
Pennsylvania Department of Education



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

Special Education Report **Tuesday, May 13, 2008**

Entity: Hopewell Area SD
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Aliquippa, PA 15001-4501

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Contact Name: Charles Reina

School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Hopewell Area SD	Beaver Valley IU 27	Dr. Charles M. Reina	6	2641	361

District Special Education Contact:

Name	Title	Phone	Fax	Email
Teresa Kuhns	Director of Special Education	724-375-6691	724-375-0942	kuhnst@hopewell.k12.pa.us

Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Arleen Mateer	Junior High Special Education Teacher	Special Education Representative	Teresa Kuhns
Aubre Lindner	Junior High Special Education Teacher	Special Education Representative	Teresa Kuhns
Charles Reina	Superintendent	Administrator	Charles Reina
Juliann Ranieri	Resident	Community Representative	Teresa Kuhns
Karey McIntyre	Parent	Parent	Teresa Kuhns
Martha Shealy	Secondary Special Education Teacher	Special Education Representative	Teresa Kuhns
Michele Grandovic	Secondary Special Education Teacher	Special Education Representative	Teresa Kuhns
Nancy Barber	Community	Parent	Board of Directors
Niva DiTommaso	Resident	Business Representative	Teresa Kuhns
Susan Burak	Special Education Teacher	Special Education Representative	Teresa Kuhns
Susan Harcar	Junior High Special Education Teacher	Special Education Representative	Teresa Kuhns
Susan Todd	Director of Technology	Administrator	Charles Reina
Suzanne Pocci	District School Psychologist	Ed Specialist - School Psychologist	Charles Reina
Teresa Kuhns	Director of Special Education	Administrator	Charles Reina

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

Current Program Strengths and Highlights

The Hopewell Area School District has a committed and caring special education and regular education staff who work collaboratively to meet the needs of all their students.

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.

The district provides a "continuum of services" for special needs students within the district by offering a variety of types of services (e.g., learning support, emotional support and speech and language support). The district offers all levels of intervention at the Junior and Senior High Schools. Learning Support and Speech and Language Support are offered at all of the elementary buildings.

District initiatives that have been developed and/or adopted include:

- Leader Services program, which allows for instant communication with the Intermediate Unit for data management.
- SASI for recording and management of student grades, attendance, disciplinary events, PS, PVAAS, District test results including SAT scores, etc.
- "Parent Connect" technology application so that parents can easily access student grade information, contact teachers, check homework requirements, class projects, class averages, etc.
- The district utilizes 4-Sight assessment to monitor student progress in grades 3-8 and in addition, the district monitors student progress through Success Maker, Accelerated Reader and early literacy reading.
- 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 in the District have been provided personal computers. They are required to manage student data and input information for ER's and IEP's using state and District software.
- 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.
- An outstanding emotional support program at the upper elementary, junior high and senior high 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 a least restrictive environment for many students with behavior disorders.
- Contracted services with a psychiatrist for consultation purposes regarding students with significant behavioral problems. The consulting psychiatrist meets with selected staff, parents and students on a monthly basis.
- Psychologist for group and individual therapy sessions for the students enrolled in emotional support. The consulting psychologist meets with the ES teachers and students individually and in group sessions on a weekly basis.
- The Hopewell Area School District has agreed to accept a school psychologist intern from area universities. 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.

- 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 weekly basis and targets specific issues.
- A "weekly inclusion day" in grades K-12. During this day, special education teachers meet with regular education teachers to plan for instructional activities, tests, projects and to review the progress of their students with special needs.
- SRA Corrective Reading program for its special needs students in grades 5-11. 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.
- An after-school math/reading program. The program is for special education students in grades 5-8 and for regular education students who are struggling in math/reading. The program pairs special education and regular education teachers based on pre-test data. Post-test data indicates that most students have shown some improvement in math skills/reading.
- Instructional time for math and language arts has been increased from one period (42 minutes) to two periods (84 minutes) in grades 2-8.
- 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, meals on wheels and a special education District program, "Larry the Lunch Man".
- Expansion of the district's Keys2Work program by purchasing the needs assessment and KeyTrain program. Students are able to access the KeyTrain program with an individual password from either school or home. In addition, the HASD has met the state standards for career portfolios for all students beginning with the current school year.
- 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.
- The Community Based Education component of the special education program in grades 5-12 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.
- 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. In addition, the HASD has been awarded an AHEDD grant which has allowed the district to train parents in services and government entitlements which are currently available for their special needs children.
- 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, RTI 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.

- The HASD is determined to stay current on effective instructional practices. The District participates in numerous state initiatives, such as, Data Driven Decision Making, Governor's Institute for Reading, Value Added Assessment and Progress Monitoring, Classrooms for the Future, 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. For example, 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. Parents are kept informed via progress monitoring activities and reports.
- The High School has been involved in intensive inclusion training for two years. The district applied for an inclusion grant and the coordinator of the training has inserviced most of the high school teachers through a variety of methods, speakers, modeling, conferences, small group discussion, problem solving activities, etc. The Inclusion Training has focused on these items:
 - Focus on the Whole School
 - Curricular Modifications
 - Modifications in Grading Policy Changes
 - Instructional Changes
 - Creative Use of Resources and Personnel
 - Collaborative Planning
 - Training and Staff Development
 - Changes in Relationships
 - Time
 - Peer Preparation
 - Celebrate Accomplishments
 - Opportunities to celebrate accomplishments for teachers and students
- Graduation Rates for Special Education students have remained at 100% for 4 consecutive years
- High parent participation in IEP meetings and other team meetings
- A highly-qualified professional staff
- Training for paraeducators using the PDE's paraeducator competencies in conjunction with the BVIU and PaTTAN
- Parent Survey indicates a favorable response regarding district special education services
- Related Services are provided to students
- 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.
- The district provides a full day every day kindergarten programs with paraprofessionals available for additional assistance for special needs students in each of its four elementary buildings.
- 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.
- At the elementary and secondary level, the district has begun the planning, development, training and implementation of the Response To Intervention (RTI Model) for instruction, support and on-going data collection, analysis, and progress monitoring of student performance. As the teams become more proficient and the training of RTI procedures continue, the district will be incorporated and used by the MDE as a component in the determination of eligibility and need for special education.
- The district's most recent compliance monitoring was very favorable to the district and the remediation plan has been completed and accepted.

- The district is fortunate to have received several grants during the past few years which have helped fund the training activities and student programming. Grants awarded to the HASD include but are not limited to:
 - Inclusion 1 (PaTTAN)
 - Inclusion 2 (PaTTAN)
 - Inclusion 3 (PaTTAN)
 - Transition and Transition Portfolios
 - Progress Monitoring
 - Service Learning Grants (5)
 - AHEDD
 - Highmark

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.

Identifying Students with 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 team approach. Every student who is evaluated for a specific learning disability, whether referred by parent, teacher or Student Assistance Program (SAP) goes through the pre-referral team process which the district calls ASSIST (Assuring Student Success in School Team).

When a student is referred to the ASSIST (pre-referral) team, the 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 assessment of the student's functioning in the curriculum including curriculum-based or performance-based assessment is conducted. 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 always include the student's classroom teacher(s), the principal, the school psychologist, the Title I or Viking reading teacher (if the building has one) and a special education teacher (at the elementary level). Other individuals may participate on the team, as appropriate and as designated in each building such as: a speech & language teacher, the school nurse, special subject teachers, 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 typically conducted one-day a month in each school building, or, as needed.

The agenda of the ASSIST meeting is as follows:

- 1) define the student's strengths and needs
- 2) define the problem(s) to be addressed
- 3) set goals for the student to meet
- 4) agree upon appropriate "scientifically-based" interventions and assign them to team members
- 5) set a timeline for progress review
- 6) make an immediate referral to MDE if the student's need for services is acute

Typically, students who are referred to the ASSIST are reviewed by the team in 6 to 8 weeks from the intervention meeting. At this time, the student's progress towards the goals that were set are

reported and discussed. Staff members who have implemented interventions present documented results (e.g. progress monitoring, test scores, grades, daily report cards, graphs, etc.). Other relevant information concerning the student is discussed and decision is made regarding further action. 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 team wishes to change interventions or add additional interventions then the student is scheduled for review in another 6 to 8 weeks.

If the student is making little or no progress towards the goals or if the problems have worsened or additional problems have arisen, the team makes the decision as to whether to continue or change the interventions or to refer the student 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 is referred for MDE and 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, or
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 either of the above criteria 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. 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 Differences

Not significantly disproportionate.

Ethnicity Enrollment Differences

No significant disproportionality by race or ethnicity.

Exiting Statistics

Graduation rate and dropout rate have been met.

24 P.S., §1306 and §1306.2 Placements

Facilities for Nonresident Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
Raccoon Elementary School (1 Autistic Support Class)	Beaver Valley Intermediate Unit #27	3

Incarcerated Students Oversight

The Hopewell Area School District is a host School District under Section 1306.2 of the Public School Code. 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 Penn Data 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 eligible special students are provided a minimum of 20 hours of instruction per week.

If the district became 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 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 2005-2006 school year, PDE and BSE conducted a Compliance Monitoring for the Beaver County Correctional Facility. The HASD was 100% compliant in all areas.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
Beaver County Jail	Hopewell Area School District	12

Least Restrictive Environment 34 CFR §300.551

Ensuring Maximum Integration

The Hopewell Area School District follows procedures that ensure that children with disabilities are educated with their non-disabled peers. Children with disabilities are educated within the regular education environment to the maximum extent appropriate.

Instructional support strategies continue to be used at the elementary schools prior to referral for multidisciplinary evaluation and the Student “ASSIST” (Assuring Student Success in School) team acts in this capacity 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 begins with the ASSIST process (a part of the RTI 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 assist in the regular education environment.

At the secondary level the district also employs the ASSIST model as a strategy to aid in serving students within regular education.

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. 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.

1. 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, 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.

The HASD has taken additional steps to promote inclusionary practices. The school district has revised curriculum that focuses on the standards but still allows additional time for specific strategies, accommodations, adaptations, modifications and methods for students both special education and regular education students to enable them to grasp the course material. For instance, basic courses in reading and math are offered at the elementary level and in reading, math, social studies, and science at the secondary level, through the regular education program. 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 middle school and the same language arts program is used at the 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. Training has been on-going and common planning time is scheduled daily or 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 most of the district's paraprofessionals have earned certificates through the state competency program. 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 receive CPR and First Aid Training on a yearly basis through the Beaver County 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 and Vision Support. The district contracts agencies for services such as OT, PT, O&M, 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.

Supplementary Aids and Services

Service	Comment
Instructional Modifications and Presentation of Subject Matter	<ul style="list-style-type: none"> --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

	<ul style="list-style-type: none"> ---Gain student's attention before giving instructions ---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>Assistive Technology/Services and Physical Modifications</p>	<ul style="list-style-type: none"> --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

	<ul style="list-style-type: none"> ---Adapting writing utensils
Transportation	<ul style="list-style-type: none"> --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
Testing Adaptations	<ul style="list-style-type: none"> --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 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

	<ul style="list-style-type: none"> ---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
<p>Social Interaction Support (Supports and services to increase appropriate behaviors and reduce disruptive or interfering behaviors)</p>	<ul style="list-style-type: none"> ---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

	<p>work</p> <ul style="list-style-type: none"> ---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>Motivation and Reinforcement</p>	<ul style="list-style-type: none"> ---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>	<ul style="list-style-type: none"> ---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>Classwork/Homework Assignments/Organization</p>	<ul style="list-style-type: none"> ---Reduce number of items on a page ---Increase amount of time to complete assignments ---Color code student materials to help the student stay organized

	<ul style="list-style-type: none"> ---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, 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
<p>Collaborative (Adults working as Team Members)</p>	<ul style="list-style-type: none"> ---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.
Behavior Support	<p>---Counseling supports (school counselor, consulting psychologist, group meetings, TSS support, individual school based therapy, peer supports)</p> <p>---Provide support to teachers on instructional design (e.g., minimizing written directions, verbal prompts, cueing, etc.)</p> <p>---Implement a peer buddy system during difficult class activities (rotate peer buddy).</p> <p>---Use coping/stress reduction skills when student is anxious about performance or is escalating in front of peers.</p> <p>---Use precorrection before students engage in a review activity, ask for an example of how to complete the assignment.</p> <p>---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)</p> <p>---Use gestural/physical, proximity prompts, but minimum verbal directions, to get him/her going on one or more of the crisis management procedures.</p> <p>---Use interventions with positive replacement behaviors</p> <p>---Ignoring inappropriate behavior whenever possible but immediately rewarding all appropriate behavior</p> <p>---Anticipating and preventing the antecedents causing behavior</p> <p>---Designate a "safe place" for establishment of self regulatory coping mechanisms</p> <p>---Seating close to teacher, but allowing space to "spread-out" in order to avoid confrontation with fellow students</p> <p>---Adult support is needed during any group/social interaction or activity or to keep him/her on task with the activity at hand</p> <p>---Schedule functional activities and build routines that</p>

	<p>offer opportunities to move around and burn energy, especially prior to times/activities that are predictable triggers for disruptive talk-outs</p> <p>---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</p> <p>---Validate feelings and offer alternative replacement behaviors in the form of 1-2 choices, consistency of social skills development with "social stories", consistent encouragement to "use words", use clear, simple directions, ignore inappropriate behavior whenever possible</p> <p>---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.</p> <p>---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</p> <p>---Teach student how to self-monitor behavior; meet with student on a predesignated time to discuss the student's view and evidence of behavior</p> <p>--- 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.</p> <p>---Adapt curriculum/make modifications -- teacher will shorten lessons and adapt difficult assignments so that the student is more successful in academic work.</p> <p>---One-to-one replacement skills that serve the exact function as the problem behavior</p> <p>---Use of a level system (reward system)</p> <p>---Use of a contracting system with goals clearly identified</p> <p>---Redirect the student to another activity or prompt the student to use an alternative skill.</p>
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	<p>---Use a timer for student to remain on task</p> <p>---Student rewards are linked to objectives and rewards are varied to maintain student interest</p> <p>---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.</p> <p>---Provide opportunities to participate in community activities and events. Prepare students before the activity.</p>
Transition--Jobs and Job Training	<p>---School counselor will meet with students to expand "career awareness" knowledge.</p> <p>---The transition coordinator will arrange for job shadowing experiences.</p> <p>---The transition coordinator will arrange for the student to take a vocational assessment (inventory, aptitude or ability).</p> <p>---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.</p> <p>---The transition coordinator and/or school counselor will assist the student in making an appointment with the OVR counselor.</p>
Transition--Post-Secondary Education	<p>---The school transition coordinator/counselor will assist 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.</p> <p>---The transition coordinator/counselor/LEA will assist the student in applying for the ACT or SAT with accommodations.</p> <p>---The transition coordinator or counselor will assist the students in locating a SAT review course.</p> <p>---The transition coordinator or counselor will assist the students in filling out college forms.</p> <p>---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>
Transition--Independent Living	<p>---The transition coordinator or agency will assist student to develop a simulated independent living plan and monitor the plan for effectiveness.</p>

	<p>---The transition team will provide information to student/parents in order to make good decisions to attend intake counseling sessions with Human Services organizations</p> <p>---Local agencies and the transition coordinator will assist the family to determine what legal resources are available.</p> <p>---The transition coordinator/school counselor/local agencies will help the student and family to explore guardianship or conservatorship.</p> <p>---Local agencies will assist the student/family to search for living arrangements.</p> <p>---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.</p>
Transition-- Recreation/Leisure/Community	<p>---The transition coordinator/coaches/school counselors/teachers will assist the student to investigate/join a school club or sport team.</p> <p>---The transition coordinator/school counselor/teachers will assist the student in exploring and attend school functions such as dances, tournaments, etc.</p> <p>---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>

LRE Data Analysis

Personnel Development Activities:

Topic	Inclusionary Practices for Regular Educators Working With Special Education Students (Grades K-12)
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
October 2008 - January of 2009	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice	<p>The district expects that inclusionary practices training will assist the teachers to identify and implement successful accommodations and modifications for the special needs students assigned to them.</p> <p>The goal of the Hopewell Area School District is to meet the</p>

				<p>needs of the students within the general education classroom to the greatest extent possible.</p> <p>During the 2008-2009 school year it is anticipated that the LRE in this category will meet the SPP of 44.1% in the < 21% category within grades 9-12.</p>
October 2009 - January 2010	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice	<p>The goal of the Hopewell Area School District is to meet the needs of the students within the general education classroom to the greatest extent possible.</p> <p>During the 2008-2009 school year it is anticipated that the LRE in this category will meet the SPP of 44.1% in the < 21% category within grades 5-8.</p>
February 2010 through May 2011	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice	<p>The goal of the Hopewell Area School District is to meet the needs of the students within the general education classroom to the greatest extent possible.</p> <p>During the 2008-2009 school year it is anticipated that the LRE in this category will meet the SPP of 44.1% in the < 21% category within grades K-4.</p>

Topic	How Inclusionary Practices Are Used in the School---Pre and Post Survey
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
October 2008; October 2009; October 2010; October 2011	IU Staff, School District Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	Workshops with Joint Planning Periods, Study Groups	Teachers, paraprofessionals, and administrators will take a pre and post survey in each year of the special education report on the educational practices within the district's school buildings. Groups will be formed and data will be compared. Staff will determine what improvement can be facilitated in select areas. It is anticipated that the training that the staff receives will net a more favorable result in each of the

				plan years.
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Topic	1. Gaskins Settlement Workshop and What It Means to Regular and Special Education Teachers 2. Training on the Use of the LRE Flowchart as an Assistance for IEP Teams in Determining LRE
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
1). October 2008- January 2009	Bureau of Special Education (SPOC)	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	Attendees will understand how the Gaskin's Settlement has driven the LRE regulation in IDEA. It is anticipated that regular education and special education teachers will work more closely with one another in order to provide the least restrictive environment for all special needs students.
2). October 2008-March of 2009	IU Staff,	New Staff, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods	Attendees will understand and use the flowchart as a tool at IEP meetings to determine if all techniques for inclusion in regular education were considered before making a placement decision. In addition, the use of supplementary aids and services, which include accommodations and modifications, will be stressed prior to any placement decision. It is anticipated that the HASD will meet the SPP of 44.1% in the <21% category by the end of the 2008-2009 school year.
Administrators and School-Based Teams (April-May 2009)	District Staff	Instructional Staff, Administrative Staff	Study Groups	This training will focus upon the role of administrators and their school based teams to utilize resources of staff, time, money, materials and supplementary aids and services to support on going successful implementation of Inclusive Practices district-wide. This session will provide strategies and

				practical applications for the administrators and their school-based teams to continue the successful implementation of Inclusive Practices as per district action steps.
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Topic	Closing the Achievement Gap with Inclusive Practices
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
October 2009 - March 2010	IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	Conferences, Distance Learning	<p>The implementation of successful co-teaching and collaboration initiative:</p> <p>Efficient and effective school scheduling techniques that facilitate higher achievement for students with disabilities</p> <p>Strategies for increasing test scores of students with disabilities</p> <p>Ways to provide co-planning time</p> <p>Effective use of paraprofessionals in inclusive settings</p> <p>How to coach and evaluate co-teachers</p>
Effective Teaching Based Upon 10 Research Principles (Fall of 2008 and 2009)	District Director of Special Education and Curriculum Coordinator	New Staff, Paraprofessional, Instructional Staff, Related Service Personnel	Small Group Presentations	The audience will discuss each research principle and how it can be used within the classroom to support student achievement and behavior and improve LRE percentages.

Topic	Supports for District Inclusive Practices
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
April 2009- May-2009	PATTAN Staff, District Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	Conferences	<p>This workshop will focus upon the role of administrators and their school based teams to utilize resources of staff, time, money, materials and supplementary aids and services to support ongoing successful implementation of Inclusive Practices district-wide. This session will provide strategies and practical applications for the administrators and their school-based teams to continue the successful implementation of Inclusive Practices as per district action steps/LRE Improvement Plans.</p>
March 2010- May 2010	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Study Groups	<p>This training will focus on the elementary level. Topics discussed will include:</p> <ul style="list-style-type: none"> -social inclusion; -role of the principal and school counselors in the inclusive school; -role of the special education teacher in the inclusive school; -role of the paraprofessional in the inclusive school; -educational methods and strategies in the inclusive classroom; -the organizational forms of education; -adaptations of the curriculum; -possibilities of common activities of the students with special needs and their peers; -best practices and experiences with regular and special education students; and teachers. <p>It is expected that this training will reinforce the strategies and principles presented earlier and introduce the importance of social acceptance within all grades and settings.</p>

Topic	How to use the Language! Program Effectively with Special Education Students and Regular Education Students
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2008-August 2009	Language! Trainer	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	Workshops with Joint Planning Periods, Conferences	<p>During the 2008-2009 school year, direct Language! instruction (Sopris West Levels A through E) will be offered as a regular education course selection that is open to regular and special education students alike, who need remediation for below grade language arts skills.</p> <p>SRA Corrective Reading will continue to be offered and data will continue to be analyzed yearly.</p> <p>It is expected that the Pennsylvania SPP indicator for the LRE category of > 60% will be reduced from the 2005-2006 data of 20% to 18% for the 2008-2009 school year.</p>
August 2009-August 2010	Language! Trainers and District Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Study Groups	<p>During the 2009-2010 school year, direct Language! instruction (Sopris West Levels A through F) will be offered as a regular education course selection that is open to regular and special education students alike, who need remediation for below grade language arts skills. The grades which will be eligible to participate for this school year include grades 4-9.</p> <p>SRA Corrective Reading will continue to be offered and data will continue to be analyzed yearly.</p>

				It is expected that the Pennsylvania SPP indicator for the LRE category of > 60% will be reduced from the projected district data of 18% to 16% for the 2008-2009 school year.
August 2010-August 2011	Language Trainers and District Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Study Groups	<p>During the 2010-2011 school year, direct Language! instruction (Sopris West Levels A through F) will be offered as a regular education course selection that is open to regular and special education students alike, who need remediation for below grade language arts skills. The grades which will be eligible to participate for this school year include grades 4-9.</p> <p>SRA Corrective Reading will continue to be offered and data will continue to be analyzed yearly.</p> <p>It is expected that the Pennsylvania SPP indicator for the LRE category of > 60% will be reduced from the projected district data of 16% to 14% for the 2010-2011 school year.</p>

Topic	How does IDEA 2004 and Chapter 14 State Regulations affect IEP Development and the Alignment With State Standards?
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall of 2008	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	Small Group Presentation	It is anticipated that the audience will better understand the "flow" from IDEA to Chapter 14 to LRE. This training will provide the audience with explanations and samples of IEP Development for LRE. Additionally, the audience will have the opportunity to revisit the state standards and

				anchors and how they apply to IEP development and LRE. It is expected that at the end of the 2008-2009 school year, the LRE percentages will improve.
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Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
New Horizon School IU#27	Special Education Centers	Full Time Multiple Disabilities Support	2
New Horizon School IU #27	Special Education Centers	Full Time Life Skills Support	17
Western Pennsylvania School for the Blind	Approved Private Schools	Full Time Blind or Visually Impaired Support	1
Holy Family Alternative School	Other	Part Time Emotional Support	1
Holy Family Day School	Other	Part Time Emotional Support	5
Instruction in the Home	Instruction in the Home	Itinerant Multiple Disabilities Support	1
The School at McQuire Home	Special Education Centers	Full Time Life Skills Support	1
The School at McQuire Home	Special Education Centers	Autistic Support	1

Personnel Development for Improved Student Results

Technical Assistance and Training

Personnel Development Activities:

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

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

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

Personnel Development - PA NCLB Goal #1

Baseline Data:

The Hopewell Area School District special education subgroup surpassed the state proficiency rate in reading with a district rate of 38.3% as compared to the state rate of 28.3%. The district's special education subgroup also surpassed the SPP state target in reading. (25.8%).

The Hopewell Area School District special education subgroup surpassed the state rate in math with a proficiency rate of 52.3% as compared to the state rate of 32.4%. The district's special education subgroup also surpassed the state's SPP target in math (26.2%).

The HASD has used a variety of tools and methods to increase scores which included Success Maker, 4-Sight, Accelerated Reader, Success Maker, EDM program, Trophy Reading Program, SRA Corrective Reading Program, Cognitive Tutor, and Sopris Language!, afterschool tutoring, tutoring within support study halls, and PSSA skill development workbooks.

In addition, the district has increased the amount of instructional time in reading and math from 42 minutes to 84minutes.

Reflections:

Data View	Reflection Date	Reflection
Student Services	4/7/2008	According to the results of recent surveys completed by staff, students and parents, most of our high school students feel safe at school, feel that they belong at their school and believe that they get individual attention when the need it. The majority of the parents surveyed reported that they feel welcome at their student's school, that their student is safe in school and in coming and going to school, and that the school meets the educational and social needs of their student.
		A review of the Student Services that are provided show that the HASD provides many opportunities for student and families to access regular and special services, communicate with school personnell, learn of post-school opportunities, and participate actively in their community school.
		There are some areas of challenge however that might be addressed by the HASD in the near future
		According to the student survey that was recently completed at the high school most students believe that the HS needs to prepare them better for what they will do after high school. Most students also report that what they learn in school needs to be more relevant to real life.

		<p>Based upon the community and school survey as well as review of currently offered student services, the HASD believes that the following areas can be improved.</p> <p>1) Increase career planning activities to better prepare students for life after school</p> <p>2) Increase type and amounts of supports for students who are struggling academically, particularly those performing at basic and below on the PSSA. Implement math tutoring to complement the reading and language tutoring that are now available through Title I services.</p> <p>3) Increase social and emotional supports for students and begin to find ways to provide those services within our schools.</p>
<p>PSSA - Writing by Grade Level - Genders</p> <p>PSSA - Writing by Grade Level - Other Subgroups</p> <p>PSSA - Writing by Grade Level - Racial/Ethnic Groups</p>	12/14/2007	<p>Proficiency levels for all subgroups are higher in 11th grade than in 8th or 5th grades.</p> <p>Proficiency levels are improving over time at all grade levels.</p>
PSSA - Reading by Grade Level - Other Subgroups	12/14/2007	When there are enough students to make a subgroup in a building, the students do not meet the proficiency targets that will be in effect from 2008-2010.
PSSA - Writing by Grade Level - All Students	12/10/2007	<p>All grades are showing improvement.</p> <p>In 8th grade, the below basic group was larger than in previous years.</p>
PSSA - Reading by Grade Level - All Students	12/10/2007	We are ahead of the targets.
<p>PSSA - Mathematics by Grade Level - Genders</p> <p>PSSA - Mathematics by Grade Level - Other Subgroups</p> <p>PSSA - Mathematics by Grade Level - Racial/Ethnic Groups</p>	12/10/2007	<p>The students in 11th grade do very poorly.</p> <p>When you compare the results from grades 1-6 to grade and beyond, all students' proficiency levels drop.</p> <p>The difference in proficiency levels between white students and economically disadvantaged students is large in 11th grade.</p>

Personnel Development Activities:

Topic	Reading Improvement (Fluency and Comprehension) for the Primary, Elementary and Secondary Grades using Trophy, SRA Corrective Reading, SRA Master, Read Naturally, and Sopris West Language! programs.
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
<p>November 2008; November 2009; November 2010 (on going through the years through building level training days)</p>	<p>PATTAN Staff, IU Staff</p>	<p>New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>Workshops with Joint Planning Periods, Conferences</p>	<p>The goal of this series of conferences for the primary grade is to:</p> <ol style="list-style-type: none"> 1. Understand why learning to read is difficult for many students. 2. Develop awareness of what the mind does when it reads-how good readers read. 3. Become familiar with the four-process model of reading. 4. Understand that reading depends on language proficiency. 5. Review the characteristics and causes of reading difficulty, including dyslexia. <p>The goal of this series of conferences for the elementary grades is to:</p> <ol style="list-style-type: none"> 1. Identify grapheme units including consonant digraphs, silent letter consonant combinations, and combinations with marker e, vowel teams, and vowel-r combinations. 2. Explore the most common consonant correspondences and versatile uses of some letters. 3. Sort words to find spelling patterns that are determined by the sequence and position of sounds in a word. 4. Locate the major spellings for each vowel sound on the vowel spelling chart. 5. Differentiate between the concepts of "high frequency" and "irregular" words.

			<p>6. Recognize and classify six syllable types. Combine those syllables to make words.</p> <p>7. Apply the three major rules for adding endings: the “y” rule, the silent e rule, and the doubling rule.</p> <p>8. Recognize the difference between a syllable and a morpheme; find syllable and morpheme divisions in words.</p> <p>The goal of this series for secondary students is to:</p> <ol style="list-style-type: none"> 1. Understand the many facets of word meaning. 2. Appreciate the role of vocabulary knowledge in reading comprehension. 3. Identify the ways in which word meanings are learned in oral and written language. 4. Experiment with the role of context in word learning. 5. Develop a rationale for choosing specific words for direct instruction. 6. Generate multiple meanings for words and understand why instruction of multiple meanings and multiple uses is important. 7. Practice semantic feature analysis to appreciate how words are related in meaning. 8. Practice categorizing and understand its importance. 9. Relate the research on teaching reading comprehension. 10. Implement vocabulary knowledge teaching in comprehension instruction.
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				<p>11. Explore text structure and its relationship to comprehension.</p> <p>12. Implement the Key Three Routine—a model for comprehension strategy instruction.</p> <p>13. Implement topic webs followed by paragraphs for main idea and detail expression.</p> <p>14. Implement summaries for teaching paraphrasing and use of transition words.</p> <p>The SPP and district special education reading target for 2008-09 school year is 35.3%. This will be an increase of 10 % from the current data.</p> <p>The SPP and district special education reading target for 2009-2010 is 39.3%. This is an increase of 4%.</p> <p>The SPP and district special education reading target for 2010-2011 is 44.3% This is and increase of 5%.</p>
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Topic	Math: Students with disabilities will demonstrate increased educational results in math as outlined in the Pennsylvania Academic Standards
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
November 2008; November 2009; November 2010; (Improving computation and application skills)	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods	School-wide response to intervention trainings-Tier 1 Strategies, Tier-2 Interventions Data Analysis, Tier 3 Interventions - Math Intervention Trainings. The Hopewell Area

				<p>School District will make a concerted effort to move the PSSA scores for our special education students to the SPP Improvement Target of 35.7%. The School District will continue in its efforts to move the PSSA scores for the special education students to the mandated 56% by the 2009-2010 school year.</p>
<p>On-going Training in Every Day Math and Cognitive Tutor (2008-2011)</p>	<p>PATTAN Staff, IU Staff, District Math Coaches</p>	<p>Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning</p>	<p>The Hopewell Area School District will make a concerted effort to move the PSSA scores for our special education students to the mandated 56% by the 2009-2010 school year.</p> <p>Increase the number of special education students scoring in the proficient and advanced ranges by 10% and decrease the number of students scoring in the below basic range by 15% for the 2008-2009 school year.</p> <p>At the very minimum increase the SPP Improvement Target of 35.7% for the 2008-2009 school year; 39.7% for the 2009-2010 school year; and 44.7% for the 2010-2011 school year. The School District will continue in its efforts to move the PSSA scores for the special education students</p>
<p>Using Pennsylvania's</p>	<p>PATTAN Staff, IU</p>	<p>New Staff, Paraprofessional,</p>	<p>On-site Training with</p>	<p>This training provided by Pennsylvania's IU's</p>

<p>Standard Aligned Systems (October 2008; November 2009; December 2010)</p>	<p>Staff, Director of Curriculum</p>	<p>Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning</p>	<p>will provide an overview of Pennsylvania's Standards Aligned Systems. The Pennsylvania Standards Aligned Systems (SAS) is a collaborative product of research and good practice that utilizes six distinct elements that if utilized together will provide schools and districts a common framework for continuous school and district enhancement and improvement. Participants will receive an introduction to SAS, participate in hands-on activities.</p>
<p>Classrooms for the Future Project (Training throughout the 2008-09 school year)</p>	<p>PATTAN Staff, IU Staff, Technology Department</p>	<p>Parent, New Staff, Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>On-site Training with Guided Practice, Conferences, Distance Learning</p>	<p>Classrooms for the Future explores student work that uses technology and helps coaches learn how to work with teachers to craft lessons that increase student thinking and the quality of their work. Participants will be actively engaged in practical implementation strategies and will be invited to continue the conversation through an interactive learning community.</p> <p>The district has introduced Classrooms for the Future in Science and Math based clusters. The student response has been exciting and it is expected that this interest will increase and results will be evidenced in improved</p>

				PSSA scores at grade 11.
2008 PSSA Accommodations Guidelines Training for Students with IEPs and 504 Plans (yearly prior to PSSA administration)	PATTAN Staff, IU Staff, District Test Coordinator	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Distance Learning	This session will introduce the 2009 PSSA Accommodations booklet for students with IEPs and Act 504 plans. During this session, presenters will review current test security and administration procedures, examine techniques for making decisions concerning accommodations for students with IEPs, and discuss accommodations for students with various types of disabilities. The district anticipates that test administrators who are familiar with the allowable accommodations and the respective students' IEP will make the testing sessions more receptive for the special needs students.
Presentations on Research-Based Core and Supplemental Math Curricula (Fall 2008-2011)	PATTAN Staff, District Math and Science Collaborative Team	Paraprofessional, Instructional Staff	Small Group Trainings	Audience use of scientifically based core curricula, lesson plans, that reflect math research and improved benchmark testing.

Topic	Paraprofessional Training for Accommodations and Strategies for Reading, Writing and Math and Technology.
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
October 2009; April 2010; November 2011	PATTAN Staff, IU Staff	Parent, Paraprofessional, Administrative	On-site Training with	Increase the 2008-2009, 2009-2010, and 2010-2011 PSSA scores for students

		Staff	Guided Practice	with IEP's in reading, writing and math. Increase the number of students who practice self-advocacy and rely less on the paraprofessionals for assistance.
Teach Essential Technology Skills to Paraprofessionals (February 2009, March 2010, April 2011)	Director of Technology	New Staff, Paraprofessional, Related Service Personnel	On-site Training with Guided Practice, Study Groups	Many programs are technology based and not all paraprofessionals are competent with using technology within the classroom (SuccessMaker, Cognitive Tutor, Accelerated Reader, etc). Training paraprofessionals to a competency level will add an additional layer of support for the students thus increasing their interest in their tasks and thereby increasing their scores within the general education classrooms in technology related tasks.

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

Topic	Parent Training in the use of reading, writing and math strategies for their children.
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
May 2008, May 2009, May 2011	PATTAN Staff, Title 1 Staff, Reading Professor form a local College	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Conferences, Study Groups	Increased participation of parental involvement which should translate to the importance of reading, writing, and math at all grade levels. The HASD will include packets of information

				and web-based sites that they can access during the summer months. Hopefully, including parents in the educational process will increase the PSSA scores for not only special needs students but all students.
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Topic	Curriculum Workshops in Reading, Math and Writing Strategies, and Differentiated Practices within the Classroom- Professional Learning Communities for Teachers and Administrators.
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
December 2008 through December 2010	Director of Curriculum and Instruction	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Study Groups	Increase the number of students scoring in the proficient range and decrease the number of students scoring in the basic range.
Exploratory Workshops Introducing Alternative Research-Based Reading Curriculums	PATTAN Staff, Outside Trainers such as BER	New Staff, Instructional Staff, Administrative Staff	Conferences, Distance Learning	The audience will become familiar with the use and implementation of Alternative Research-Based Reading Curriculum in order to increase reading benchmark scores.

Topic	Progress Monitoring Data in Reading and Math and How to Interpret and Apply the Data within the Classroom
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
March 2008 and March 2010	IU Staff, Higher Education Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Study Groups	Use of Progress Monitoring Data as a form of Data Analysis in order to identify areas of weakness(es) and strengths and to implement other strategies if the student is not making progress according to annual IEP goals.

Topic	Writing Program Training
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
4 Square writing Training Fall of 2008-2009 school year	PATTAN Staff, Curriculum Director	New Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	<p>-Increase the number of special education students scoring in the proficient and advanced ranges by 12% and decrease the number of students scoring in the below basic range by 15% in the 2008-2009 school year.</p> <p>-Increase the number of special education students scoring in the proficient and advanced ranges by 18% and decrease the number of students scoring in the below basic range by 20% in the 2009-2010 school year.</p> <p>-Increase the number of special education students scoring in the proficient and advanced ranges by 20% and decrease the number of students scoring in the below basic range by 25% in the 2010-2011 school year.</p>
4 Blocks Literacy Framework	IU Staff, Curriculum Coordinato	Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups	-Increase the number of special education students scoring in the proficient and advanced ranges by 12% and decrease the number of students scoring in the below basic range by 15% in the 2008-2009 school year.

				<p>-Increase the number of special education students scoring in the proficient and advanced ranges by 18% and decrease the number of students scoring in the below basic range by 20% in the 2009-2010 school year.</p> <p>-Increase the number of special education students scoring in the proficient and advanced ranges by 20% and decrease the number of students scoring in the below basic range by 25% in the 2010-2011 school year.</p>
<p>Inclusion Workshops for Differentiated Instruction in Writing-- Winter of 2009-2010</p>	<p>IU Staff, Curriculum Coordinator</p>	<p>New Staff, Instructional Staff</p>	<p>On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences</p>	<p>-Increase the number of special education students scoring in the proficient and advanced ranges by 12% and decrease the number of students scoring in the below basic range by 15% in the 2008-2009 school year.</p> <p>-Increase the number of special education students scoring in the proficient and advanced ranges by 18% and decrease the number of students scoring in the below basic range by 20% in the 2009-2010 school year.</p> <p>-Increase the number of special education students scoring in the proficient and advanced ranges by 20% and decrease the number of students scoring in</p>

				the below basic range by 25% in the 2010-2011 school year.
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Personnel Development - PA NCLB Goal #3

Baseline Data:

The Hopewell Area School District has a highly qualified regular education and special education staff. Special education teachers who are certificated or are either approved through the HOUSSSE or the Bridge Process are assigned courses that are within their approved PDE area(s). In addition, several special education teachers have added subject areas to their respective certificate by passing the subject PRAXIS exam.

All students are taught by highly qualified teachers.

The district does not currently have a special education teacher on an IPDP Program.

Reflections:

Data View	Reflection Date	Reflection
PSSA - Writing by Grade Level - Genders PSSA - Writing by Grade Level - Other Subgroups PSSA - Writing by Grade Level - Racial/Ethnic Groups	12/14/2007	Proficiency levels for all subgroups are higher in 11th grade than in 8th or 5th grades. Proficiency levels are improving over time at all grade levels.
PSSA - Reading by Grade Level - Other Subgroups	12/14/2007	When there are enough students to make a subgroup in a building, the students do not meet the proficiency targets that will be in effect from 2008-2010.
PSSA - Reading by Grade Level - All Students	12/10/2007	We are ahead of the targets.
PSSA - Mathematics by Grade Level - All Students	12/10/2007	Up until 11th grade, the students are ahead of the targets
		Students proficiency levels become lower as the grade level gets higher
		From the previous year to last year, the proficiency level for 3rd, 7th, and 11th grades has dropped.
		In 5th, 6th and 8th grades the proficiency level has improved in the past year. For 4th grade, it has stayed the same.

Personnel Development Activities:

Topic	AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
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Anticipated	Training	Training	Training Format	Evidence of Results
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Training Dates	Partners	Participants and Audience		
July 2008, July 2009, July 2010	PATTAN Staff, IU Staff, The Watson Institute	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups	<p>The Hopewell Area School District has trained all of its special education teachers in working with children with autism. In addition, in the summer of 2007, the district trained one elementary special education teacher in the TEACHH method through the Watson Institute. This summer the district will train two additional individuals, a middle school special education teacher and a paraprofessional.</p> <p>The expected result is that the children with autism will be included in regular education to the maximum extent possible. The Watson Institute will provide continuing support and training throughout the school year.</p>
Visual Strategies for Students with Autism November 2008	Watson Institute	Parent, New Staff, Paraprofessional, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Distance Learning	<p>The learner will have an understanding of how to employ visual strategies in the classroom that would allow him/her to:</p> <ul style="list-style-type: none"> a) establish consistent and predictable routines; b) facilitate effective transitions between tasks and activities; c) teach receptive and expressive language more efficiently; d) establish clear classroom expectations; e) Visual strategies also help children with autism develop functional life skills. <p>The use of visual strategies enables a child with autism to function more independently within the school environment. Visual strategies also enable better test taking skills and with repetitive practice,</p>

				children with autism score higher on either the PSSA or PASA. The HASD will work diligently to continue to achieve scores at the AYP of 56% in math and 63% in reading by the 2009-2010 school year. It is expected that a number of students with autism will meet the SPP targets.
Rebecca Klaw-Autism Consultant (October, November 2008)	IU Staff	Parent, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Large Group Training	The HASD anticipated that the skills the audience learn at the Rebecca Klaw workshops will help in improving socialization skills for children with autism.
Walking the Path: Guiding Youth with Autism Spectrum Disorder Through the Transition Process (March 2009)	IU Staff, District Staff	Parent, Paraprofessional, Instructional Staff		Critical areas in planning for successful post secondary employment and independent living for students on the autism spectrum include assessment, social, behavior and communication skills that can sustain vocational training and work experience and independent living in the community. Research data show that students with autism learn and maintain skills in real work environments where assessment is strength based, instruction is frequent and matched to the student's interests, preferences and abilities. Student focused and strength based assessments, tools, and strategies will be presented with employment in the community as the post secondary outcome. Independent living, self determination skills and other critical factors to support the student in becoming a self sufficient, independent adult will also be addressed. The role of

				<p>the school personnel, family, community agencies and business will also be discussed. Real life experiences, stories of employment, entrepreneurship and independent living will also be shared.</p> <p>The HASD utilizes the services of the Watson Institute and the Beaver County Rehabilitation Center for support with children with autism. Currently the district has one student attending the Hiram G. Andrews Center and 2 students attending the BCRC. These students are finding success through the transition programs and interagency collaboration.</p>
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Topic	ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2008, January 2009, August 2009, January 2010, August 2010, January 2011	IU Staff	Paraprofessional	Conferences, Workshops	<p>Paraeducators will be fulfilling their 20 hour requirement for continued learning. In addition, the information presented and learned at the trainings will provide the students with a more skilled and knowledgeable paraprofessional staff.</p> <p>The Paraprofessional Staff will assist special education students in the regular education classroom.</p>
Competency Level Training for a Certificate of	PATTAN Staff, IU Staff	Paraprofessional	On-site Training with Guided Practice,	Paraeducators are fulfilling the their 20 hour requirement for continued

Competency (August 2008, August 2009, August 2010)			Conferences, Large Group	learning. In addition, paraeducators are learning techniques that will assist the students in meeting their benchmark goals.
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Topic	ASPERGER'S SYNDROME: Academic Skills-Focus on Speech and Language Support
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
April 2009; April 2010; April 2011	PATTAN Staff	Related Service Personnel	Conferences, Distance Learning	The school district is experiencing a high number of students with asperger's syndrome. The speech and language pathologists work closely with these students to improve receptive and expressive communication skills in order that the students will be successful within the regular education environment.
Special Considerations When Teaching Children With Asperger's (October 2008 & November 2008)	IU Staff	Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	Conferences	The teachers and paraprofessionals working with children with asperger's will apply the techniques that they have learned. It is expected that the children with asperger's will develop a means of communicating with the staff and will increase in their self-advocacy skills. These items may result in better benchmark scores.

Personnel Development - PA NCLB Goal #5

Baseline Data:

Every May, IEP meetings are held for students transitioning to school age programming. Preschool staff and agency personnel are invited to ensure a smooth transition.

Current transition data, school age, 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 Vocational Technical School 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 8th grade students have 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 vocational school 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. In addition, a tour of the Hiram G. Andrew Center is arranged, usually in October, based upon student interest.

The HASD school district 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.

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, etc.

In addition, the special education department has received a \$15,000 AHEDD grant. This grant money is earmarked for parent training in order to better understand the outside agency services that exist for students prior to and following high school graduation.

Reflections:

Data View	Reflection Date	Reflection
Student Services	4/7/2008	According to the results of recent surveys completed by staff, students and parents, most of our high school students feel safe at school, feel that they belong at their school and believe that they get individual attention when the need it. The majority of the parents surveyed reported that they feel welcome at their student's school, that their student is safe in school and in coming and going to school, and that the school meets the educational and social needs of their student.
		A review of the Student Services that are provided show that the HASD provides many opportunities for student and families to access regular and special services, communicate with school personell, learn of post-school opportunities, and participate actively in their community school.
		There are some areas of challenge however that might be addressed by the HASD in the near future
		According to the student survey that was recently completed at the high school most students believe that the HS needs to prepare them better for what they will do after high school. Most students also report that what they learn in school needs to be more relevant to real life.

	<p>Based upon the community and school survey as well as review of currently offered student services, the HASD believes that the following areas can be improved.</p> <p>1) Increase career planning activities to better prepare students for life after school</p> <p>2) Increase type and amounts of supports for students who are struggling academically, particularly those performing at basic and below on the PSSA. Implement math tutoring to complement the reading and language tutoring that are now available through Title I services.</p> <p>3) Increase social and emotional supports for students and begin to find ways to provide those services within our schools.</p>
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Personnel Development Activities:

Topic	TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
October-November 2008; April-May-2009; October - November 2009; April-May 2010; October - November 2010; April-May-2011	PATTAN Staff, IU Staff, Higher Education Staff, District Staff & Peal (Parent Advocacy Group)	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	Measured number of graduates who are successful in transitioning to post-secondary school, employment or military based on results of post secondary transition survey. Past results show that 100% of eligible students will graduate from high school, of those eligible students graduating, 40% met their transition goal. It is expected that in the 2008-2009 school year that 50% will meet their transition goals. In 2009-2010 that 60% will meet their transition goals; and finally in 2010-2011 that 75% of eligible students will meet transition goals.
Dropout Prevention Among Students with	District Staff	New Staff, Paraprofessional,	On-site Training with	The district has had a 100% graduation

Disabilities:Implementing Evidence (September 2008)		Instructional Staff, Administrative Staff, Related Service Personnel	Guided Practice, Workshops with Joint Planning Periods	rate for eligible students for the last 4 years. The district intends to surpass the state graduation rate for eligible students.
Ensuring Successful Post Secondary Outcomes for Youth Attending Higher Education Programs	PATTAN Staff	Parent, New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice, Distance Learning	<p>The primary purpose of this workshop is to expand the capacity of community partners to promote the successful transition of youth/young adults with disabilities to the post-school outcome of higher education. Information on valuable resources on effective preparation of youth with disabilities to successfully transition into post-secondary education programs. Effective regional and statewide Post-Secondary program models will be discussed.</p> <p>The HASD goal for post-secondary transition for eligible students is 25%-35%.</p>
Career Development and Labor Laws for Students with Disabilities (Fall 2008)	PATTAN Staff,	Parent, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	Distance Learning	The HASD is working with and presenting a coordinated set of activities to support post-secondary goals. In addition, when considering an Employment Outcome for students with disabilities, this continuum of services must

				<p>include Work-Based Learning Opportunities. This video (from PaTTAN conference) will focus on two Work-Based Learning Options for students with disabilities: Community Based Vocational Training and Work Experience. The video conference will examine Federal and State Regulations, Student Work Readiness, review examples of documents that are required and some that may be helpful for recording data. Additionally, we will discuss the logistics in setting up programs as well as developing effective partnerships.</p> <p>It is expected that the HASD will continue to develop effective transition programs for the eligible students.</p>
<p>Walking the Path: Guiding Youth with Autism Spectrum Disorder Through the Transition Process (March 2009)</p>	<p>PATTAN Staff</p>	<p>Parent, Paraprofessional, Instructional Staff, Related Service Personnel</p>	<p>Distance Learning</p>	<p>Critical areas in planning for successful post secondary employment and independent living for students on the autism spectrum include assessment, social, behavior and communication skills that can sustain vocational training and work experience and independent living</p>

			<p>in the community. Research data show that students with autism learn and maintain skills in real work environments where assessment is strength based, instruction is frequent and matched to the student's interests, preferences and abilities. Student focused and strength based assessments, tools, and strategies will be presented with employment in the community as the post secondary outcome. Independent living, self determination skills and other critical factors to support the student in becoming a self sufficient, independent adult will also be addressed. The role of the school personnel, family, community agencies and business will also be discussed. Real life experiences, stories of employment, entrepreneurship and independent living will also be shared.</p> <p>The HASD utilizes the services of the Watson Institute and the Beaver County Rehabilitation Center for support</p>
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				<p>with children with autism. Currently the district has one student attending the Hiram G. Andrews Center and 2 students attending the BCRC. These students are finding success through the transition programs and interagency collaboration.</p>
<p>2008 PA Community on Transition Conference (July 2008)</p>	<p>PATTAN Staff</p>	<p>Instructional Staff, Administrative Staff</p>	<p>Conferences</p>	<p>The primary purpose of this conference is to expand the capacity of schools and community partners in promoting the successful transition of youth/young adults with disabilities to post-school outcomes of employment, post-secondary education and training, community participation and healthy lifestyles. Participants will have the opportunity to learn about effective practices to assist youth/young adults with disabilities in achieving successful post-school outcomes.</p> <p>Although the HASD has a 100% graduation rate for eligible students, it can improve its goal of effectively promoting the successful transition from school to the students respective transition goals.</p>

Behavior Support Services

Summarized School District Policy:

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. Educating exceptional students who display disruptive behavior requires a plan of action which is governed by **Pennsylvania Rules and Regulations Title 22 Education 14.36**.

(b) For each eligible student or young child who exhibit behavior problems, which interfere with the students ability to learn, including students identified as seriously emotionally disturbed, the I.E.P. shall include provisions of behavior support.

A behavior support plan shall be 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:

1. display inappropriate school behaviors;
2. cause disruptions in unstructured settings (bus, cafeteria, transitions, etc.);
3. frequently receive detention; and/or
4. receive three or more suspensions (in-school, out-of-school, time-out)

The district is committed to not using aversive techniques such as corporal punishment, restraints, or serial suspensions. Instead, the HASD uses a three-tier hierarchical model which is based on positive practices and must occur in the least restrictive environment. The levels range from General Classroom Practice, to a Student Specific Behavior Support Plan, to Highly Restrictive Intervention which can only be used when options from the first two levels have been exhausted.

Highly restrictive interventions are formal behavior programs which modify the student's rights during implementation. These interventions may only be considered after the first two levels of interventions have been proven ineffective and the IEP team has been reconvened. If the Highly Restrictive Restraint involves physical restraint, in cases where the student is in danger of hurting him/herself or another student, then parent written consent must be obtained.

Suspensions are also considered in the district behavioral support policy. Suspension of a mentally retarded student, even for one day, requires MDE, NORA 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.

Personnel Development Activities:

Topic	Positive Behavioral Supports
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
November	PATTAN	New Staff,	Workshops	A 25% decrease in

2008; November 2010	Staff, IU Staff	Paraprofessional, Instructional Staff	with Joint Planning Periods	disciplinary referrals from the previous school year
Behavior and Behavior Learning Theories -- February 2009	PATTAN Staff	New Staff, Instructional Staff	Conferences	<p>Topics in this conference include an historical perspective of behavioral learning theories and the assumptions of behavior theories. An overview of Classical Conditioning and Operant Conditioning will also be provided. Information in this conference will lay the foundation upon which subsequent theories and practices introduce applied behavior analysis terms and applications to instructional settings.</p> <p>A 10% decrease in office referrals from new instructors.</p>
Secondary Levels of Support through Function-Based Behavior Intervention Planning (Fall of 2008)	PATTAN Staff	New Staff, Instructional Staff, Related Service Personnel		<p>This workshops begins the individualized process for student support plans. An introduction to the concepts and systems of functional assessment and behavior intervention planning to support individual student behavior will be discussed. This session will also discuss functional assessment tools, intervention planning, monitoring and evaluation of intervention planning.</p> <p>15 % increase in meeting self-monitoring behavioral goals.</p>
Classroom Management & Student Behavior (October 2008)	PATTAN Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	Distance Learning	<p>This videoconferenced session will review the concept of School Wide Effective Behavior and classroom rules and routines. Participants will delve more deeply into next steps with practical ideas and protocols to ensure maximized learning time for all students including visible reinforcement strategies and group contingencies.</p> <p>Reduction in Classroom</p>

				distruptions by 25%.
Behavior Intervention Plans and Functional Behavior Assessment (Winter 2009-2011)	IU Staff	Instructional Staff, Administrative Staff, Related Service Personnel	Conferences, Large Group Training	Writing effective Behavior Support plans based upon functional assessment has shown a reduction in inappropriate behaviors in individual students. Subsequently, a reduction in disciplinary issues allows for increased time for educational purposes and an increase in benchmark scores.

Topic	School-based Behavioral Health
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
November 2008; November 2009; November 2010	PATTAN Staff, IU Staff, Mental Health Organizations; Drug & Alcohol Counselors	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	Workshops with Joint Planning Periods, Distance Learning	Increase of 25% in referrals to outside agencies, organization, supportive programs for eligible students
School Based Mental Health (November 2009 & 2010)	PATTAN Staff, Higher Education Staff	Administrative Staff	Distance Learning	This training is based on a concept paper presented at the National Association of State Directors of Special Education conference discussing the National Association of State Mental Health Program Directors and the Policymaker Partnership for Implementing IDEA. It incorporates strategies for involving local agencies in to the schools for mental health services.

Topic	De-escalation Techniques
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
November 2008; November 2010	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff	On-site Training with	Less than 1 or 2 instances per year of highly restrictive interventions need to be used

			Guided Practice	by staff with eligible students
Using Staff Training to Decrease the Use of Restrictive Procedures within school districts	IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	<p>Violence is increasing both in society and in the workplace. Episodes of violence may result in psychological trauma and in Post-Traumatic Stress Disorder in employee or student victims. This session reviews the peer-reviewed literature in four areas of worksite violence: police and corrections, schools and colleges, and healthcare settings. The session will examine the nature and extent of school violence as well as the current interventions that are in place to facilitate employees passive response to the use of restraints.</p> <p>It is anticipated that physical restraints will not be used within the HASD unless a clear emergency exists. De-escalation techniques will be the first choice of all behavioral episodes among students.</p>
Non-Violent Crisis Intervention	IU Staff	Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice	The Hopewell Area School District is planning on retraining an established group of individual and training a new group of individuals for non-violent crisis intervention. The district believes that these techniques will reduce student episodes of violence by having a staff prepared in the use of de-escalation and crisis intervention techniques.

Topic	Safe Schools Workshops Working with Law Enforcement and First Responders for a Safe School Community
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
October 2008	Local Police and Fire Department		On-site Training with	This workshop will provide participants with information to assist schools and their partners in the

			Guided Practice, Study Groups	development of an effective partnership and mobilize internal and external resources for an effective and comprehensive safe schools approach. The workshop will cover All-Hazards Planning, Partnerships with Law Enforcement , a Presentation regarding Existing Collaborative Models with Law Enforcement and First Responders.
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Interagency Collaboration (11 P.S. §875.304)

Ensuring FAPE/Hard to Place Students

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 "ASSIST" 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 part-time 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 and Speech and Language Support. Emotional Support is offered at the Junior and Senior High buildings for grades 5 through 12. The BVIU provides itinerant services for Vision Support and Hearing 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.
- In addition, a consortium of the 15 school districts in Beaver County have developed a more restrictive program for eligible students who are difficult to place. These students are generally in need of mental health supports that outweigh the services available within the school district. The HASD also works closely with other school districts within Beaver County and Allegheny County. In rare cases, the district has tuitioned students to more appropriate programs and the HASD has also in turn accepted tuitioned students from other districts.
- The HASD also utilizes the services of regional private/approved private school placements and partial hospitalization placements such as the Watson Institute, Holy Family Institute, Pressley Ridge, 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 have recently 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 that predicated 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.

Local Continuum of Supports and Services

The Hopewell Area School District uses the following procedures to address identified gaps and if necessary expand the school district's continuum of special education supports, services and educational placements.

The Hopewell Area School Districts begins to plan for the "following school year" in October of every school year with the expectation of a reasonable plan submitted in February. The process that the district utilizes to identify needed services, support, and education placements begin with a succession of team meetings in each building configuration and as an entire department.

Screening information, assessment information and data collected throughout the school year will be used by the Building Administrators, Grade Level Chairmen, School Counselors (K-12), Director of Curriculum and Instruction, Coordinator of Pupil Services, School Psychologist, Director of Special Education, and the Special Education Chairperson to determine gaps in supports, services or placement options. If it is determined that the district requires additional services, the Superintendent will assign a service delivery team to study the data provided and to review the district's programs and services in order to address the gaps. The team study is submitted to the Superintendent for consideration and review. Upon review and possible revision the plan is sent to the school board for approval.

The Hopewell Area School District has established good working relationships with nearby agencies and colleges and universities that serve students with disabilities in our area. The district participates in interagency forums to improve the levels of service and promote an understanding of these services to parents and the community. Additionally, the district invites local agencies for evening group meetings with parents. This has been well received and many parents who did not know or understand the services available are now pursuing services for their special needs children.

Changes and or restructuring will occur based upon the final decision.

The Hopewell Area School district identified a "Gap" in its services through the compliance monitoring system. Based on the number of identified children with autism and the Gaskin's settlement requirement of least restrictive environment, the district has been investigating teaching models for children with autism and how to best deliver those services. The HASD has trained a special education teacher through the Watson Program in the TEACHH method. The district will also train one additional teacher and one aide this summer (July 08). An Autistic Support Class will be in place at Hopewell Elementary School and at the Junior High School for the commencement of the 2008-2009 school year.

The HASD also works closely with the BVIU for interagency collaboration. If a situation requires collaboration, the HASD contact the BVIU Interagency Coordinator who will coordinate a meeting including all the necessary school personnel, representatives of key agencies, organizations, and parents. Possible alternatives to the current placement will be discussed.

The district does not have problems in staff recruitment and retention. The district utilizes Pa/educator and local colleges and universities for assistance in locating certificated applicants for vacant positions. Additionally, the district provides professional development activities and the necessary support for the staff and related service providers in order to build the capacity to provide FAPE for our special needs students.

Expansion of Continuum of Supports and Services

The HASD utilizes a variety of processes and systems to either initiate or expand the continuum of supports and services and the placement options available within the district:

- The Special Education department (which consists of special education teachers, related service providers, and administrators) meet monthly either as a full department or in building levels. Items discussed at these meetings include:
 - Programming
 - Student Needs
 - Inclusion
 - New Initiatives and/or Grant Opportunities
 - Behavior Planning
 - Scheduling Issues
- Monthly Administrative Team Meetings:
 - The Special Education Director provides a monthly meeting as to the status of special education within the district. Statistical Data is reviewed and the success or changes required within curricular areas are addressed.
- Monthly School Counselor's Meetings:
 - School Counselors at all building levels attend IEP meetings on a regular basis. During the monthly meetings, the counselor's address ways to benefit all students including special education students. Some examples of support initiated through counselor meetings are:
 - Additional support groups to deal with issues such as bullying, grief, divorce, etc.
 - Transition strategies for students transferring into the district
 - Transition strategies for students transferring into a different building.
- SAP Meetings:
 - These meetings occur at least monthly or more often as needed. Students identified in need of supportive services are paired with a mentor. Depending on the information received from the parent or mentor, many students are referred to other agencies for support.
- Intermediate Unit Contact Meetings:
 - The Director of Special Education and/or the School Psychologist attend the monthly contact meetings at the Intermediate Unit. Information pertinent to special education is discussed and often ideas regarding expanding services are introduced.
- Parental Input:
 - The HASD holds a series of "Agency Nights" during which a guest speaker from a local agency is invited as a guest speaker. Parents learn about resources for their children that they might not have known.
- Higher Education:
 - The district utilizes the services of the local colleges in recruiting volunteers for student activities.
 - Professors are invited to speak on a variety of topics such as: Preventing High School Drop Out.
- Bureau of Special Education:
 - The district utilizes the services of the Bureau of Special Education relying on its personnel to answer questions that may arise during the course of the school year.
- PaTTAN:
 - Trainings are an important part of the process to initiate and/or expand our services. The trainings are varied and the scope is very adequate. The HASD teachers partake of as many trainings as their schedules will allow while still delivering quality service to their students.
- Transition Council Meetings:
 - The BVIU's transition team utilizes an interagency format for its monthly meetings. Agency representatives are available to answer questions regarding the transition from school to adult life.
- The IEP Process:

- The HASD includes local agencies during the MDE and IEP process.

These strategies have led to the district's formulation of a School-To-Work program, a Service Learning Program, Agency Nights, Self-Esteem and Caring groups and for the 2008-2009 school year, the addition of an Autistic Support Class at Hopewell Elementary and at the Hopewell Junior High School.

Program Profile

ID	OPR	Location / Building Name	Bldg Grade	Bldg Type	Type of Support	Type of Service	Low Age	High Age	Case load	Tchr FTE
-	SD	Hopewell Senior High School	S	GE	I	LS	16	20	27	1.00
M	IU	Raccoon Elementary	E	C	FT	AS	6	9	8	1.00
-	SD	Hopewell Senior High	S	GE	I	LS	14	18	25	1.00
-	SD	Hopewell Senior High School	S	GE	I	LS	15	19	20	1.00
-	SD	Hopewell Senior High School	S	GE	PT	LS	15	19	13	1.00
-	SD	Hopewell Senior High School	S	GE	R	ES	17	21	12	1.00
-	SD	Hopewell Senior High School	S	GE	R	ES	15	17	5	1.00
-	SD	Hopewell Senior High School	S	GE	I	LS	14	18	23	1.00
-	SD	Hopewell Senior High School	S	GE	I	SLS	15	19	9	.15
-	IU	Hopewell Senior High School	S	GE	I	BVIS	17	17	2	.10
-	IU	Hopewell Senior High School	S	GE	I	DHIS	15	15	1	.05
-	SD	Hopewell Junior High School	J	GE	PT	LS	9	13	11	1.00
-	SD	Hopewell Junior High School	J	GE	I	LS	12	15	11	1.00
-	SD	Hopewell Junior High School	J	GE	I	LS	12	14	13	1.00
-	SD	Hopewell Junior High School	J	GE	PT	ES	10	14	11	1.00
-	SD	Hopewell Junior High School	J	GE	PT	LS	10	13	10	.50
-	SD	Hopewell Junior High School	J	GE	I	LS	9	11	16	1.00
-	SD	Hopewell Junior High School	J	GE	I	LS	11	14	14	1.00
-	SD	Hopewell Junior High School	J	GE	I	LS	10	12	16	1.00

-	SD	Hopewell Junior High School	J	GE	I	SLS	10	14	42	.80
-	SD	Hopewell Junior High School	J	GE	I	DHIS	12	12	1	.10
-	SD	Hopewell Elementary	E	GE	R	LS	5	8	14	1.00
-	SD	Hopewell Elementary	E	GE	R	LS	8	11	18	1.00
-	SD	Hopewell Elementary	E	GE	I	SLS	6	7	27	1.00
-	SD	Hopewell Elementary	E	GE	I	BVIS	9	9	1	0.10
-	SD	Margaret Ross Elementary	E	GE	R	LS	6	9	19	1.00
-	SD	Margaret Ross Elementary	E	GE	I	SLS	7	10	19	.50
-	SD	Margaret Ross Elementary	E	GE	I	BVIS	8	9	1	0.05
-	SD	Raccoon Elementary	E	GE	R	LS	7	9	9	1.00
-	SD	Raccoon Elementary	E	GE	I	SLS	7	10	20	.25
-	SD	Independence Elementary	E	GE	R	LS	5	8	10	1.00
-	SD	Independence Elementary	E	GE	R	LS	8	10	10	1.00
-	SD	Independence Elementary	E	GE	I	SLS	7	10	25	.25
N	SD	Hopewell Elementary	E	GE	R	AS	7	10	8	1.00
N	SD	Hopewell Junior High School	J	GE	R	AS	11	13	5	.50

Support Staff (District)

School District: Hopewell Area SD

ID	OPR	Title	Location	FTE
-	SD	Director	Hopewell School District/Central Office	1.00
-	SD	Pupil Services/School Psychologist	Hopewell School District//Central Office	1.00
-	SD	ES School Psychologist	Hopewell High School	1.00
-	SD	Paraprofessional	Hopewell Junior High	1.00
-	SD	Paraprofessional	Hopewell Junior High	1.00
-	SD	Paraprofessional	Hopewell Junior High	1.00
-	SD	Paraprofessional	Hopewell Junior High	1.00
-	SD	Paraprofessional	Hopewell Junior High	1.00
-	SD	Paraprofessional	Hopewell Junior High	1.00
-	SD	Personal Care Assistant	Hopewell Junior High	1.00

-	SD	Personal Care Assistant	Hopewell Junior High	1.00
-	SD	Job Coach/Transition Aide	Hopewell High School	1.00
-	SD	Paraprofessional	Hopewell High School	1.00
-	SD	Paraprofessional	Hopewell High School	1.00
-	SD	Paraprofessional	Hopewell High School	1.00
-	SD	Paraprofessional	Raccoon Elementary	1.00
-	SD	Paraprofessional	Hopewell Elementary	1.00
-	SD	Personal Care Assistant	Hopewell Elementary	1.00
-	SD	Personal Care Assistant	Hopewell Elementary	1.00
-	SD	Paraprofessional	Hopewell Elementary	1.00
-	SD	Paraprofessional	Hopewell Elementary	1.00
-	SD	Paraprofessional	Hopewell Elementary	1.00
-	SD	Paraprofessional	Hopewell Elementary	1.00
-	SD	Paraprofessional	Hopewell Elementary	1.00
-	SD	Personal Care Assistant	Independence Elementary	1.00
-	SD	Paraprofessional	Independence Elementary	1.00
-	SD	Paraprofessional	Independence Elementary	1.00
-	SD	Paraprofessional	Margaret Ross Elementary	1.00
-	C	Personal Care Assistant	Margaret Ross Elementary	0.00
-	C	Transportation Nurse	Specific Bus Routes	0.25
-	C	Child Specific Nurse	Hopewell Elementary	0.10

Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
-	Associated Occupational Therapists	Occupational Therapist	3 Days
-	Keystone Rehab.Systems	Physical Therapist	1 Days
-	Staunton Clinic	Consulting Psychiatrist	30 Minutes
-	IU #27	Audiologist	10 Hours
C	Blind and Vision Rehabilitation Services of Pittsburgh	Orientation and Mobility Therapist	2 Hours
-	IU #27	ESL/ELL	10 Hours

ASSURANCE FOR THE OPERATION OF SPECIAL EDUCATION SERVICES AND PROGRAMS

School Years: 2008 - 2011

The Hopewell Area SD within Beaver Valley IU 27 assures that the school district will comply with the requirements of 22 PA Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education reports will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code Â§14.104:

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

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

Board President

Date

Superintendent

Date