suspected or known to have a disability. The student receives a comprehensive, non-biased, individual evaluation in the student's dominant language or other mode of communication. The MDE/IEP team makes every effort to implement instruction and services, using supplemental aides and services, within the regular education environment. The MDE/IEP team always considers a full continuum of services. When determining the student's level of intervention, the first option considered is always the regular education classroom with supplemental aides and services. The following are a list of options considered:.

Assistive Technology/Services and Physical Modifications

- Specific seating arrangements (planned seating: classroom, bus, cafeteria, auditorium, specials --Adjustments to sensory input; (e.g.) light and/or sound --Environmental aids (e.g.) Classroom FM systems, Individual FM systems, heating and air conditioning, room partitions --Specific arrangement of furniture to accommodate walkers, wheelchairs, etc. -- Specially individualized desk and chair, etc. ---Use of study carrel ---Use of Interpreters ---Use of communication devices such as dynamites/dynovox ---Providing books on tape --- Providing alternate computer access ---Providing special lifts for example, a lift for the swimming pool ---Providing elevator access as required ---Providing related services --- Use of headphones to block out background noise ---A student who has difficulty transitioning from class to class

may be provided a paraprofessional to assist with transition times ---Coaching and guided support for team members in the use of assistive technology for an individual student --- Scheduled opportunities for parent training and collaboration ---Adapting writing utensils---Student lifts--- Mp3 Players

---Counseling supports (school counselor, consulting psychologist, group meetings, TSS support, individual school based therapy, peer supports) ---Provide support to teachers on instructional design (e.g., minimizing written directions, verbal prompts, cueing, etc.) ---Implement a peer buddy system during difficult class activities (rotate peer buddy). -- -Use coping/stress reduction skills when student is anxious about performance or is escalating in front of peers. ---Use precorrection before students engage in a review activity, ask for an example of how to complete the assignment. --- Remove student from the situation/setting that is triggering the problem behavior in order to effectively manage and de-escalate the crisis. Escort the student down the hallway and prompt the student to work appropriately in order to de-escalate the agitation. (The student can be taken into the counseling office and seated in one of the chairs in order to review social stories and work on self-management skills) --- Use gestural/physical, proximity prompts, but minimum verbal directions, to get him/her going on one or more of the crisis management procedures. ---Use interventions with positive replacement behaviors ---Ignoring inappropriate behavior whenever possible but immediately rewarding all appropriate behavior ---Anticipating and preventing the antecedents causing behavior ---Designate a “safe place” for establishment of self regulatory coping mechanisms --- Seating close to teacher, but allowing space to “spread-out” in order to avoid confrontation with fellow students ---Adult support is needed during any group/social interaction or activity or to keep him/her on task with the activity at hand - --Schedule functional activities and build routines that offer opportunities to move around and burn energy, especially prior to times/activities that are predictable triggers for disruptive talk-outs ---Rehearse and role play with student as to what to do when peers tease or mimic him, trying to get the student to say silly things that just get him/her into trouble ---Validate feelings and offer alternative replacement behaviors in the form of 1-2 choices, consistency of social

Behavior Support

skills development with “social stories”, consistent encouragement to “use words”, use clear, simple directions, ignore inappropriate behavior whenever possible --- Immediately reward appropriate behaviors, lots of smiles, verbal praise, read stories of choice, outside play, being a “helper”, “special “jobs”, seating next to a positive peer role model, “Social Stories’ book, puzzles, art projects, computer time/games, etc. ---Use classroom routines. Routines are specified for preparing for the day, taking care of personal needs, turning in homework, and getting help. Each classroom teacher determines if the routines will be teacher-defined &/or student-defined. Routines are taught at the beginning of the year and practiced on a daily/weekly basis - --Teach student how to self-monitor behavior; meet with student on a predesignated time to discuss the student’s view and evidence of behavior --- For younger students, use a predictable activity schedule. A photo activity schedule will be used to inform the student of the activities of the day and the choices offered. ---Adapt curriculum/make modifications -- teacher will shorten lessons and adapt difficult assignments so that the student is more successful in academic work. ---One-to-one replacement skills that serve the exact function as the problem behavior ---Use of a level system (reward system) ---Use of a contracting system with goals clearly identified ---Redirect the student to another activity or prompt the student to use an alternative skill. --- Use a timer for student to remain on task ---Student rewards are linked to objectives and rewards are varied to maintain student interest ---Teachers should always be non-threatening in their interactions. Even though the teacher must be firm and enforce limits, they still must remain non-threatening. ---Provide opportunities to participate in community activities and events. Prepare students before the activity.

---Reduce number of items on a page ---Increase amount of time to complete assignments ---Color code student materials to help the student stay organized ---Prioritize assignments and activities ---List and post all steps necessary to complete an assignment ---Use a calendar to plan for long-term assignments ---Use a consistent way for student to turn in and receive back papers; reduce distractions for student ---Help student organize him/herself; frequently monitor notebooks, dividers, locker,

Classwork/Homework
Assignments/Organization

Collaborative (Adults working as Team Members)

bookbag, desk, etc. ---Give students specific time frames to complete small segments of a given task with frequent teacher feedback ---Provide before or after school tutoring --
 -Parent check and sign assignment book ---Provide student with a list of needed materials and their locations. ---Use of a developmentally appropriate communication board ---
 Arrange for a peer who will help with organization ---Use daily/weekly assignment sheets with the teacher verifying accuracy of assignments recorded ---Allow student extra time to organize books from last class before beginning next class ---Provide samples of completed assignments to use as models ---Providing visual daily schedule---Text to Talk Program (DragonSpeak)

---Scheduled times for teacher co-planning ---Arrangement of instruction that supports collaboration (paraeducator support, consultation with related service providers, consultation with special staff, and coaches, sponsors ---
 Scheduled opportunities for parental collaboration with the teachers (Act 80 days) Partial Dismissal Days ---Community Based Instruction collaboration with local community and county resources ---Early Intervention transition meetings --
 -Transition meeting for secondary students which include members from outside agencies such as OVR, MHMR, Job Training, local colleges, etc.

Instructional Modifications and Presentation of Subject Matter

--Providing alternate methods for students to demonstrate learning; for example, oral answers, pointing, drawing, etc. --
 Providing modified curricular goals --Limiting class sizes --
 Providing proven scientifically based instruction --Providing instruction in multi-modalities (if possible teach to learning styles) ---Teacher provides copies of notes ---NCR paper for peer to provide notes ---Reduce reading levels of assignments ---Use visual sequences ---Teacher tape lesson for replay or discussions ---Use curriculum specific tapes ---
 Teacher to present models or demonstrations ---Share activities with groups of students ---Reduce number of concepts or ideas a student must learn at any one time ---
 Alter the pacing of instruction ---Increase review of lessons taught BEFORE introducing new ideas ---Use Rubrics ---
 Provide clear/concise directions ---Periodically check for student understanding ---Providing research-based alternate or supplementary materials ---Schedule more difficult classes at times appropriate for the respective student ---Gain student's attention before giving instructions

Motivation and Reinforcement	<p>---Provide instruction on functional skills within the context of the typical routines in the regular classroom ---Providing research based supplementary materials ---The teacher may alternate quiet and active time</p> <p>---Verbal or non-verbal praise for accomplished task --- Positive reinforcement ---Concrete reinforcement ---Planned motivation sequence of activities ---Offer options or choices - --Use of student strengths and interests in lesson planning as possible. ---Call on student to answer when you are sure the student knows the answer and when the student has followed the rules. ---Use proximity control techniques --- Increase active responding ---Allow a student to be a "helper" for large projects</p>
Parent/Student/Teacher Communications	<p>---Develop a daily/weekly journal ---Notify parents immediately of missing assignments/or incomplete assignments ---Provide parents with duplicate sets of texts if student has difficulty remembering to bring books home --- Provide progress reports as determined by the team --- Schedule periodic meetings with parents ---Communicate with parents with school provided daily planner</p> <p>---Social skills instruction (social stories) ---Counseling supports (school counselor, consulting psychologist, group meetings, TSS support, individual school based therapy, peer supports) ---Structuring of activities to create opportunities for positive social interaction ---Use cooperative learning groups to foster social interactions ---Teach social communication skills, such as greetings, conversations, taking turns, sharing, negotiations, etc. ---Focus on the social process rather than on the product ---School Wide Bullying Program ---Assistance as necessary with extra curricular activities-plays, musicals, band, concerts/sports, etc. --- Lunch buddies ---D&A Counseling as required ---Use of time management strategies ---Use of non-verbal cues ---Create a structured environment with predictable routines ---Provide cards on desks with rules for individual desk work ---Stress effort and enjoyment for self rather than competition with other students ---Minimize timed activities; structure class for team effort and cooperation ---Prepare students for transition. Give an advance warning when a transition or "different" activity will take place</p>
Social Interaction Support (Supports and services to increase appropriate behaviors and reduce disruptive or interfering behaviors	<p>---Allow student to respond orally or to point to a response -- Read test to student ---Preview language of test questions --- Chunk tests into sections ---Use specific test types or limited</p>
Testing Adaptations	

combinations (short answer, reduce multiple choice options, reduce essay section) ---Modify format ---Reduce number of items required to complete on a test ---Provide extended time ---Use of applications in real settings ---Test administered by resource person ---Allow students to mark answers on the test rather than on an answer sheet --- Highlight key words or phrases in directions ---Repeat directions and have student demonstrate understanding of directions ---Use enlarged text ---Ignore spelling/grammar errors when content is evaluated ---Allow use of a calculator unless assessing computation ---Grade only items completed ---Use a pass/fail system ---Allow use of notes or books for testing ---Allow ample space for writing answers ---Permit breaks during long tests ---Use uncluttered test forms --- Allow student to either use print or cursive ---Modify the standard grading system

Transition--Independent Living

---The transition coordinator or agency will assist student to develop a simulated independent living plan and monitor the plan for effectiveness. ---The transition team will provide information to student/parents in order to make good decisions to attend intake counseling sessions with Human Services organizations ---Local agencies and the transition coordinator will assist the family to determine what legal resources are available. ---The transition coordinator/school counselor/local agencies will help the student and family to explore guardianship or conservatorship. ---Local agencies will assist the student/family to search for living arrangements. ---The school counselor/parents/teachers/transition coordinator will assist the student in course selection, CBI selection, and programming in order to meet skills of daily living.--- Participation in County Wide Transition Day.

Transition--Jobs and Job Training

---School counselor will meet with students to expand "career awareness" knowledge. ---The transition coordinator will arrange for job shadowing experiences. ---The transition coordinator will arrange for the student to take a vocational assessment (inventory, aptitude or ability). ---The school counselor and transition coordinator will assist the student in developing a list of respective strengths, assets and skills as they pertain to job functioning. ---The transition coordinator and/or school counselor will assist the student in making an appointment with the OVR counselor.

Transition--Post-Secondary Education

---The school transition coordinator/counselor will assist

Transition-- Recreation/Leisure/Community	<p>the student in locating secondary education institutions of interest. In addition, the transition coordinator will assist the student in locating information regarding the selected schools. ---The transition coordinator/counselor/LEA will assist the student in applying for the ACT or SAT with accommodations. ---The transition coordinator or counselor will assist the students in locating a SAT review course. ---The transition coordinator or counselor will assist the students in filling out college forms. ---The transition coordinator/school counselor/ or outside agency will assist the student in identifying possible sources of financial support for vo-tech or college.</p> <p>---The transition coordinator/coaches/school counselors/teachers will assist the student to investigate/join a school club or sport team. ---The transition coordinator/school counselor/teachers will assist the student in exploring and attend school functions such as dances, tournaments, etc. ---The transition coordinator/special ed Assist the student to familiarize himself/herself with community resources such as the location of the banks, stores, hospital, doctors, etc.</p>
Transportation	<p>--Wheel chair lift --Special customized harness --Transportation aide(s) --Nurse for physically fragile children --First Aid and CPR Training for Drivers and Aides --Behavior Training for Drivers and Aides ---Seat student near bus driver ---Assign the front window seat so that the student can't easily touch or be touched by other students as they enter or exit the bus</p>

If the MDE/IEP team determines that this option will not meet the student's needs, more restrictive options will be considered until an appropriate level is reached.

Prior to placement in special education, the district must ensure that the appropriateness of the resources of the general education program, including prevention and support services, have been considered.

2. If the student is eligible for special education, the Team must first consider placement in general education with appropriate support for the student and the student's teacher(s). The IEP must include statements of the child's present levels of educational performance, including how the student's disability affects involvement and progress in the general curriculum.

3. A student's educational program must be developed with the meaningful involvement of the student's parent(s) or guardian(s) and teacher(s), and the student, when appropriate. The IEP Team must include persons knowledgeable about the student, the evaluation data and the continuum of alternative placement options. As a member of the team, the regular education teacher must, to the

extent appropriate, participate in the development of the student's IEP, including (1) the determination of appropriate positive behavioral interventions and strategies; and (2) the determination of supplementary aids and services (as listed above), program modifications and support for school personnel that will be provided for the student to advance appropriately toward attaining the annual goals. In addition, the representative of the school district on the IEP Team who is qualified to provide, or supervise the provision of, specially designed instruction must be knowledgeable about the general curriculum and knowledgeable about the availability of resources of the school district. The individual who is knowledgeable about the evaluation data must be able to interpret the instructional implications of evaluation results.

4. Measurable annual goals, including benchmarks or short-term objectives, must be related to meeting the student's needs that result from the disability to enable the student to be involved in and progress in the general curriculum and meeting each of the student's other educational needs that result from the disability.
5. Other placements, such as special education classes, special schools or other removal from the general education environment, would be considered only when the Team determines that a student's education in regular classes cannot be satisfactorily achieved even with the use of supplementary aids and services.
6. The IEP of the student must include an explanation of the extent to which the child will not participate with nondisabled children in the regular class and in other activities.
7. The Team must indicate clearly defined expected benefits to the student from the special education program selected to address the full range of the student's needs in the areas of academic or educational achievement and learning characteristics, social development, physical development and management needs.
8. The parent or guardian must be provided a NOREP which describes the program and placement options considered for the student and a rationale for those options not selected.

Additionally, the HASD has taken additional steps to promote inclusionary practices.

- The school district has revised curriculum that focuses on the Common Core, but still allows additional time for specific strategies, accommodations, adaptations, modifications and methods for both special education and regular education students to enable them to grasp the course material. For instance, basic courses are offered through regular education in reading and math at the elementary level, as well as in reading, math, social studies, and science at the secondary level. Evidenced-based models of reading/language arts and math (SRA Corrective Reading, Sopris West Language! program and Every Day Math-EDM) are used at the junior high school and the same language arts program is used at the senior high school. Finance and consumer math classes are offered at the high school instead of the EDM program.
- The high school offers inclusion classes in all grade levels and in all academic subject areas in addition to several non-academic courses. In addition Support Study Halls are offered at all levels. The HASD uses the co-teaching model of inclusion to the full extent possible. Training has been on-

going and common planning time is scheduled weekly so that all teachers have an opportunity to collaborate, devise strategies, plan lessons, and review and revise techniques as required.

- Paraprofessional assistance is available at all levels for both inclusion classes and for behavior monitoring, academic review, transition activities, and health related issues as identified by the school nurse, student physician, and included as a health related service in the IEP. Paraprofessionals have received training in inclusionary practices and all of the district's paraprofessionals are considered highly qualified. Personal Care Assistants are also employed by the district to assist students who have more severe disabilities so that they can participate in regular and special education programs in their home schools. All paraprofessionals and Personal Care Assistants receive CPR and First Aid Training on a yearly basis through the American Red Cross.

- Support Staff such as bus drivers, cafeteria and custodial staff receive training yearly in behavior management, first aid, CPR, and in specific types of disabilities such as ED and Autism.

- Students with disabilities access nonacademic (e.g., music festivals, clubs, field trips) and extracurricular activities (e.g., athletic teams) in the same way as regular students. Eligible students are actively recruited to participate to the greatest extent appropriate (e.g., service learning activities, team members, team managers, statisticians, nurse assistants, secretarial assistants, assistant equipment managers.)

- Regular education teachers and special education teachers have received "ADAPT" and "Inclusionary" training through the AIU, BVIU and PaTTAN. They are becoming more skilled at modifying or adapting curriculum expectations for students with disabilities, therefore students are spending MORE time in the regular education classrooms than in the past. The HASD also welcomes the assistance of local agencies which include the Base Service Unit, MH/MR, WPIC, Valley Behavioral Health, the Women's Center, the Office of Vocational Rehabilitation, Children and Youth Services, Social Security Administration and other agency services such as wrap-around, TSS, and mobile therapy. The district participates in team meetings with the behavioral staff and considers these services essential to the success of the respective students.

The HASD utilizes the services of the BVIU for Hearing Support. The district contracts agencies for services such as Vision, O&M, OT, PT, etc. For low incidence disabilities, such as blindness, the district may need to use an outside placement if services cannot be provided within the home district.

Children placed in or referred from private institutions are entitled to the same considerations as outlined above. Program options and placements are based upon degree of need. Every effort is made to educate students with non-exceptional peers to the maximum extent possible.

Overall, a full continuum of services is offered based upon the individual needs of the students, as the law mandates, and a placement in out-of-district placement may be the least restrictive

environment that is recommended. The district continues to include students with disabilities in the general education curriculum with supplementary aides and services to the fullest extent possible. IEP teams utilize the Supplementary Aides and Service Toolkit when additional supports are needed for students to participate in the general curriculum or setting. The Hopewell Area School District will focus more on training all staff on the SAS Toolkit in the Standards Aligned System in order to promote even greater inclusionary practices when the needs of students warrant additional supports. To date, all of the Hopewell Memorial Junior High staff have received the Supplementary Aides and Services Training provided by the BVIU as part of the HASD's LRE Corrective Action Plan.

As of the December 1, 2012 Child Count, students with disabilities in the Hopewell Area School District who are receiving special education and related services in other settings is 6.4%, which is 1.4% over the state average of 5.0% and 3.1% over the SPP target of 3.3%. Although this percentage is higher than the state average and SPP target, the percentage has decreased over the previous years (7.4% in 2007-2008, 6.8% in 2008-2009, 7.0% in 2009-2010, 6.5% in 2010-2011 and 7.8% in 2011-2012). The Hopewell Area School District continues to operate life skills support at the elementary, junior high and senior high levels. Additionally, the district operates autistic support K-12 and emotional support K-12. Even with the addition of these services, the needs of students moving into the Hopewell Area School District continue to exceed the level of supports offered within the district's program, thus warranting the least restrictive placement outside of the district. The HASD has created an LRE Improvement Plan that has been approved by PDE to address this issue through June of 2016. Professional development activities include a School Wide Needs Assessment, Understanding and Implementing LRE, and Collaboration and Consistency K-12.

As of the December 1, 2012 Child Count students with disabilities in the Hopewell Area School District who are receiving special education and related services inside the regular education class 80% of the day or more is 60.6%, which is 1.5% below the state average of 62.1% and 4.4% below the SPP target of 65%. Although this percentage is lower than the state average of SPP target, the percentage continues to fluctuate each year in an effort to meet the students needs and the SPP target (60.4% in 2007-2008, 64.8% in 2008-2009, 63.5% in 2009-2010, 60.5% in 2010-2011 and 62% in 2011-2012). The HASD has also created an LRE Improvement Plan that has been approved by PDE to address this issue through June of 2016. Professional development activities include Supplementary Aides and Service Toolkit Training, Roles and Responsibilities of General Education Teachers, Special Education Teachers and Paraprofessionals and Grade Level Team meetings.

As of the December 1, 2012 Child Count, students with disabilities in the Hopewell Area School District who are receiving special education and related services inside the regular education class less than 40% of the day is 4.2%, which is 4.7% below the state average of 8.9% and indicates that the HASD has met the SPP target for this LRE.

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

The Hopewell Area School District is committed to teaching students with diverse abilities and needs in an environment that will optimize student learning. There are, however, those instances when student behaviors interfere with learning experiences.

Currently, the Hopewell Area School District has emotional support programs at all three levels (elementary, junior high and senior high). The HASD also has Student Assistance Teams (ASSIST) and the Student Assistance Program (SAP) at all three levels. The SAP model is utilized by both the ASSIST and SAP teams to address student behavior problems, possible drug and alcohol use and social problems. All three programs provide all students, including at-risk students, with a safe and orderly learning environment. The HASD also operates a School Wide Positive Behavior Support Plan, that works differently at all three levels. HASD staff continue to work on improving the SWPBS at each level to help improve student behavior and morale.

Training on functional behavior assessments, data collection processes, development and implementation of positive behavior support plans, crisis intervention and deescalation techniques. The district maintains a train-the-trainer for the Crisis Prevention Institute (CPI). Identified CPI team members within each building, including all special education paraprofessional staff are trained/retrained each school year. CPR, First Aid and AED trainings are also conducted annually as part of the HASD's Safety Committee mission. State mandated Child Abuse Reporting training was most recently conducted in August of 2013 for the entire district staff. Additionally, the Director of Special Education is working with outside agencies in the hopes of developing a School-Based Behavioral Health Services Partnership. Training will be made available to all staff as soon as the partnership is established.

The HASD's Positive Behavior Support Policy represents a three tier hierarchical model. All interventions are based on positive, current best practices and occur in the least restrictive environment. The three levels of intervention are:

- Level I: General classroom practice with good classroom management strategies.
 - Does not require attachment of a Positive Behavior Support Plan to the IEP.
- Level II: Student Specific Positive Behavior Support Plan.
 - Requires IEP team to conduct a Functional Behavior Assessment (FBA) to define the behavior and function of the behavior. The PBSP is then developed based upon the outcome of the FBA. The PBSP is then attached to the IEP. An FBA will be conducted and a PBSP developed and implemented for those exceptional students who exhibit chronic disruptive behavior. Such intervention programs shall be utilized for students who exhibit any one or more of the following:

- Display inappropriate school behaviors;
- Cause disruptions in unstructured settings (bus, cafeteria, transitions, etc.);
- Frequently receive detention; and/or
- Receive three or more suspensions (in-school, out-of-school, time-out)
- Level III: Change in placement or use of identified restraints.
 - Only utilized when interventions at Level I and II have been unsuccessful. This requires the IEP team to reconvene to determine the most appropriate action based upon the student's need. Restraints to control acute or episodic aggressive or self injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students, or to employees, and only when less restrictive measures and techniques have been proven to be or are less effective. Following the use of a restraint, parents are notified immediately and an IEP meeting is held to determine whether or not the student requires a new or revised reevaluation, functional behavior assessment, positive behavior support plan, or a change of placement. Aversive techniques are never to be used and restraints and discipline are not to be used as a substitute for a behavior management program.

Suspensions are also considered in the district Positive Behavior Support Policy. Suspension of a student identified with an intellectual disability, even for one day, requires MDE, NOREP and issuance of Procedural Safeguards Notice to the Parent(s)/Guardian(s). Also, procedural safeguards must be issued for the suspension of all eligible students whose suspension exceeds 10 consecutive school days or 15 cumulative school days.

During the 2012-2013 school year, there were 19 separate Out of School Suspensions issued for students receiving special education services. The following is the breakdown:

- 0 Elementary (0%)
- 11 Junior High (57.9%)
- 8 Senior High (42.1%)

Currently, there are 11 separate incidents of Out of School Suspensions issued for students receiving special education services, indicating a decrease of 58% from the previous school year. The current breakdown is as follows:

- 0 Elementary (0%)
- 5 Junior High (45.5%)
- 6 Senior High (54.5%)

In regards to restraints, 0% of students within the Hopewell Area School District programs needed the use of restraints during the 2012-2013 school year, or for the current school year (2013-2014). Students within the emotional support program and autistic support programs were able to utilize

de-escalation techniques in their IEPs, including the use of the sensory rooms.

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 Hopewell Area School District is currently providing services to **all identified students and is not experiencing difficulty ensuring FAPE for either an individual student or a disability category.**

Special and regular education teachers at all levels design and implement the necessary adaptations and modifications needed for students to be successful in the general curriculum.

The HASD is knowledgeable of the district's responsibilities under the MOU and follows the procedures set forth in the local interagency agreement. This agreement ensures that children with disabilities will be supported in a coordinated fashion so as not to interrupt services and programs needed by these children in the least restrictive environment

At the elementary level (K-6), the district begins with the prereferral process, a beginning stage of the RtII process, in order to ensure that each student has every opportunity to succeed in the regular classroom. Insight is gained through this process as to what strategies can be successful in the regular education environment. At the secondary level the district also employs the ASSIST model (Assuring Student Success in School) as a strategy to aid in serving students within regular education. When a student is referred for evaluation (MDE) and identified as a special education student, the MDE/IEP team implement instruction and services, using supplemental aides and services, within the regular education environment. The district offers differentiated basic courses such as language arts, math, history, and science (which have a lower student to teacher ratio) at the elementary level and at the secondary level through the regular education curriculum. Special education aides (paraprofessionals) are employed by the district to assist students who have more severe disabilities so that they can participate in regular and special education programs in their home schools. The MDE/IEP team always considers a full continuum of services. When determining the student's level of intervention, the first option considered is always the regular education classroom with supplemental aides and services. If the MDE/IEP team determines that this option will not meet the student's needs, more restrictive options will be considered until an appropriate level is reached.

The district offers a full range of services, from supportive to supplemental levels of intervention, in every district building. Support study halls are offered at the elementary and secondary level. Instructional groups that are offered at every building include Learning Support, Life Skills Support, Autistic Support, Speech and Language Support and Emotional Support. At the senior high level it is the intent of the HASD to expand the Life Skills and Autistic Support programs in order to continue to meet the needs of the current students as they progress through the district programs. The BVIU provides itinerant services for Hearing Support, as needed, in every school building. The Western Pennsylvania School for Blind Children provides itinerant services for Blind of Visually Impaired Support, as needed, in every school building.

Children referred from private institutions are entitled to the same considerations as outlined above. Program options and placements are based upon degree of need. Every effort is made to educate students with non-exceptional peers to the maximum extent possible.

If a student's needs cannot be met within the school districts' support system; the district considers other supports which have been successful:

- Use the Oberti Test (a review of what supports and services have been provided to the child and were they appropriate to meet the child's unique needs?) Has the district provided the opportunity for the child to participate with typical peers to the maximum extent possible.
- The BVIU is contacted for assistance along with the Beaver County Behavioral Health-Direct Service Unit, Valley Behavioral Health, MH/MR, the Prevention Network and other agencies or educational entities such as:
 - Achieva
 - Beaver County Rehabilitation Center
 - Lifesteps of Beaver County
 - Office of Vocational Rehabilitation
 - Project Star
 - Juvenile Services of Beaver County
 - Beaver County Community College
 - Drug and Alcohol Services of Beaver County
 - Hopewell Police Force
 - Women's Center of Beaver County
 - Social Security Administration

- Child and Adolescent Service System Program meetings are convened to resolve such situations quickly and effectively.
- In cases of extreme emergency, the eligible student is referred immediately to the BSU for crisis intervention, assessment, counseling, and assistance with recommendations.
- The HASD also utilizes the the services of of regional private/approved private school placements and partial hospitalization placements such as the Watson Institute, Holy Family Institute, Pressley Ridge, The Bradley Center, Glade Run, WP School for the Deaf, WP School for the Blind, WPIC, and Southwood Hospital.
- The Beaver Valley Intermediate Unit and the school districts of Beaver County implemented RCI (Regional Choice Initiative) which is comparable to "blended schools" programming. Students may attend school part of the day, all of the day, or choose to take classes from their home.
- Contact neighboring districts for placement options that may be of more benefit to the student and would provide FAPE.
- The most restrictive placement is Instruction in the Home and this is only used when a child is too medically fragile to attend school or found to have a disorder the predicates its necessity.

If the school district should find itself in a position where a placement that provides FAPE cannot be located; the district will contact the Bureau of Special Education for advisory services.

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.

During the course of the 2012-2013 school year, the Hopewell Area School District has provided special education services to 337 students. Of these students, 13.1% are identified as having a primary disability of a speech and language impairment. The HASD Special Education Department is comprised of the Director of Special Education, one full time school psychologist, one part-time school psychologist and an administrative assistant. The Special Education Department currently employs 22 special education teachers, 2.5 speech and language teachers and 26 paraprofessionals. The HASD has a committed and caring special education and regular education staff who work collaboratively to meet the needs of all their students. The HASD operates all special education programs in accordance with applicable federal and state laws and regulations, while offering a full continuum of services. A team approach is used in making all decisions regarding students with disabilities. All of the Hopewell professional staff, including regular and special education teachers, counselors, building principals and the school psychologist are committed to working collaboratively in resolving all issues and in making decisions regarding students with disabilities. Strengths and highlights of the special education services and programs for students with disabilities within the Hopewell Area School District include:

- **Continuum of programs:**
 - Learning Support: K-12
 - Emotional Support: K-12
 - Speech and Language Support: K-12
 - Autistic Support: K-12
 - Life Skills Support: K-12
- **Technology Use and Data Management:**
 - Power Schools for recording and management of student grades, attendance, disciplinary events, PVAAS, District test results including SAT scores, etc.
 - "Parent Portal" technology application so that parents can easily access student grade information, contact teachers, check homework requirements, class projects, class averages, etc.
 - Special education teachers in the district have been provided personal computers. They are required to manage student data and input information for all special education forms (ER/RR, Invitations, IEPs)
 - Use of IEPWriter and a password protected special education network so that special education teachers, regular education teachers, principals and counselors with a legitimate need to know may access a student's IEP, including transition and behavior support interventions.
 - Special education teachers are required to keep a "communication log" for each special education student so that communication with parents and others who are involved with students can be closely tracked and monitored.
- **Data Collection:**
 - The district adopted the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in the District's elementary school for grades K through 3. The DIBELS project produced increased achievement in reading skills at the K-3 levels.
 - The District has also adopted the use of AIMSWeb for math in grades K-2. Parents are kept informed via progress monitoring activities and reports.
 - At the elementary level, the district continues with the development, training and implementation of the Response To Instruction and Intervention (RTII Model) for instruction, support and on-going data collection, analysis, and progress monitoring of student performance.
- **Instructional Supports:**
 - The district provides a full day every day kindergarten program in all three elementary buildings.

- Instructional time continues to be for two periods (84 minutes at minimum) per day in language art in grades K-8 and for mathematics in grades K-6.
- Support is available for students receiving special education services all day long. At the elementary level, a teacher is available for support throughout the school day. At the 5-12 grade level a support study is built into the master schedule to allow for students to receive the necessary supports from a special education teacher throughout the entire school day.
- The Community Based Education component of the special education program in grades K-12 is exemplary. For example, the students learn daily living skills by traveling into the community to purchase groceries, shop for gifts for their parents and friends, eat at restaurants learning to use menus and purchasing items within their budgets, job shadow as permitted by local businesses and access local recreational opportunities.
- SRA Corrective Reading program for its special needs students in grades 2-12. The progress monitoring information strongly supports the effectiveness of the program.
- Language! by SoprisWest, a direct instruction English and writing program for those students who cannot participate in the regular education curriculum even with supplementary aids and services.
- The HASD is determined to stay current on effective instructional practices. The District participates in numerous state initiatives, such as, Data Driven Decision Making, Value Added Assessment and Progress Monitoring, Health and Wellness Initiative, Math and Science Partnership and Full Day Everyday Kindergarten. Participation in each of these programs is influencing District goals and is an integral part of District curriculum, instruction and assessment.
- Use of MP3 players, through a grant from Learning Ally (formerly RFB&D) and PDE, to be utilized to access audio books for students with print or physical disabilities.
- Related Services are provided to students as needed
- **Behavior Supports:**
 - A School-Wide Behavior Program for all students in grades 5-8. The goal of this program is to reduce the number of repeat student disciplinary referrals, thereby assisting in keeping our percentage of ES students lower than the state percentage.
 - A School-Wide Anti-Bullying Program that meets on a monthly basis and targets specific issues.
 - Psychologist for group and individual therapy sessions for the students enrolled in emotional support. The psychologist meets with the ES teachers and students individually and in group sessions on a weekly basis.
 - An outstanding emotional support program at all levels. This program uses a highly structured behavior management system which assists students with emotional and behavior disorders in maintaining appropriate behaviors within their home schools. This program has been

instrumental in maintaining the least restrictive environment for many students with behavior disorders.

- Sensory rooms are available in grades K-8 for students receiving special education supports through Autistic Support.
- **Transition Services and Post Secondary Supports:**
 - Strong collaboration with the BVIU regarding Early Intervention and transition to school age services.
 - Expansion of the District transition program to include service learning for its students with special needs.
 - School stores located at the high school and elementary level are operated by students with special needs. The profits are used to supplement community projects such as Birthday Grams to senior citizens and Meals on Wheels
 - A School-To-Work Transition program is available to students with special needs in grades 9-12. The student must adhere to federal and state requirements for work permits and are released from school for either a morning or afternoon session. In addition, the student earns 3 credits per year: 2 credits for satisfactory work reports and 1 credit for attending a school-to-work preparatory class.
 - Participation in the County Wide Transition Day
- **Trainings and Professional Development:**
 - The HASD provides continuous parent training programs. Topics that have been presented include Transition, Dual Diagnosis, Behavior Management, DIBELS, SRA Corrective Reading, ADHD, Special Education Procedural Safeguards, PASA, PSSA and allowable accommodations.
 - The District offers many opportunities for training regarding adaptation and modification of curriculum and of classroom structure for its entire professional staff. IDEA funds have been made available to special education teachers and counselors to attend sessions and workshops that deal with special populations (i.e., autistic students), behavior support, progress monitoring, reading instruction, EDM instruction and inclusion. Indicator 13 training, RTII training, Non-violent crisis intervention training has been offered to all professional and paraprofessional staff as well as District bus drivers. The bus aides have been inserviced on the topic of Autism and how it relates to transporting students with Autism to and from school.
 - Training for paraeducators using the PDE's paraeducator competencies in conjunction with the BVIU and PaTTAN
- **Student Involvement and Performance:**
 - Graduation Rates and Drop-out rates for Special Education students have remained within the state average and meeting the targets.

- High participation in the yearly Special Olympics in Beaver County
- **Parent Involvement**
 - :
 - High parent participation in IEP meetings and other team meetings
 - Parent Survey indicates a favorable response regarding district special education services
- **Paraprofessionals:**
 - Paraprofessionals (Personal Care Assistants) are provided as required through an IEP team decision
 - Instructional Aides are employed at every district building in order to support the students in inclusive classrooms and within the special education setting.
 - All paraprofessional are highly qualified and meet the 20 hours of training per school year requirement.
- **Additional Supports:**
 - The district contracts with the intermediate unit and other local education providers to provide appropriate and specific educational programs for those students with low incidence disabilities or those students who require significant intensive services which cannot be provided within the district.
 - Consultation with Watson Institute regarding Autism.
 - The Hopewell Area School District has agreed to accept a school psychologist intern from area universities, when available. The duties of a school psychologist intern with the guidance of a licensed psychologist include assistance in identifying eligible student who are in need of special education services. In addition, the school psychologist intern works directly with regular and special education teachers to assist in meeting the curricular accommodation and modification needs of students in the regular education setting.
- **Additional Strengths:**
 - ACCESS billing by all eligible professional providers and paraprofessionals
 - In-house ESY programs
 - District website that provides access to Child Find/Annual Parent Notifications, links to PEAL, the Local Task Force and other special education supports.
 - Support from the Superintendent, Business Manager and Board of Directors regarding financial and programmatic needs.

The HASD remains firmly committed to meeting its obligation to educate special education students in order to provide FAPE. The district also provides strong and effective educational programming to enable its students to be successful in post-high school transition.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Pediatric Specialty Care at Hopewell	Nonresident	Hopewell Area School District and The Watson Institute	17
Beaver County Jail	Incarcerated	Hopewell Area School District	3

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Horizon School-Beaver Valley Intermediate Unit (IU #27)	Special Education Centers	Full Time Multiple Disabilities Support	7
New Horizon School-Beaver Valley Intermediate Unit (IU#27)	Special Education Centers	Full Time Life Skills Support	7
New Horizon School-Beaver Valley Intermediate Unit (IU#27)	Special Education Centers	Supplemental Learning Support	2
Holy Family Institute-Chatham Day School	Other	Full Time Emotional Support	1
The Bradley Center	Other	Full Time Emotional Support	2
The Children's Institute	Approved Private Schools	Full Time Life Skills Support	2
The Children's Institute	Approved Private Schools	Full Time Autistic Support	1
The School at McGuire Memorial	Special Education Centers	Full Time Autistic Support	1
St. Stephen's Lutheran Academy	Other	Full Time Emotional Support	1
Instruction in the Home- Students at Pediatric Specialty Care at Hopewell	Instruction in the Home	Itinerant Multipile Disabilities Support	6
Western Pennsylvania School for Blind Children	Approved Private Schools	Full Time Blind or Visually Impaired Support	2

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Senior	A Senior	A building in	Itinerant	Learning	15 to	20	0.75

High School	High School Building	which General Education programs are operated		Support	19		
Hopewell Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	5	0.25

Program Position #2*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	20	0.75
Hopewell Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.25

Program Position #3*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	20	0.75
Hopewell Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.25

Program Position #4*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	20	0.75
Hopewell Senior High School	A Senior High School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.25

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Program Position #5*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 19	20	1

Justification: Although students may be assigned to a special education caseload or classroom during the same time as students outside of the legal age range, students are grouped for instruction based on ability/age range and not grouped for instruction with any students outside of the required age range.

Program Position #6*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	5	0.5
Beaver County Jail	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	2	0.1
Beaver County Jail	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	2	0.1
Beaver County Jail	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	2	0.1
Beaver County Jail	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.1
Beaver County Jail	A	A building	Supplemental	Life Skills	14 to	2	0.1

	Junior/Senior High School Building	in which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	18		
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Program Position #7*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 18	2	0.2
Hopewell Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 18	2	0.25
Hopewell Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Life Skills Support	18 to 18	1	0.05
Hopewell Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	20 to 20	1	0.05
Hopewell Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	2	0.05
Hopewell Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	6	0.4

Program Position #8*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	20	0.65
Hopewell Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	6	0.35

Program Position #9*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Memorial Junior High	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	20	1

Program Position #10*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Memorial Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 13	20	1

Program Position #11*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Memorial Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	18	1

Program Position #12*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Memorial Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	17	1

Program Position #13*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Hopewell Memorial Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	14	1
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Program Position #14*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Memorial Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 14	12	1

Program Position #15*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Memorial Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 14	8	1

Program Position #16*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Memorial Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	10 to 14	2	0.17
Hopewell Memorial Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 9	1	0.13
Hopewell Memorial Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Life Skills Support	10 to 14	2	0.1
Hopewell Memorial Junior High School	A Junior High School	A building in which General	Supplemental (Less Than 80% but More Than	Life Skills Support	10 to 14	8	0.5

	Building	Education programs are operated	20%)				
Hopewell Memorial Junior High	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 13	2	0.1

Program Position #17*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	8	1

Program Position #18*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	5	0.1
Hopewell Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	7	0.9

Program Position #19*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 10	6	0.75
Justification: Although students may be assigned to a special education caseload or classroom during the same time as students outside of the legal age range, students are grouped for instruction based on ability/age range and not grouped for instruction with any students outside of the required age range.							
Hopewell Elementary School	An Elementary	A building in which	Itinerant	Autistic Support	8 to 8	1	0.25

	School Building	General Education programs are operated					
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Program Position #20*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Independence Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 8	1	0.1
Hopewell Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	6	0.9

Program Position #21*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Independence Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	14	1

Program Position #22*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Independence Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 10	8	0.6

Justification: Although students may be assigned to a special education caseload or classroom during the same time as students outside of the legal age range, students are grouped for instruction based on ability/age range and not grouped for instruction with any students outside of the required age range.

Independence Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	10 to 10	1	0.17
Independence	An	A building in	Supplemental	Autistic	6 to 6	1	0.13

Elementary School	Elementary School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support			
Independence Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	2	0.1

Program Position #23*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	25	0.5
Justification: Although students may be assigned to the special education caseload outside of the legal age range, students are grouped based upon ability and legal age range.							
Margaret Ross Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	20	0.3
Justification: Although students may be assigned to the special education caseload as other students outside of the legal age range, students are grouped for instruction based upon ability and legal age range.							
Hopewell Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 18	8	0.2

Program Position #24*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Independence Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	35	0.8
Justification: Although students are assigned to the special education caseload with students outside of the legal age range, students are grouped for instruction based upon ability and legal age range.							
Hopewell Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 20	9	0.2
Justification: Although students are assigned to the special education caseload with students outside of the legal age range, students are grouped for instruction based upon ability and the legal age range.							

Program Position #25*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Memorial Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 14	32	0.5

Program Position #26*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hopewell Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	10 to 10	1	0.02
Hopewell Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	14 to 14	1	0.02
Independence Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	7 to 10	4	0.1

Program Position #27*Operator: Outside Contractor for the School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Independence Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	6 to 8	4	0.1
Hopewell Memorial Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	15 to 15	1	0.02

Program Position #28*Operator: Outside Contractor for the School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Instruction in the Home: Pediatric	An Elementary	A special education	Itinerant	Multiple Disabilities	6 to 9	2	0.33

Specialty Care	School Building	Center in which no general education programs are operated		Support			
Instruction in the Home: Pediatric Specialty Care	A Middle School Building	A special education Center in which no general education programs are operated	Itinerant	Multiple Disabilities Support	10 to 14	2	0.33
Instruction in the Home: Pediatric Specialty Care	A Senior High School Building	A special education Center in which no general education programs are operated	Itinerant	Multiple Disabilities Support	14 to 18	2	0.34

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Hopewell Area School District-Central Office	1
School Psychologist	Hopewell Area School District-Central Office	1
School Psychologist	Hopewell Area School District-Central Office	0.45
Transportation Nurse	Specific Bus Route	0.25
Transportation Nurse	Specific Bus Route	0.25
Special Education Paraprofessionals (26 total District-Wide)	All Buildings	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
AOT, Inc. - Occupational and Physical Therapy	Outside Contractor	3 Days
eKidzCare-Nursing	Outside Contractor	5 Days
Audiological Services	Intermediate Unit	1 Hours
Orientation and Mobility Specialist Services	Outside Contractor	4 Hours

ELL Services	Intermediate Unit	15 Hours
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District Level Plan

Special Education Personnel Development

Autism

Description	<p>The Hopewell Area School District will coordinate trainings in the area of Autism with The Watson Institute and the Beaver Valley Intermediate Unit. Students identified with Autism will continue to be educated in the least restrictive environment using supplementary aides and services, along with specially designed instruction. HASD special education staff (teachers and paraprofessionals) and regular education staff will continue to receive training in several formats, including large group trainings and IEP team meetings. The HASD will continue to utilize The Watson Institute consultation services throughout the school year to maximize the instruction and performance of students identified with Autism.</p> <p>Evidence of Implementation:</p> <ol style="list-style-type: none"> 1. Agendas from professional development activities 2. Student Assessment data 3. LRE Information from PDE's Special Education Data Report
Person Responsible	Dr. Lynn Utchell, Director of Special Education and Mrs. Kellee Oliver, School Psychologist
Start Date	8/21/2014
End Date	6/2/2017
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	50
Provider	Hopewell Area School District, The Watson Institute
Provider Type	School Entity

PDE Approved	Yes
Knowledge Gain	All HASD staff (administrators, teachers, paraprofessionals, nurses) working with students identified with Autism will have a greater understanding of how to choose appropriate supplementary aids and services and specially designed instruction to foster successful programming for these students. The staff will gain a better understanding of the social deficits that can be characteristic of students identified with Autism in order to create appropriate and successful social experiences for the students.
Research & Best Practices Base	Curriculum and resources utilized to address the social skills deficits will be based upon best practices, as well as research based. The HASD will consult with The Watson Institute in order to receive the most up to date research based methods to implement with these students. The Director of Special Education and the principals work closely with the teachers in deciding what materials and resources to implement for the students.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p>

	Paraprofessional New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Review of LRE in student IEPs
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data IEP Team Member input and recommendations.

Behavior Support

Description	<p>The Special Education Department will coordinate training for all K-12 special education staff, paraprofessionals and related service providers on the following topics: functional behavior assessments, data collection processes, development and implementation of positive behavior support plans, crisis intervention and deescalation techniques. The district maintains a train-the-trainer for the Crisis Prevention Institute (CPI). Identified CPI team members within each building, including all special education paraprofessional staff are trained/retrained each school year. CPR, First Aid and AED trainings are also conducted annually as part of the HASD's Safety Committee mission. State mandated Child Abuse Reporting training was most recently conducted in August of 2013 for the entire district staff.</p> <p>The district's school psychologist will continue to work with the principals to create building specific RtII Behavioral Supports, based on individual student needs. Ongoing trainings, in connection with monthly data team meetings will</p>
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	<p>provide staff with the opportunities and skills necessary to analyze behavior data to develop and implement appropriate behavioral interventions. Decisions regarding students with IEPs will be made at IEP meetings through the functional behavior assessments and positive behavior support plans. IEP teams will continue to maximum student potential through the use of appropriate behavioral support techniques and SDIs.</p> <p><u>Evidence of Implementation:</u></p> <ol style="list-style-type: none"> 1. Agendas from professional development activities 2. Documentation of FBA, PBSP through IEP goals and SDIs 3. District-wide and building level data reports on discipline referrals 4. Agendas from Bullying Prevention committee meetings
Person Responsible	Dr. Lynn Utchell, Director of Special Education and Mrs. Kellee Oliver, School Psychologist
Start Date	8/21/2014
End Date	6/2/2017
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	10
# of Participants Per Session	40
Provider	Hopewell Area School District Personnel
Provider Type	HASD Personnel, BVIU, PaTTAN
PDE Approved	Yes
Knowledge Gain	Hopewell Area School District staff will have a greater understanding of School-wide Positive Behavior Supports and understand the purpose of functional behavior assessments and individual positive behavior support plans. RtII and IEP teams will be able to consistently implement SDIs and PBSPs for all students in the least restrictive environment. Parents will also be an integral part of the RtII and IEP teams.
Research & Best Practices	The HASD staff utilizes research based materials and resources when

Base	conducting FBAs and writing PBSPs. All forms utilized are developed by Pennsylvania's Bureau of Special Education. RtII teams utilize the best practices approach provided through the BVIU trainings.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>

Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<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 Peer-to-peer lesson discussion Lesson modeling with mentoring</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity IEP Team Member input and recommendations.</p>

Paraprofessional

Description	<p>The district employs 26 special education paraprofessionals. All special education paraprofessionals in the district have attained Highly Qualified status through either obtaining an associate or four year degree, or by completion of the Beaver Valley Intermediate Unit Paraprofessional Credential of Competency. The district seeks candidates that possess an associates or college degree and are willing to take on the duties of a paraprofessional. If the candidate does not possess one of these two degrees, then the district will arrange for the paraprofessional to obtain mastery of the 10 competencies that PDE identified in order to become highly qualified. Each year, all paraprofessionals are required to participate in CPR/First Aid training that is arranged through the district during one of the in-service days at the beginning of the year. Throughout each school year the HASD offers paraprofessionals the opportunity to attend a minimum of 20 hours of training provided by the district, BVIU or PaTTAN in areas related to the needs of the students that they service. Paraprofessionals are provided with information on trainings and conferences offered through the BVIU and PaTTAN each year. A needs assessment is provided to the paraprofessionals at the end of every school year and during the mid-point of the school year to identify areas of need or focus.</p>
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	<p>Additionally, administrators and special education teachers are given the opportunity to provide their input on the type of training necessary for the HASD paraprofessionals.</p> <p><u>Evidence of Implementation:</u></p> <p>1. Review of Paraprofessional Credentials: Possession of college degree, associates degree or completion of the Paraprofessional Credential of Competency</p> <p>2. Observations by Director of Special Education and/or Building Principals</p> <p>3. Agendas and certifications of completion from professional development activities outside of the district</p> <p>4. Review of the annual log of professional activities completed during the course of the school year</p>
Person Responsible	Dr. Lynn Utchell, Director of Special Education
Start Date	8/21/2014
End Date	6/2/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	10
# of Participants Per Session	26
Provider	Hopewell Area School District Personnel, BVIU, PaTTAN
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Paraprofessionals will gain a better understanding of the disabilities that students may be identified with and will be more knowledgeable when assigned to work with these students. The variety of trainings will include modifications and accommodations, data collection tools, behavior de-escalation techniques and ways to professionally and effectively communicate with other staff members regarding students.
Research & Best Practices Base	The district consults with the BVIU and PaTTAN, in addition to providing trainings by the HASD staff. All trainings are created from research based resources and follow the best practices approach.
For classroom teachers,	Enhances the educator's content knowledge in the area of the

school counselors and education specialists	<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>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p>
Participant Roles	<p>Paraprofessional</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Journaling and reflecting</p> <p>Annual log of activities, seminars and work completed throughout the school year.</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Portfolio</p>

Reading NCLB #1

<p>Description</p>	<p>The HASD Special Education Department will coordinate training to support staff and students in achieving the NCLB Goal #1 for Reading. RtII Data Teams will reflect on building level, grade level and individual student performance data. This data will then be compared to statewide and federal benchmarks. Continuous updates to the elementary reading curriculum support the HASD's goal of increasing student reading performance.</p> <p>The HASD continues to use a variety of tools and methods to increase scores which included Success Maker, Essential Skills, Accelerated Reader, Read Naturally, Wonders Reading Program, SRA Corrective Reading Program, Wilson Reading, and Sopris Language!, tutoring within support study halls, and PSSA skill development workbooks. Additionally, language arts is scheduled for a minimum of 84 minutes day in grades K-8.</p> <p><u>Evidence of Implementation:</u></p> <ol style="list-style-type: none"> 1. Maintain reading support teachers in each elementary building. 2. Maintain the RtII Process K-4 3. Develop specific RtII process 5-8 4. Continue to develop IEP goals that address reading deficits for students with learning disabilities in reading. 5. Continue to provide professional development in the areas of reading and data analysis. 6. Utilize the PIVAS for data analysis 7. Continue data team meetings, at minimum once per grading period, in grades K-4 to analyze data in order to design effective student programs.
<p>Person Responsible</p>	<p>Dr. Lynn Utchell, Director of Special Education and Mrs. Kellee Oliver, School Psychologist</p>
<p>Start Date</p>	<p>8/21/2014</p>
<p>End Date</p>	<p>6/2/2017</p>
<p>Program Area(s)</p>	<p>Professional Education, Teacher Induction, Special Education</p>

Professional Development Details

Hours Per Session	3.0
# of Sessions	10
# of Participants Per Session	25
Provider	Hopewell Area School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Ongoing professional development will continue to increase the teachers' ability to provide effective instruction for the students who are struggling with reading skills. Teachers, related service providers, counselors and paraprofessionals will have a stronger understanding of how to analyze the data, using the available data systems, in order to create effective student programs through IEPs or the RtII process.
Research & Best Practices Base	As recommended by the RtII process, only research based resources will be utilized when providing instruction to students. The School Psychologist, along with the Title I Reading teachers and principals oversee the RtII process K-6 and are responsible to provide the necessary training to teachers on how to effectively utilize research-based materials with fidelity. All special education teachers have received numerous trainings on how to implement the research-based resources when providing direct instruction to students with IEPs.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<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</p>

	an emphasis on learning.
Training Format	<p>Live Webinar Department Focused Presentation Podcast Offsite Conferences</p>
Participant Roles	<p>Classroom teachers School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)</p>
Follow-up Activities	<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 Joint planning period activities Development of IEPs and placement of students in the appropriate tier of RtII</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of IEPs and observations at the RtII Data Team Meetings</p>

Transition

Description	The Hopewell Area School District has developed a specific schedule for annual IEP meetings. The schedule has IEP meetings for all seniors during the second part of the first grading period each school year in order to plan for the transition to post-school. Additionally, IEP meeting will be scheduled in May for students
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transitioning from 4th to 5th grade (transition from elementary to junior high) and students transitioning from 8th to 9th grade (transition from junior high to senior high).

Transition meetings are also held in January and February of each year for students transitioning from early intervention services to school age programming. Meetings are arranged by Early Intervention staff to ensure a smooth transition. Children receiving early intervention services are then reevaluated by the HASD staff and IEP meeting are then scheduled by the HASD and held in May and June. Preschool staff and other agency personnel are invited to each meeting in order to ensure continuity in the services needed and available.

Current transition data, school age information, work, post secondary schooling and/or adult life is reviewed. Training is scheduled to meet identified needs. A review of the documentation of agency staff participation in transition activities occurs yearly. The local agencies have been very cooperative in attending IEP meetings. The collaboration with the Beaver County Career and Technical Center and the Community College of Beaver County has assisted in placing our students with needed supports and accommodations that the students require in order to be successful.

All students who will be 14 years of age or older during the course of their annual IEP complete and interest/vocational assessments to determine their interest and skill levels in various vocational and post-secondary activities. All 10th grade students have an opportunity to tour the Beaver County Career and Technical Center either through a school field trip or through an arranged visit with parents and a counselor. If interested in a specific type of vocational programming, they job shadow their area of choice.

The HASD also operates a School-To-Work program which has been very successful. Students attend either morning or afternoon sessions and then are released to attend work. The School-To-Work Coordinator visits the work sites of the students, meets with employers, and maintains weekly meetings with the students. The students and employer sign a contract in order to provide adequate training opportunities for our students. Further, students have participated in the Bender Leadership Opportunity and National Disability Day as part of the School-To-Work Program.

The HASD school district operates a Service Learning program in which students operate the school store and are involved in community activities, actively working with the residents in nursing homes, Meals-on-Wheels, hospital patients, home-bound individuals, Habitat for Humanity, the Caring Place, etc.

The Hopewell Area School District completed Phase 1 and Phase 2 of the Pennsylvania Post School Outcomes Survey (PaPOS) and met the SPP targets. The data is available to review and adjust services where necessary. The HASD has collected district information from students and parents in a

	<p>district created transition survey in over to work toward a smooth transition to post-secondary life. This information has been analyzed in the past to ensure appropriate instruction and services.</p> <p>Additionally, the Hopewell Area School District participated in the Indicator 13 Training during the 2011-2012 school year.</p> <p>Lastly, the district has had graduation rates at 100% for the 2011-2012 and 2012-2013 school year. In years prior, one student a year has dropped out of school, but the HASD continued to meet the SPP target.</p> <p><u>Evidence of Implementation:</u></p> <ol style="list-style-type: none"> 1. IEP Documentation: Present Levels of Academic Achievement and Functional Performance; Transition Services 2. Student Transition Portfolios 3. Agendas from professional development activities 4. PDE Special Education Data Report on Transition 5. Participate in the Beaver County Transition Fair 6. Completed student, parent and teacher interest and transition surveys 7. Participation in the BVIU monthly Transition Coordinator Meetings
Person Responsible	Dr. Lynn Utchell, Director of Special Education
Start Date	8/21/2014
End Date	6/2/2017
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	12
# of Participants Per Session	15
Provider	Hopewell Area School District and BVIU 27
Provider Type	Hopewell Area School District and BVIU 27
PDE Approved	Yes
Knowledge Gain	Transition trainings will continue to strengthen the teachers' understanding of writing effective transition IEPs and developing transition programs that are appropriate and meaningful for students with disabilities. Resources will be shared with families and community resources in order for the transition

	process to remain cohesive across settings.
Research & Best Practices Base	Teachers and staff will follow the process outlined during the Indicator 13 Trainings that are research-based and follow best practices when creating transition plans. The student interest surveys, transition surveys and questionnaires are based upon individual need and the resources provided by the BVIU.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Related Service Personnel</p> <p>Parents</p>

Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Review of student portfolio information during the annual IEP meetings for students of transition age.
Evaluation Methods	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Participant survey• Review of written reports summarizing instructional activity• Portfolio• Transition section of the students' IEP

Special Education Affirmations

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

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

Affirmed by David Bufalini on 4/23/2014

Board President

Affirmed by Charles Reina on 4/23/2014

Chief School Administrator