

Harmony Area SD
Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

5239 Ridge Rd
 Westover, PA 16692-9619
 814-845-7918
 Superintendent: Stuart Albaugh
 Director of Special Education: Sarah Hartzell

Planning Committee

Name	Role
Stuart Albaugh	Administrator : Professional Education Special Education Schoolwide Plan
Bradley Brothers	Administrator : Professional Education Special Education Schoolwide Plan
Douglas Martz	Building Principal : Professional Education Special Education Schoolwide Plan
Crystal Stiver	Ed Specialist - Instructional Technology : Professional Education Special Education Schoolwide Plan
Jaclyn Miller	Ed Specialist - Other : Professional Education Special Education Schoolwide Plan
Sherry Hughes	Elementary School Teacher - Regular Education : Professional Education Special Education
Debra McAfoose	Elementary School Teacher - Special Education : Special Education
Mark Gobert	High School Teacher - Regular Education : Professional Education Special Education
Jason Romagna	High School Teacher - Regular Education : Professional Education Special Education
Shannon Andrews	High School Teacher - Special Education : Special Education
Dara Campbell	Parent : Professional Education Special Education
Tammy Hoyt	Parent : Professional Education Special Education
Sarah Hartzell	Special Education Director/Specialist : Professional Education Special Education Schoolwide Plan

Core Foundations

Special Education

Special Education Students

Total students identified: 65

Identification Method

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

The Harmony School District (HASD) is currently using the Discrepancy Model as part of the evaluative process for identifying students with specific learning disabilities. When an underachieving student demonstrates a pattern of weaknesses or concerns, a Brigance Comprehensive Inventory of Basic Skills will be administered to assess the ability level of the student. The Director of Special Education works with the grade-level Multi-Tiered System of Supports study team as part of the on-going data collection for the identification process. The district completes district-wide assessments in the areas of reading, math, writing, and science three times a year. Prior to kindergarten, all students receive screenings on readiness skills. The Dynamic Indicator of Basic Early Literacy Skills Test (DIBELS) is used in grades K-5 for screening and progress monitoring of reading skills, as well as the Diagnostic Decoding Survey given to students in grades K-3. Students grades 3-11 are assessed in Math and Reading using the Study Island PA Common Core Benchmark Assessments. This data becomes an integral part of our instructional decisions within our grade-level Multi-Tiered System of Supports team and shared with the parents to ensure they are aware of interventions and strategies being used to assist the student. The district uses the MTSS Model for placing students in Tiers for supplemental instruction that is identified from benchmark assessments. The elementary grade-level data teams meet monthly to discuss progress monitoring scores, intervention strategies for MTSS, and student needs. Our Junior/Senior High School data teams meet as needed to analyze data to look at curricular needs as well as align instruction. School staff may request the Child Study Team to provide screening in various areas: academic, emotional, social, communication, motor, vision, and hearing. The Child Study Team can recommend: interventions, further screening, and /or a referral for multidisciplinary evaluation (MDE) for special education services for a student suspected of having a disability. At any time, regardless of the progression/regression observed by school staff, parents have the right to request the child be evaluated for school age services. Following the submission of a Permission to Evaluate, the School Psychologist will begin the evaluation process within the guidelines and regulations of the state and federal laws.

Enrollment

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

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

There are no significant disproportionality by race or ethnicity.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The HASD does not have any 1306 facilities.

The district provides annual public notice on school web page and in local newspaper annually.

At this time, no barriers exist which limit HASD to meet obligations under Section 1306. If a facility would locate within the District, HASD will fully comply with requirements of IDEA 2004 and PA Chapter 14 to meet obligations under Section 1306. In the event the Harmony Area SD would become a host district, all provisions and services would be offered to students with disabilities assigned to a 1306 program. The District would ensure that FAPE is offered, either in the school itself or in the most appropriate, but least restrictive program, in accordance with the Individual Education Plan. The Director of Special Education would be in contact with any program providing FAPE on a bi-weekly basis to ensure all programs and services are implemented as prescribed in the IEP. If the student would attend the neighborhood school, all programs and services would be monitored by school special education staff, regular education teachers and the Director of Special Education.

Incarcerated Students Oversight

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

The Harmony Area School District works with the Clearfield Area School District, which hosts the county correctional facility. When children/adolescents become incarcerated, the Clearfield Area School District contacts our district to obtain necessary records and documentation in regard to the individual child. The Harmony Area School District does not host a correctional facility, nor do we have any incarcerated youth in need of special education services at this time.

Least Restrictive Environment

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

The Harmony Area School District recognizes that, to the maximum extent appropriate, students with disabilities need to be educated in the regular education setting with full consideration of Least Restrictive Environment. Our primary effort is to provide support to maintain the child in regular education to the greatest degree. Ideally, this is done through the efforts of the Child Study Team, using the Response to Intervention model. This allows the students to receive intervention strategies early on to avoid failure. Depending on the needs of each student, the frequency and intensity of services are provided to help students be successful prior to the consideration of special education. If special education is deemed necessary, the multidisciplinary evaluation process is completed. If a student is found in need of special education, the IEP team follows these general principles: Determine a Free and Appropriate Public Education (FAPE) and design the IEP; determine whether FAPE can be delivered in the regular classroom with the use of supplementary aids and services; or if not, move to the next step along the continuum of placement options to determine where FAPE can be delivered.

Through the special education IEP team, the educational setting is determined using a continuum of supports and services. Regular education is always considered first, as to whether the goals in the student's IEP can be implemented in the regular education classroom with supplementary aids and services by developing a profile of the general education classroom. The IEP team collaboratively gathers and analyzes information about the student in the regular education classroom before the IEP meeting by looking at learning styles, instructional environments, instructional methods, and sensory, motor, and processing characteristics. This process allows the team to decide the student's strengths and weaknesses in these areas. Next, a profile of the classroom environment is completed by looking at the use of technology, instruction, information presentation methods, assessment format, project/presentation format, classroom management, and social activities. Potential barriers are identified for instruction and curriculum access and strategies are developed to help eliminate these barriers. Regular and special educators work collaboratively, along with the district's highly qualified instructional aides, to coordinate the necessary modification in materials

and content to support learning disabled students within the regular education curriculum. Our elementary school has implemented the School Wide Positive Support Program for the past ten years, thus allowing an increased participation in the general education environment. A full range of supplementary aids and services are considered using the four categories of: collaboration, instruction, physical and social -behavioral (Etscheidt & Bartlett Model, 1999). Collaboratively, our regular and special education teachers have a daily common forty minute planning period. Supportive collaboration is used between paraprofessional staff, regular education teachers, and special education teachers in the development and delivery of Supplementary Aids and Services. To develop instruction and delivery of services, the team considers providing test modifications, alternative materials, and/or assistive technology (e.g., audio books, large print, talk to text), providing instructional adaptation (e.g., pre-teaching, repeating directions, graphic organizers,) and the use of research-based supplementary materials (e.g., SRA corrective reading, Orton Gilligham). Modifications to our physical environment have provided sensory items, wheelchair accessibility, specific seating arrangements, and adjustments to sensory input. Supports and services provided to increase appropriate behavior have included: social skills instruction, individualized behavior support plans, and the School Wide Positive Support Program. A more specialized setting may need to be considered based on these factors: 1) If a student will receive greater educational benefit in a specialized setting than in a regular class; 2) If the student is so disruptive that he/she impairs the education of other students in the class; 3) The cost of implementing IEP in regular education will significantly affect other children in the LEA. The progress of each student is monitored to ensure appropriate placement at his/her level of participation. Our high school special education teacher also works closely with the staff at the Clearfield County Career and Technology Center (CCCTC) to ensure that our special education students receive the same accommodations and services at CCCTC that they do at their home school so that they can be equally successful in their program at CCCTC. Our life skills students are supported within the learning support classrooms. Personal Care Aides are provided for students who qualify as specified in their IEP. Our students who exhibit behaviors that impede their learning or that of others are given a functional behavior assessment and provided with a behavioral support plan as part of their IEP.

Our district works collaboratively with the Central Intermediate Unit (CIU) on a number of trainings. Half of our staff is trained in Non-violent Crisis Intervention Training. Our entire teaching staff has been trained in Bernhardt's Multiple Measures of Data, Universal Design for Learning, Building Blocks of Literacy, Family Engagement, Language Essentials for Teachers of Reading and Spelling, (LETRS), H.E.A.T., and Differentiated Instruction. Some of these trainings were provided as part of the Keystones to Opportunity Grant (KTO). These trainings address all learners. Three members of our teaching staff have been trained in Orton Gilligham techniques. Two of our staff members have attended the autism conference for the past two years. We have also consulted the CIU for Dysgraphia issues and well as Autism and Behavior Support on an as needed basis. Harmony Area School District has met SPP targets within Indicator 5. The LEA uses a continuum of supports and services in the regular education classrooms with the necessary supplementary aids and services, as decided upon in the IEP process mentioned above.

Behavior Support Services

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

Policy 113.1 Discipline of Students with Disabilities, states that "when necessary, behavioral support programs shall be developed and maintained for students with disabilities in order to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors." The Harmony Area School Districts Behavior Support Policy (113.2) specifies the use of positive behavior support and is aligned with all provisions of IDEA 2004 and PA 22 School Code 14.333. The policy is designed to enable students with special needs who need behavioral supports, "to benefit from their free appropriate education program within the least restrictive environment (LRE)..." Guidelines include techniques to modify the contextual influences of behavior, teach socially appropriate alternative skills, reinforcement of desired behaviors, utilizing least to most hierarchy of strategies, development of behavior support plans, conducting functional behavior assessments, and evaluating positive interventions. Behavior support plans developed must be designed and implemented with PDE guidelines for Effective Behavior Support. The types of interventions chosen are to be as least intrusive as necessary, and, "aversive techniques, restraints, or discipline procedures may not be used as a substitute for a behavior management program." Staff does have training in CPI (deescalation and restraint) Intervention and renewal/refresh courses will continue to be offered in conjunction with CIU 10.

Harmony Area Elementary school initiated a School Wide Positive Behavior Support (SWPBS) program eight years ago. We have successfully been a banner school for the past seven years. We recognize the responsibility for ensuring that positive behavior rather than negative behavior techniques are used to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. Behavior support programs and plans are based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning. We send a team each year to CPI training at the Central Intermediate Unit. Our entire elementary staff was trained by the Central Intermediate Units SWPBS team Previously. Our core team trains any new staff yearly. We also meet monthly with team and staff to review data. We have various positive techniques listed in our District policy. The use of restraints shall be considered as a last resort and shall only be used after other less restrictive measures including de-escalation have been used.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in

the continuum of special education supports, services and education placement options available for students with disabilities.

2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The Harmony Area School District has not had difficulties in locating appropriate programming options, or ensuring FAPE for any disability category. We begin our placement discussion at the IEP team meeting. The district collaborates with outside agencies, (MH/ID, Wrap Around Service Providers) Advocates, CIU consultants, New Story and Ignite to address how to meet our students' needs. Our procedure is to always consider the least restrictive environment first, beginning with supplemental aids and services in the regular education classroom. If an appropriate education cannot be provided in the regular education classroom, progressively more restrictive placements are considered, until an effective learning environment is found. As a last resort, we have had to place students in an other private facilities non-residential for emotional support and autism, as we do not have in-house classrooms in our school. We currently utilize two private non-residential facilities to place students that need a more restrictive enviornment than what HASD can provide.

Strengths and Highlights

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

The Harmony Area School District makes a concerted effort to continually improve the services and programs for our students with disabilities beginning with our Child Find process. We strive to make collaborative efforts between our district's pre-kindergarten program and child care agencies to ensure seamless transition between early intervention plans and individualized education plans. Once in school, this collaboration continues between special eduction, regular education, and parent involvement. There is a high level of overall parent satisfaction as evidenced by no formal complaints. We utilize a Child Study Team, as well as the Response to Intervention and Instruction Model to help with our identification screenings for special education evaluations. We use universal screenings, PA Common Core Standards aligned curriculum, data team meetings, tiered interventions to make informed decisions. Benchmark assessments are completed three times a year, as well as progress monitoring for Tier II and III students, as well as our special needs students. A team approach is used to implement tiered interventions using our regular education teachers, special education teachers, para-educators, and Title I staff.

Our special education classrooms are within the realm of the regular education classroom. We emphasize the importance of providing education in the Least Restrictive Environment. Appropriate supports and services are provided to special needs students to ensure LRE within the school environment.

All of our special education staff are highly qualified. Our staff has been trained in Crisis Prevention

Intervention, SRA Corrective Reading, Autism, SRA Reading Mastery, Ortin Gilligham Program, KTO modules, Indictors 13 and 14, Effective Practices in Secondary Transition.

The district has incorporated the Traits Writing Program into our curriculum this year. All teachers received professional development in the program and are using it with all students. All of our paraprofessionals have received the status of "Highly Qualified," in accordance with the training and testing procedures established by the Central Intermediate Unit and the Pennsylvania Department of Education. Paraprofessionals attend yearly training through the CIU #10, PaTTAN, or the Autism Conference to ensure completion of the 20 mandated hours in Chapter 14 regulations.

The district has a strong commitment to the successful transition of students. We have gone through the training of Effective Practices for Secondary Transition previously through the Central Intermediate Unit. Our Transition Coordinator provides interest inventories, parent surveys, tours to the local Career and Technology Center, and a local Agency Night. The Agency Night is provided for students and parents of transition age in Clearfield County where many local agencies introduce their services and answer questions about their ability to provide services after graduation. The juniors and seniors of our school district are also invited to an Employment Workshop in Clearfield County to learn about employment. Speakers address students in the areas of networking, job application, writing resumes, interviews, and various job skills to be successful in today's work force.

An informational evening is also planned for the parents of our students to meet with agencies such as the Office of Rehabilitation (OVR), Career Link, and Service Access and Management, Inc. (SAM) in the spring. This allows parents to stay within the district with a smaller group to obtain information and ask questions from these agencies. Our transition coordinator attends meetings each semester through the Central Intermediate Unit Council where local agencies are invited to explain what they are able to do for school age students now and as they transition to careers, trainings, and life after high school. This enables our staff and families to better write transition plans and be successful after high school.

The district has consistently promoted the use of technology in all areas of education. I-pads, Promethean boards, Premier Assistive Technology software, such as I-Station, Study Island, and Intellikeys are used. We also use the program Book Share for vision impaired students to access on the I-pad. We recently joined eBooks Digital Library online, where students are able to read books online and borrow from other Digital libraries.

Professional Development has been offered for Autism awareness, Non-Violent Crisis Intervention, Universal Design, Transition, Common Core Standards, Using Data for Literacy Decision Making, Language Essentials for Teachers of Reading and Spelling (LETRS), Family Engagement and Literacy, Teacher Effectiveness, Traits Writing, and using the Standards Aligned System (SAS).

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
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Ignite Alternative Education Placement	Other	Learning Support	1
AYS	Other	Learning Support, Emotional Support, Autistic Support	1
Soaring Heights	Approved Private Schools	Learning Support, Emotional Support, Autistic Support	1
Admiral Perry CTC	Other	Life Skills/Learning Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 30, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	8	0.5
Locations:				
Harmony Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 9	3	0.33
Locations:				
Harmony Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 9	1	0.11
Locations:				
Harmony Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	1	0.02
Locations:				
Harmony Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	1	0.04
Locations:				
Harmony Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 11, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	1	0.2
Locations:				
Harmony Area Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	7	0.24
Locations:				
Harmony Area Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 15	1	0.06
Locations:				
Harmony Area Jr. Sr. High school	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 15	1	0.15
Locations:				
Harmony Area Jr. Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	4	0.2
Locations:				
Harmony Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	1	0.15
Locations:				
Harmony Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 11, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 19	3	0.25
Locations:				
Harmony Area Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	6	0.2
Locations:				
Harmony Area Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	17 to 18	1	0.08
Locations:				
Harmony Area Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	5	0.35
Locations:				
Harmony Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	1	0.12
Locations:				
Harmony Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program*Operator:* Outside Contractor for the School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* January 11, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	25	0.49
Justification: Grouping of students complies with age range requirements.				
Locations:				
Harmony Area School District	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 18	6	0.11
Justification: Grouping of students complies with age range requirements.				
Locations:				
Harmony Area School District	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* January 11, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	11 to 11	1	0.08
Locations:				
Harmony Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Supervisor	Harmony Area School District	1
Instructional Aides	Harmony Junior/Senior High School	2

Instructional Aides	Harmony Elementary School	3
Personal Care Aides	Harmony Elementary School	3

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor	5.5 Hours
Physical Therapy	Outside Contractor	3 Hours
School Psychologist	Outside Contractor	1 Days
Young Transportation	Outside Contractor	10 Hours
Sunderland Transportation	Outside Contractor	10 Hours
Health Ride Plus - Transportation Services	Outside Contractor	10 Hours
Orientation and Mobility Therapy	Intermediate Unit	5.5 Minutes
Speech/Language Therapy	Outside Contractor	3 Days

District Level Plan

Special Education Personnel Development

Autism

Description	Parents, support staff, and professionals will learn how to promote parent-professional collaboration in developing an educational program that is functional and meaningful for a child with Autism and the child's family.
Person Responsible	Stuart Albaugh or designee
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.5
# of Sessions	12
# of Participants Per Session	7
Provider	Penn State University
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Parents, educators, and Para-educators will attend the National Autism Conference at Penn State University annually over the course of this plan. This conference provides comprehensive, evidence based information to assist educators, providers, and families in developing effective programming for all students with Autism.
Research & Best Practices Base	Participants will be able to formulate practical and evidence-based instructional plans for students with autism in order to have them progress in the general education curriculum with specific accommodations in language, cognition, social and motor skills.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment</p>

	<p>skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Productive IEP meetings where parents and staff are able to agree on programming that best suits the needs of the child.</p>

Behavior Support

Description	<p>-All elementary teachers and special education teachers are trained in the School Wide Positive Behavior Support Program. Currently this is our sixth year of implementation and have been a banner school for the past four years. New staff is trained by our core team yearly at in-service. Our core team, as well as our Tier II team attends regular networking meetings at the Central Intermediate Unit to learn new updates.</p> <p>-Some special education staff are trained in Non-violent Crisis Prevention Intervention Behavior Management Techniques and will continue to receive refresher training annually through the Central Intermediate Unit.</p> <p>-De-escalation techniques are taught as part of the Non-violent Crisis Prevention Intervention Behavior Management Technique course.</p> <p>-All special education teachers have received training in writing behavior support plans as part of the IEP , when deemed necessary for a student with behaviors that impede his/her learning or the learning of others. They will continue to receive training as needed.</p>
Person Responsible	Stuart Albaugh or designee
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	8.0
# of Sessions	4
# of Participants Per Session	5
Provider	Intermediate Unit
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Teams and individuals will be able to use positive behavior interventions, de-escalation techniques, and identify behaviors which may lead to a crisis. Using positive behaviors techniques and de-escalating problem behaviors in individuals will reduce discipline problems.
Research & Best Practices Base	This is an optional narrative for Special Education.

<p>For classroom teachers, school counselors and education specialists</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>
<p>Training Format</p>	<p>LEA Whole Group Presentation Series of Workshops Offsite Conferences</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Related Service Personnel</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p>
<p>Evaluation Methods</p>	<p>Reduction of discipline referrals.</p>

Paraprofessional

Description	All paraprofessionals have achieved the status of "Highly Qualified", either by having completed an associates degree, or by completing the testing procedures established by the Central Intermediate Unit #10 and as registered with PDE. All personal care aids are trained in CPR and First Aid annually. All para-educators will continue to receive 20 hours of instruction annually to maintain the "Highly Qualified" status. Paraprofessionals will have the opportunity to attend the Autism Conference in the summer of each year. This two day conference provides paraeducators with information they will need to support students in various types of educational environments. Workshop titles change from year to year. Paraeducators may also receive training from other sources if approved by their supervisor, but not at the district's expense.
Person Responsible	Stuart Albaugh or designee
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	2
# of Sessions	10
# of Participants Per Session	8
Provider	Harmony Area SD
Provider Type	Harmony Area SD contracts with CIU 10, PaTTAN, and Penn State University to ensure para-professionals receive the mandated hours necessary to become highly qualified.
PDE Approved	Yes
Knowledge Gain	Para-educators are provided restraint training, CPR training, and training in addressing certain disabilities, such as Autistic Support training. This increase their knowledge base in a variety of areas dealing with special education. Para-educators will receive evidence based information to assist para-educators in providing for an effective program for the students they service.
Research & Best Practices Base	Practical and evidence-based instructional plans for students will be provided to increase para-educators knowledge with specific accommodations in language , cognition, social and motor skills.

For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	<p>Series of Workshops</p> <p>Offsite Conferences</p>
Participant Roles	Paraprofessional
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Review of written reports summarizing instructional activity</p>

Reading NCLB #1

Description	<p>Educators will attend training on how to make data based decisions and align curriculum to adjust instructional practices and incorporate information into students IEP's.</p> <p>Educators will be provided training on how to use district wide data system effectively, so that teachers can easily access classroom reports and students</p>
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	assessment reports to use in planning for appropriate instruction and writing IEP's.
Person Responsible	Stuart Albaugh or designee
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	8.0
# of Sessions	3
# of Participants Per Session	5
Provider	District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Educators will receive knowledge to effectively manage data system, to produce classroom, as well as individual student reports to assist in making data informed decisions and writing IEP's. Educators will align curriculum and modify instruction to meet student needs.
Research & Best Practices Base	The use of data effectively to guide instruction in the classroom increases student achievement gains.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning,</p>

	with an emphasis on learning.
Training Format	Series of Workshops School Whole Group Presentation Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

Transition

Description	Our High School Learning Support teacher serves as the transition coordinator for our school district. She attends quarterly meetings at the Central Intermediate Unit (CIU). Our district works closely with the Office of Vocational Rehabilitation (OVR), Career link, Services Access and Management, INC (SAM) and the Clearfield County Career and Technology Center (CCCTC), as well as other outside agencies. She will also help in the coordination and planning of a yearly student employment workshop where interested Juniors
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	<p>and Seniors meet with employers to offer hands-on information about employment and careers.</p> <p>A yearly transition training is offered through the LEA for Parents to attend. Guest speakers from the Office of Vocational Rehabilitation (OVR) and the transition coordinator from the Central Intermediate Unit were on hand to speak about the process and informed parents of opportunities they could provide. Invitations are sent home to all parent in grade 7-12.</p> <p>Training was completed this school year for required Indicator 13 -Ensuring Successful Secondary Programs for students ages 14-21. Our secondary special education staff attended developed IEP's that met transition requirements.</p> <p>Training is being completed this school year for required Indicator 14- Effective Practices for Secondary Transition. Our secondary staff, Speech and Language Therapist, Guidance Counselor, parents, and administrators are involved in this training with the Central Intermediate Unit.</p>
Person Responsible	Stuart Albaugh or designee
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	8.0
# of Sessions	8
# of Participants Per Session	6
Provider	Central Intermediate Unit
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Teachers will learn how to develop IEPs for students age 14-21 that meet transition requirements, including coordinated, measurable annual IEP goals that will reasonably enable students to meet post-secondary outcomes.
Research & Best Practices Base	Required of each Effective Practices for Secondary Transition Cohort is the development and implementation of a training plan, supported by PaTTAN and the LEA's Intermediate Unit. When assigned to a cohort, the LEA is expected to assemble a team responsible for plan at the local level. The

	team should consist of the following: special education director, principal, transition coordinator, special education teachers, speech language therapist and guidance counselors.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Parents</p>
Grade Levels	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	IEP development
Evaluation Methods	IEPs that are 100% compliant in the area of transition.

Special Education Affirmations

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

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

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

Affirmed by Shawn McGarvey on 4/27/2018

Board President

Affirmed by Stuart Albaugh on 4/27/2018

Superintendent/Chief Executive Officer