
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Special Education Report
Monday, July 30, 2012
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Entity: Hopewell Area SD
Address: 2354 Brodhead Rd
Aliquippa, PA 15001-4501
Phone: (724) 375-6691
Contact Name: Judith Mihok

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	5	2451	377

District Special Education Contact:

Name	Title	Phone	Fax	Email
Lynn Utchell	Director of Special Education	724-375-6691	724-375-0942	utchelll@hopewell.k12.pa.us

Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Allison, Michael	High School Principal	Administrator	Charles Reina-Superintendent
Barber, Nancy	Community	Parent	Board of Directors
Burak, Susan	Junior High Special Education Teacher	Special Education Teacher	Lynn Utchell-Director of Special Education
Froni, Kristina	Transition Coordinator/High School Special Education Teacher	Special Education Teacher	Lynn Utchell-Director of Special Education
Grandovic, Michele	Secondary Special Education Teacher	Special Education Representative	Teresa Kuhns
Harcar, Susan	Junior High Special Education Teacher	Special Education Teacher	Lynn Utchell-Director of Special Education
Kane, Korri	Junior High Assistant Principal/Parent	Administrator	Charles Reina-Superintendent
Lindner, Aubre	Junior High Special Education Teacher	Special Education Teacher	Lynn Utchell-Director of Special Education
Mateer, Arleen	Junior High Special Education Teacher	Special Education Teacher	Lynn Utchell-Director of Special Education.
Pocci, Suzanne	District School Psychologist	Ed Specialist - School Psychologist	Charles Reina-Superintendent
Reina, Charles	Superintendent	Administrator	Charles Reina-Superintendent
Sovich, Karen	Parent	Parent	Lynn Utchell-Director of Special Education
Todd, Sue	Junior High School Regular Education Teacher	Regular Education Teacher	Lynn Utchell-Director of Special Education
Utchell, Lynn	Director of Special Education	Administrator	Charles Reina-Superintendent

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

Current Program Strengths and Highlights

During the course of the 2010-2011 school year, the Hopewell Area School District has provided special education services to 377 students. Of these students, 16.5% are identified as having a primary disability of a speech and language impairment. The HASD Special Education Department is comprised of the Director of Special Education, one full time school psychologist, one part-time school psychologist and an administrative assistant. The Special Education Department currently employs 23 special education teachers, 2.5 speech and language teachers and 27 paraprofessionals. The HASD has a committed and caring special education and regular education staff who work collaboratively to meet the needs of all their students. The HASD operates all special education programs in accordance with applicable federal and state laws and regulations, while offering a full continuum of services. A team approach is used in making all decisions regarding students with disabilities. All of the Hopewell professional staff, including regular and special education teachers, counselors, building principals and the school psychologist are committed to working collaboratively in resolving all issues and in making decisions regarding students with disabilities.

Strengths and highlights of the special education services and programs for students with disabilities within the Hopewell Area School District include:

- Continuum of programs:
 - Learning Support: K-12
 - Emotional Support: K-12
 - Speech and Language Support: K-12
 - Autistic Support: K-8
 - Life Skills Support: K-4
- Technology Use and Data Management:
 - Power Schools for recording and management of student grades, attendance, disciplinary events, PVAAS, District test results including SAT scores, etc.
 - "Parent Portal" technology application so that parents can easily access student grade information, contact teachers, check homework requirements, class projects, class averages, etc.
 - Special education teachers in the district have been provided personal computers. They are required to manage student data and input information for all special education forms (ER/RR, Invitations, IEPs)
 - Use of IEPWriter and a password protected special education network so that special education teachers, regular education teachers, principals and counselors with a legitimate need to know may access a student's IEP, including transition and behavior support interventions.
 - Special education teachers are required to keep a "communication log" for each special education student so that communication with parents and others who are involved with students can be closely tracked and monitored.
- Data Collection:
 - The district adopted the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in the District's elementary school for grades K through 3. The DIBELS project produced increased achievement in reading skills at the K-3 levels.
 - The District has also adopted the use of AIMSWeb for math in grades K-2. Parents are kept informed via progress monitoring activities and reports.
 - 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.

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

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

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

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

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 discrepancy model and a team approach. Every student who is evaluated for a specific learning disability, whether referred by parent, teacher or Student Assistance Program (SAP) goes through a pre-referral team process which the district calls ASSIST (Assuring Student Success in School Team). The process differs depending upon the grade level of the student.

In grades K through 6, monthly grade-level building meetings are held. Those attending the meetings include all of the grade level teachers, the building principal, the Title I reading teachers (if applicable), a special education teacher, the building counselor, and the school psychologist.

All students at each grade level are initially reviewed, with “students of concern” identified at each meeting. Benchmark assessments, progress monitoring materials, curriculum-based assessments, grades, standardized test scores, results of behavior support plans, and observations of the students are recorded at monthly meetings. “Scientifically-based” academic and behavior interventions are designed for students in need and response to interventions is monitored. Parents are contacted by the students’ classroom teachers if students are not responding to interventions and meetings with parents are scheduled as needed. If students are responding to interventions that are designed to be implemented in the classrooms by classroom teachers or in small group or individual settings with tutors, their progress continues to be

monitored at monthly meetings. If students have not responded to interventions, permission for multidisciplinary evaluation for special education services is requested of the parents. The team considers whether the student's difficulties are due to a lack of instruction or limited English proficiency. A determination is made as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level.

In grades 7 through 12, when a student is referred to the ASSIST (pre-referral) team, the following ASSIST procedures apply. A teacher, the parent, a counselor or administrator can refer a student to ASSIST. The student's teacher(s) are asked to submit information and the counselor or other principal designee observes the student in a variety of settings. An ASSIST meeting is scheduled, the parent/guardian is invited, and the counselor gathers student's records. Parents are also requested to submit written information.

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

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

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

If the student 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 AND If the team also finds that the student's underachievement is not due to lack of appropriate instruction, was provided scientifically based instruction, and that repeated assessments of achievement were conducted at reasonable intervals, the student may be identified by the MDE as a student with a specific learning disability.

Enrollment Differences

Not significantly disproportionate.

Ethnicity Enrollment Differences

Not significantly disproportionate.

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
Pediatric Specialty Care at Hopewell	Hopewell Area School District 4 and Watson Institute	

Nonresident Students Oversight

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

The Hopewell Area School District is committed to providing FAPE at Pediatric Specialty Care at Hopewell to those eligible students who are residing at the facility and that meet the age requirements for educational services. The Hopewell Area School District's Director of Special Education works closely with the Social Worker at Pediatric Specialty Care at Hopewell on all intakes to the facility. The Director of Special Education reviews the educational history of the student and confirms the student's eligibility with the student's most recent district. The Director of Special Education contacts the previous school district and the parent to discuss the previous

level of special education services and the least restrictive environment. Upon review of the ER/RR and IEP, along with discussion between the Hopewell Area School District, the parent and the previous school district, a determination of least restrictive environment is made for the student. An IEP meeting is held within 30 days of the student's placement at Pediatric Specialty Care at Hopewell with all necessary IEP team members.

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

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

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Svcs as of Dec 1
Beaver County Jail	Hopewell Area School District	7

Incarcerated Students Oversight

The Hopewell Area School District is a host School District under Section 1306.2 of the Public School Code for the Beaver County Jail, as the county correctional institution (Beaver County Jail--BCJ) is located within its boundaries. The Hopewell Area School District is committed to providing FAPE at the BCJ to those eligible students who are incarcerated that meet the age requirements for educational services. The Hopewell Area School District employs a special education teacher at the Beaver County Jail who is responsible for monitoring the educational program for incarcerated students. After an incarcerated student is processed, the teacher reviews the educational history of the student and confirms the student's eligibility with the student's most recent district and 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 students eligible for special education services are provided a minimum of 20 hours of instruction per week.

If the district becomes aware of an incarcerated student through the district's child find process who is thought to be exceptional and possibly in need of special education, a Permission to Evaluate 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.

Least Restrictive Environment 34 CFR §300.114

Ensuring Maximum Integration

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

A summary of the procedure used by the HASD follows:

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

1. When a student is referred for evaluation (MDE) the Hopewell Area School District follows a series of activities which must occur for each student suspected or known to have a disability. The student receives a comprehensive, non-biased, individual evaluation in the student's dominant language or other mode of communication. The MDE/IEP team makes every effort to implement instruction and services, using supplemental aides and services, within the regular education environment. The MDE/IEP team always considers a full continuum of services. When determining the student's level of intervention, the first option considered is always the regular education classroom with supplemental aides and services. If the MDE/IEP team determines that this option will not meet the student's needs, more restrictive options will be considered until an appropriate level is reached.

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

2. If the student is eligible for special education, the Team must first consider placement in general education with appropriate support for the student and the student's teacher(s). The IEP must include statements of the child's present levels of educational performance, including how the student's disability affects involvement and progress in the general curriculum.
3. A student's educational program must be developed with the meaningful involvement of the student's parent(s) or guardian(s) and teacher(s), and the student, when appropriate. The IEP Team must include persons knowledgeable about the student,

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

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

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

- The school district has revised curriculum that focuses on the standards, but still allows additional time for specific strategies, accommodations, adaptations, modifications and methods for both special education and regular education students to enable them to grasp the course material. For instance, basic courses are offered through regular education in reading and math at the elementary level, as well as in reading, math, social studies, and science at the secondary level. Evidenced-based models of reading/language arts and math (SRA Corrective Reading, Sopris West Language! program and Every Day Math-EDM) are used at the 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 all of the district's paraprofessionals are considered highly qualified. Personal Care Assistants are also employed by the district to assist students who have more severe disabilities so that they can participate in regular and special education programs in their home schools. All paraprofessionals and Personal Care Assistants receive CPR and First Aid Training on a yearly basis through the 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.

Overall, a full continuum of services is offered based upon the individual needs of the students, as the law mandates, and a placement in out-of-district placement may be the least restrictive environment that is recommended. The district continues to include students with disabilities in the general education curriculum with supplementary aides and services to the fullest extent possible. IEP teams utilize the Supplementary Aides and Service Toolkit when

additional supports are needed for students to participate in the general curriculum or setting. The Hopewell Area School District will focus more on training all staff on the SAS Toolkit in the Standards Aligned System in order to promote even greater inclusionary practices when the needs of students warrant additional supports.

As of the December 2, 2010 Child Count, students with disabilities in the Hopewell Area School District who are receiving special education and related services in other settings is 6.5%, which is 2.2% over the state average of 4.3%. Although this percentage is higher than the state average, the percentage has decreased over the previous years (7.4% in 2007-2008, 6.8.% in 2008-2009 and 7.0% in 2009-2010). The Hopewell Area School District has added life skills support at the elementary level (K-4) since the last Special Education Plan in 2008, in addition to that program, the HASD previously added autistic support services that are provided K-8. Even with the addition of these services, the needs of students moving into the Hopewell Area School District continue to exceed the level of supports offered within the district's program, thus warranting the least restrictive placement outside of the district.

Supplementary Aids and Services

Service/Resource	Description
Assistive Technology/Services and Physical Modifications	<p>--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 dynomites/dynovox ---Providing books on tape --- Providing alternate computer access ---Providing special lifts for example, a lift for the swimming pool ---Providing elevator access as required ---Providing related services -- -Use of headphones to block out background noise ---A student who has difficulty transitioning from class to class may be provided a paraprofessional to assist with transition times ---Coaching and guided support for team members in the use of assistive technology for an individual student ---Scheduled opportunities for parent training and collaboration ---Adapting writing utensils--- Student lifts---Mp3 Players</p>
Behavior Support	<p>---Counseling supports (school counselor, consulting psychologist, group meetings, TSS support, individual school based therapy, peer supports) ---Provide support to teachers on instructional design (e.g., minimizing written directions, verbal prompts, cueing, etc.) ---Implement a peer buddy system during difficult class activities (rotate peer buddy). ---Use coping/stress reduction skills when student is anxious about performance or is escalating in front of peers. ---Use precorrection before students engage in a review activity, ask for an example of how to complete the assignment. ---Remove student from the situation/setting that is triggering the problem behavior in order to effectively manage and de-escalate the crisis.</p>

Escort the student down the hallway and prompt the student to work appropriately in order to de-escalate the agitation. (The student can be taken into the counseling office and seated in one of the chairs in order to review social stories and work on self-management skills) ---Use gestural/physical, proximity prompts, but minimum verbal directions, to get him/her going on one or more of the crisis management procedures. ---Use interventions with positive replacement behaviors ---Ignoring inappropriate behavior whenever possible but immediately rewarding all appropriate behavior ---Anticipating and preventing the antecedents causing behavior ---Designate a "safe place" for establishment of self regulatory coping mechanisms ---Seating close to teacher, but allowing space to "spread-out" in order to avoid confrontation with fellow students ---Adult support is needed during any group/social interaction or activity or to keep him/her on task with the activity at hand ---Schedule functional activities and build routines that offer opportunities to move around and burn energy, especially prior to times/activities that are predictable triggers for disruptive talk-outs ---Rehearse and role play with student as to what to do when peers tease or mimic him, trying to get the student to say silly things that just get him/her into trouble ---Validate feelings and offer alternative replacement behaviors in the form of 1-2 choices, consistency of social skills development with "social stories", consistent encouragement to "use words", use clear, simple directions, ignore inappropriate behavior whenever possible ---Immediately reward appropriate behaviors, lots of smiles, verbal praise, read stories of choice, outside play, being a "helper", "special "jobs", seating next to a positive peer role model, "Social Stories" book, puzzles, art projects, computer time/games, etc. ---Use classroom routines. Routines are specified for preparing for the day, taking care of personal needs, turning in homework, and getting help. Each classroom teacher determines if the routines will be teacher-defined &/or student-defined. Routines are taught at the beginning of the year and practiced on a daily/weekly basis ---Teach student how to self-monitor behavior; meet with student on a predesignated time to discuss the student's view and evidence of behavior --- For younger students, use a predictable activity schedule. A photo activity schedule will be used to inform the student of the activities of the day and the choices offered. ---Adapt curriculum/make modifications -- teacher will shorten lessons and adapt difficult assignments so that the student is more successful in academic work. ---One-to-one replacement skills that serve the exact function as the problem behavior ---Use of a level system (reward system) ---Use of a contracting system with goals clearly identified ---Redirect the student to another activity or prompt the student to use an alternative skill. ---Use a timer for student to remain on task ---Student rewards are linked to objectives and rewards are varied to maintain student

	<p>interest ---Teachers should always be non-threatening in their interactions. Even though the teacher must be firm and enforce limits, they still must remain non-threatening. ---Provide opportunities to participate in community activities and events. Prepare students before the activity.</p>
<p>Classwork/Homework Assignments/Organization</p>	<p>---Reduce number of items on a page ---Increase amount of time to complete assignments ---Color code student materials to help the student stay organized ---Prioritize assignments and activities ---List and post all steps necessary to complete an assignment ---Use a calendar to plan for long-term assignments ---Use a consistent way for student to turn in and receive back papers; reduce distractions for student ---Help student organize him/herself; frequently monitor notebooks, dividers, locker, bookbag, desk, etc. ---Give students specific time frames to complete small segments of a given task with frequent teacher feedback ---Provide before or after school tutoring ---Parent check and sign assignment book ---Provide student with a list of needed materials and their locations. ---Use of a developmentally appropriate communication board ---Arrange for a peer who will help with organization ---Use daily/weekly assignment sheets with the teacher verifying accuracy of assignments recorded ---Allow student extra time to organize books from last class before beginning next class ---Provide samples of completed assignments to use as models ---Providing visual daily schedule---Text to Talk Program (DragonSpeak)</p>
<p>Collaborative (Adults working as Team Members)</p>	<p>---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.</p>
<p>Instructional Modifications and Presentation of Subject Matter</p>	<p>--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 -</p>

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

an answer sheet ---Highlight key words or phrases in directions ---Repeat directions and have student demonstrate understanding of directions ---Use enlarged text ---Ignore spelling/grammar errors when content is evaluated ---Allow use of a calculator unless assessing computation ---Grade only items completed ---Use a pass/fail system ---Allow use of notes or books for testing -
--Allow ample space for writing answers ---Permit breaks during long tests ---Use uncluttered test forms ---Allow student to either use print or cursive ---Modify the standard grading system

Transition--Independent Living

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

Transition--Jobs and Job Training

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

Transition--Post-Secondary Education

---The school transition coordinator/counselor will assist the student in locating secondary education institutions of interest. In addition, the transition coordinator will assist the student in locating information regarding the selected schools. ---The transition coordinator/counselor/LEA will assist the student in applying for the ACT or SAT with accommodations. ---The transition coordinator or counselor will assist the students in locating a SAT review course. ---The transition coordinator or counselor will assist the students in filling out college forms. ---The transition coordinator/school counselor/ or outside agency will assist the student in identifying possible sources of financial support for vo-tech or college.

Transition--Recreation/Leisure/Community

---The transition coordinator/coaches/school counselors/teachers will assist the student to investigate/join a school club or sport team. ---The

transition coordinator/school counselor/teachers will assist the student in exploring and attend school functions such as dances, tournaments, etc. ---The transition coordinator/special ed Assist the student to familiarize himself/herself with community resources such as the location of the banks, stores, hospital, doctors, etc.

Transportation

--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

LRE Data Analysis

Personnel Development Activities

Topic: Inclusive Practices for All Students

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Spring 2012	PATTAN Staff, IU Staff, Director of Special Education	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Distance Learning	<p>2011-2012: The HASD will decrease the number of students receiving services in an outside setting by 1%.</p> <p>2012-2013: The HASD will decrease the number of students receiving services in an outside setting by 1%.</p> <p>2013-2014: The HASD will decrease the number of students receiving services in an outside setting by 1%.</p>

Topic: Differentiated Instruction for All Students

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2011-2012, 2012-2013 and 2013-2014 School Years; Various Days	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	<p>2011-2012: The HASD will decrease the number of students receiving services in an outside setting by 1%.</p> <p>2012-2013: The HASD will decrease the number of students receiving services in an outside setting by 1%.</p> <p>2013-2014: The HASD will decrease the number of students receiving services in an outside setting by 1%.</p>

Topic: Utilizing the Supplementary Aids and Services (SaS) Consideration Toolkit in the Least Restrictive Environments

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August-September 2011; August-September 2012; August-September 2013	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	<p>2011-2012: The HASD will decrease the number of students receiving services in an outside setting by 1%.</p> <p>2012-2013: The HASD will decrease the number of students receiving</p>

services in an outside setting by 1%.

2013-2014: The HASD will decrease the number of students receiving services in an outside setting by 1%.

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	3
New Horizon School IU #27	Special Education Centers	Full Time Life Skills Support	12
Western Pennsylvania School for the Blind	Approved Private Schools	Full Time Blind or Visually Impaired Support	1
Holy Family Day School	Other	Full Time Emotional Support	2
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
New Horizon School IU #27	Special Education Centers	Full Time Learning Support	1
Watson Institute-The Education Center	Approved Private Schools	Full Time Life Skills Support	4
Economy Elementary-IU #27 Classroom	Neighboring School Districts	Full Time Autistic Support	2
The Children's Institute	Approved Private Schools	Full Time Autistic Support	1
The Children's Institute	Approved Private Schools	Full Time Multidisabilities Support	1
The Bradley Center	Other	Full Time Emotional Support	2
St. Stephen's Lutheran Academy	Other	Full Time Emotional Support	1

Personnel Development for Improved Student Results

Personnel Development - PA NCLB Goal #1

Reflections

There are currently no reflections selected for this section.

Base Line Data

A review of the Hopewell Area School District's 2009-2010 District Report Card revealed the following for students receiving special education services:

Math:

Grade 3:

- 4% Below Basic
- 24% Basic
- 64% Proficient
- 8% Advanced
- *72% Proficient or Advanced; State Percentage above Proficient: 61%; NCLB Target:56%*

Grade 4:

- 0% Below Basic
- 5% Basic
- 43% Proficient
- 52% Advanced
- *95% Proficient or Advanced; State Percentage above Proficient: 64%; NCLB Target:56%*

Grade 5:

- 13% Below Basic
- 25% Basic
- 25% Proficient
- 38% Advanced
- *63% Proficient or Advanced; State Percentage above Proficient: 45%; NCLB Target:56%*

Grade 6:

- 16% Below Basic
- 8% Basic
- 50% Proficient
- 26% Advanced
- *76% Proficient or Advanced; State Percentage above Proficient: 43%; NCLB Target:56%*

Grade 7:

- 40% Below Basic
- 30% Basic

- 15% Proficient
- 15% Advanced
- 30% Proficient or Advanced; State Percentage above Proficient: 41%; NCLB Target:56%

Grade 8:

- 46% Below Basic
- 35% Basic
- 12% Proficient
- 8% Advanced
- 20 % Proficient or Advanced; State Percentage above Proficient: 38%; NCLB Target:56%

Grade 11:

- 59% Below Basic
- 15% Basic
- 26% Proficient
- 0% Advanced
- 26% Proficient or Advanced; State Percentage above Proficient: 19%; NCLB Target:56%

Reading:

Grade 3:

- 24% Below Basic
- 16% Basic
- 56% Proficient
- 4% Advanced
- 60% Proficient or Advanced; State Percentage above Proficient: 44%; NCLB Target:63%

Grade 4:

- 13% Below Basic
- 17% Basic
- 54% Proficient
- 17% Advanced
- 71% Proficient or Advanced; State Percentage above Proficient: 40%; NCLB Target:63%

Grade 5:

- 46% Below Basic
- 12% Basic
- 38% Proficient
- 4% Advanced

- *42% Proficient or Advanced; State Percentage above Proficient: 27%; NCLB Target:63%*

Grade 6:

- 33% Below Basic
- 26% Basic
- 31% Proficient
- 10% Advanced
- *41% Proficient or Advanced; State Percentage above Proficient: 27%; NCLB Target:63%*

Grade 7:

- 52% Below Basic
- 19% Basic
- 24% Proficient
- 5% Advanced
- *29% Proficient or Advanced; State Percentage above Proficient: 31%; NCLB Target:63%*

Grade 8:

- 18% Below Basic
- 39% Basic
- 32% Proficient
- 11% Advanced
- *43% Proficient or Advanced; State Percentage above Proficient: 42%; NCLB Target:63%*

Grade 11:

- 37% Below Basic
- 30% Basic
- 30% Proficient
- 3% Advanced
- *33% Proficient or Advanced; State Percentage above Proficient: 23%; NCLB Target:63%*

In reviewing the 2009-2010 Accountability Report, the Hopewell Area School District special education subgroup achieved a district rate of 45% proficiency in reading, showing an increase of 5.6% from the previous year. According to the 2008-2009 reports, the Hopewell Area School District special education subgroup surpassed the state proficiency rate in reading with a district rate of 39.4% as compared to the state rate of 32.7%. The district's special education subgroup did fall short of the NCLB Target of 63%, however the percentage of students meeting proficiency did increase 2.8%, up from 36.6% in the 2007-2008 school year.

In reviewing the 2009-2010 Accountability Report, the Hopewell Area School District special education subgroup achieved a district rate of 55% proficiency in mathematics, showing an increase of 5.2% from the previous year. The Hopewell Area School District special education subgroup surpassed the state rate in math with a proficiency rate of 49.8% as compared to the state rate of 38.9%. The district's special education subgroup did fall short of the NCLB Target of

56%, however the percentage of students meeting proficiency did increase 4.7%, up from 45.1% in the 2007-2008 school year.

The HASD continues to use 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. Additionally, language arts is scheduled for a minimum of 84 minutes day in grades K-8 and mathematics is scheduled for a minimum of 84 minutes per day in grades K-6.

Personnel Development Activities

Topic: Early Literacy Skills

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2011; Spring 2012; Fall 2012; Spring 2013	PATTAN Staff, IU Staff, District Personnel Trainers	New Staff, Paraprofessional, Instructional Staff, Related Service Personnel	Workshops with Joint Planning Periods, Conferences, Peer Trainers	<p>2011-2012: It is anticipated that the HASD will continue to increase the reading proficiency of students receiving special education services by 5%.</p> <p>2012-2013: It is anticipated that the HASD will continue to increase the reading proficiency of students receiving special education services by 5%.</p> <p>2013-2014: It is anticipated that the HASD will continue to increase the reading proficiency of students receiving special education services by 5%. Although this will not be 100% reading proficiency, it is an increase of 15% from the 2009-</p>

2010 school year.

Topic: Math: Students with disabilities will demonstrate increased educational results in math as outlined in the Pennsylvania Academic Standards

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
February and March 2012; February and March 2013; February and March 2014	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods	2011-2012: The Hopewell Area School District will strive to increase performance on the PSSA mathematics with proficiency increasing 5%, with great emphasis in grades 7 and above. 2012-2013: The Hopewell Area School District will strive to increase performance on the PSSA mathematics with proficiency increasing 5%, with great emphasis in grades 7 and above. 2013-2014: The Hopewell Area School District will strive to increase performance on the PSSA mathematics with proficiency increasing 5%, with great emphasis in grades 7 and above. Although 100% is not

<p>On-going Training in Every Day Math and Cognitive Tutor (2011-2014 throughout the school year)</p>	<p>PATTAN Staff, IU Staff, Department and Grade Level Chairs</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>projected to be achieved, this would show an increase of 15% from 2011 to 2014. 2011-2012: Proficiency in mathematics on the PSSA will increase by 5% for students receiving special education services.</p>
				<p>2012-2013: Proficiency in mathematics on the PSSA will increase by 5% for students receiving special education services.</p>
				<p>2013-2014: Proficiency in mathematics on the PSSA will increase by 5% for students receiving special education services.</p>
<p>PSSA, PSSA-M and PASA Accommodations Guidelines Training for Students with IEPs and 504 Plans (yearly prior to administration of assessments; September and February of each school year)</p>	<p>PATTAN Staff, IU Staff, District Test Coordinator and Director of Special Education</p>	<p>New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>On-site Training with Guided Practice, Conferences, Distance Learning</p>	<p>2011-2012: The HASD will be in 100% compliance with the administration of the mathematics PSSA and PSSA-M as determined by the PSSA Guidelines. Further proficiency in mathematics on the PSSA will increase by 5% for students receiving special education services.</p>

2012-2013: The HASD will continue to be in 100% compliance with the administration of the mathematics PSSA and PSSA-M. Further, proficiency in mathematics PSSA will increase by 5% for students receiving special education services.

2013-2014: The HASD will continue to be in 100% compliance with the administration of the mathematics PSSA and PSSA-M. Further, proficiency in mathematics on the PSSA will increase by 5% for students receiving special education services.

Topic: Progress Monitoring Reading and Mathematics Data

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Spring 2012; Spring 2013; Spring 2014	IU Staff	New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	2011-2012: It is anticipated that the HASD will continue to increase the reading and mathematics proficiency of students receiving special education services by 5%.

2012-2013: It is anticipated that the HASD will continue to increase the reading and mathematics proficiency of students receiving special education services by 5%.

2013-2014: It is anticipated that the HASD will continue to increase the reading and mathematics proficiency of students receiving special education services by 5%.

Qualified Staff

Reflections

There are currently no reflections selected for this section.

Base Line Data

A review of the most recent records for the Hopewell Area School District indicates that 100% of the teachers are highly qualified to teach in the specific area they are assigned. When hiring new staff members, the district conducts an extensive search to ensure that all final candidates are highly qualified for the available position. Additionally, new staff participate in a one year teacher induction program, as well as being assigned a mentor teacher to guide them through the induction process.

All special education paraprofessionals in the district have attained Highly Qualified status through either obtaining an associate or four year degree, or by completion of the Beaver Valley Intermediate Unit Paraprofessional Credential of Competency. Throughout each school year paraprofessionals attend a minimum of 20 hours of training in areas related to the needs of the students that they service. Paraprofessionals are provided with information on trainings and conferences offered through the BVIU and PaTTAN each year.

With highly qualified staff, the HASD has been able to continue to increase teacher and paraprofessional awareness of the needs of students on the autism spectrum. According to the Hopewell Area School District demographics, the HASD is following the Commonwealth's trend with an increase of students identified with Autism. The following is a comparison of the HASD and Commonwealth's rates of Autism:

School Year	HASD	Commonwealth of PA
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2007-2008	3.8%	4.6%
2008-2009	4.3%	5.3%
2009-2010	6.6%	7.0%

As the Commonwealth's identified percentage has increased by 2.4%, the HASD's identified population has increased 2.8%.

Personnel Development Activities

Topic: AUTISM: Students with disabilities will be provided an adequate supply of personnel with the knowledge and skills necessary to meet their needs. Regular education and special education staff will increase their knowledge of the needs of students with autism and spectrum disorders.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
September 2011, September 2012, September 2013	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>2011-2012: A needs assessment will be conducted among parents and staff to determine additional areas of needs regarding educating students with autism. 20% of the staff will receive training and a 3% increase in the number of students with autism meeting proficiency on the PSSA is anticipated.</p> <p>2012-2013: Professional development will be conducted in the areas identified in the needs assessment. 30% of the staff will receive training and a 4% increase in the number of students with autism meeting</p>

proficiency on the PSSA is anticipated.

2013-2014: All new staff (teachers and staff) will receive training in the areas addressed in the needs assessment. Additionally, a 5% increase in the number of students with autism meeting proficiency on the PSSA is anticipated.

Topic: ROLE OF PARAEDUCATOR: Paraeducators are required to have 20 hours of staff development annually

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2011, January 2012, August 2012, January 2013, August 2013, January 2014	PATTAN Staff, IU Staff, District staff including nurses; Red Cross	New Staff, Paraprofessional	Conferences, Workshops	Continued offering of training programs for paraeducators and continued stringent hiring practices to align with the Commonwealth's requirements for paraeducators. 2011-2012: 100% compliance with hiring new paraeducators who are highly qualified. 100% adherence to the mandatory 20 hours of training per school year for each paraprofessional. Compliance with these mandates

will support the goal of increasing academic performance 3-5% per school year, as measured by the PSSA proficiency results for students receiving special education services.

2012-2012: 100% compliance with hiring new paraeducators who are highly qualified. 100% adherence to the mandatory 20 hours of training per school year for each paraprofessional. Compliance with these mandates will support the goal of increasing academic performance 3-5% per school year, as measured by the PSSA proficiency results for students receiving special education services.

2013-2014: 100% compliance with hiring new paraeducators who are highly qualified. 100% adherence to the mandatory 20 hours of training per school year for each paraprofessional. Compliance with these mandates will support the goal of increasing

academic performance 3-5% per school year, as measured by the PSSA proficiency results for students receiving special education services.

Topic: Low Incidence Disabilities

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2011; August 2012; August 2013	PATTAN Staff, IU Staff, Special Education Director; School Psychologist	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	Conferences, Distance Learning, Use of district staff and parents during in-service.	<p>The school district is experiencing a high enrollment of students with low incidence disorders/disabilities.</p> <p>2011-2012: Increase the communication between parents, staff and administrators regarding the needs of students enrolling with low incidence-high needs disabilities. All students will be enrolled in school by the mandated timelines and begin to receive the appropriate instruction. A 2% increase in the number of students with low incidence disabilities participating in the PSSA is anticipated.</p> <p>2012-2013: 2011-2012: Increase the communication between parents, staff and administrators</p>

regarding the needs of students enrolling with low incidence-high needs disabilities. All students will be enrolled in school by the mandated timelines and begin to receive the appropriate instruction. A 2% increase in the number of students with low incidence disabilities participating in the PSSA is anticipated.

2013-2014: 2011-2012: Increase the communication between parents, staff and administrators regarding the needs of students enrolling with low incidence-high needs disabilities. All students will be enrolled in school by the mandated timelines and begin to receive the appropriate instruction. A 2% increase in the number of students with low incidence disabilities participating in the PSSA is anticipated.

Transition/Post School Outcomes

Reflections

There are currently no reflections selected for this section.

Base Line Data

The Hopewell Area School District is currently working on developing a new scheduling process for annual IEP meetings. The schedule will look to have IEP meetings for all seniors in September of each school year in order to plan for the transition to post-school. Additionally, IEP meeting will be scheduled in May for students transitioning from 4th to 5th grade (transition from elementary to junior high) and students transitioning from 8th to 9th grade (transition from junior high to senior high).

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

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

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

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

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

The Hopewell Area School District is currently in Phase 1 of the Pennsylvania Post School Outcomes Survey (PaPOS) where the collection of data will be available over the next few years to review and adjust services where necessary. The HASD has collected district information from students and parents in a district created transition survey in order to work toward a smooth transition to post-secondary life. This information has been analyzed in the past to ensure appropriate instruction and services.

Lastly, the district has had graduation rates at 100%, with the exception being the 2008-2009 school year where the graduation rate was 84.85%. Currently during the 2010-2011 school year, 1 student has dropped out from the HASD lowering the graduation rate to 95.5%.

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

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
October-November 2011; April-May-2012; October - November 2012; April-May 2013; October - November 2013; April-May-2014	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	<p>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 85-100% of eligible students will graduate from high school, of those eligible students graduating, 70% met their transition goal.</p> <p>2011-2012: 75% of students receiving special education services will meet their transition goals.</p> <p>2012-2013: 80% of students receiving special education services will meet their transition goals.</p> <p>2013-2014: 85% of eligible students will meet transition goals.</p>
Dropout Prevention Among Students with Disabilities: August 2011; August 2012;	District Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods	<p>2011-2012: Maintain a 90% graduation rate or higher.</p> <p>2012-2013: Maintain a 92%</p>

August 2013

graduation rate or higher.

2013-2014:
Maintain a 95% graduation rate or higher.

Topic: Student and Parent Transition: Understanding your options after high school

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
March 2012; March 2013; March 14	Higher Education Staff, Community Agencies; District Staff	Parent, Administrative Staff, Related Service Personnel	Parent Training Night	2011-2012: Increase of 5% of students meeting their transition goals. 2012-2013: Increase of 5% of students meeting their transition goals. 2013-2014: Increase of 5% of students meeting their transition goals.

Behavior Support Services

Reflections

There are currently no reflections selected for this section.

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.

Currently, the Hopewell Area School District has emotional support programs at all three levels (elementary, junior high and senior high). The HASD also has Student Assistance Teams (ASSIST) and the Student Assistance Program (SAP) at all three levels. The SAP model is utilized by both the ASSIST and SAP teams to address student behavior problems, possible drug and alcohol use and social problems. All three programs provide all students, including at-risk students, with a safe and orderly learning environment. The HASD also operates a School Wide

Positive Behavior Support Plan, that works differently at all three levels. HASD staff are currently working on improving the SWPBS at each level to help improve student behavior and morale.

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

- **Level I:** General classroom practice with good classroom management strategies.
 - Does not require attachment of a Positive Behavior Support Plan to the IEP.
- **Level II:** Student Specific Positive Behavior Support Plan.
 - Requires IEP team to conduct a Functional Behavior Assessment (FBA) to define the behavior and function of the behavior. The PBSP is then developed based upon the outcome of the FBA. The PBSP is then attached to the IEP. An FBA will be conducted and a PBSP developed and implemented for those exceptional students who exhibit chronic disruptive behavior. Such intervention programs shall be utilized for students who exhibit any one or more of the following:
 - Display inappropriate school behaviors;
 - Cause disruptions in unstructured settings (bus, cafeteria, transitions, etc.);
 - Frequently receive detention; and/or
 - Receive three or more suspensions (in-school, out-of-school, time-out)
- **Level III:** Change in placement or use of identified restraints.
 - Only utilized when interventions at Level I and II have been unsuccessful. This requires the IEP team to reconvene to determine the most appropriate action based upon the student's need. Restraints to control acute or episodic aggressive or self injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students, or to employees, and only when less restrictive measures and techniques have been proven to be or are less effective. Following the use of a restraint, parents are notified immediately and an IEP meeting is held to determine whether or not the student requires a new or revised reevaluation, functional behavior assessment, positive behavior support plan, or a change of placement. Aversive techniques are never to be used and restraints and discipline are not to be used as a substitute for a behavior management program.

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

During the 2009-2010 school year, there were 57 separate Out of School Suspensions issued for students receiving special education services. The following is the breakdown:

- 2 Elementary (3.5%)
- 28 Junior High (49.1%)
- 27 Senior High (47.4%)

Currently, there are 65 separate incidents of Out of School Suspensions issued for students receiving special education services, indicating an increase of 14% from the previous school year. The current breakdown is as follows:

- 2 Elementary (3.1%)

- 23 Junior High (35.4%)
- 40 Senior High (61.5%)
- 2 incidents of Out of School Suspension resulted in a Unilateral 45 day Alternative Placement. Of these incidents, 1 occurred at the junior high level (drug and alcohol violation) and 1 occurred at the senior high level (weapons violation).

In regards to restraints, 0% of students within the Hopewell Area School District programs needed the use of restraints during the 2009-2010 school year, or for the current school year (2010-2011). Students within the emotional support program and autistic support programs were able to utilize de-escalation techniques in their IEPs, including the use of the sensory rooms.

Personnel Development Activities

Topic: Positive Behavioral Supports

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2011-2012, 2012-2013 and 2013-2014 School Years; Various Dates	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice, Conferences	<p>2011-2012: Decrease in the number of office referrals, including out of school suspensions of students receiving special education services by 3%.</p> <p>2012-2013: Decrease in the number of office referrals, including out of school suspensions of students receiving special education services by 4%.</p> <p>2013-2014: Decrease in the number of office referrals, including out of school suspensions of students receiving special education services by 5%.</p>

Topic: De-escalation Techniques

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
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Training Dates	Partners	and Audience		Results
January-February 2012; January-February 2013; January-February 2014	PATTAN Staff, IU Staff, Higher Education Staff	New Staff, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups, Distance Learning, Peer Trainers	2011-2012: Decrease of suspensions by 3% for disciplinary reasons and maintain 0% use of restraints within HASD programs. 2012-2013: Decrease of suspensions by 4% for disciplinary reasons and maintain 0% use of restraints within HASD programs. 2013-2014: Decrease of suspensions by 5% for disciplinary reasons and maintain 0% use of restraints within HASD programs.

Topic: School-based Behavioral Health

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
October 2011; October 2012; October 2013	PATTAN Staff, IU Staff, Mental Health Organizations; Drug & Alcohol Counselors	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Distance Learning	2011-2012: Increase of 2% in parent attendance at parent trainings. Decrease in out of school suspensions by 3% for students receiving special education services. 2012-2013: Increase of 3% in parent attendance at parent trainings. Decrease in out of school suspensions by

4% for students receiving special education services.

2013-2014:
Increase of 4% in parent attendance at parent trainings.
Decrease in out of school suspensions by 5% for students receiving special education services.

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

The district offers a full range of services, from supportive to supplemental levels of intervention, in every district building. Support study halls are offered at the elementary and secondary level. Instructional groups that are offered at every building include Learning Support, Speech and Language Support and Emotional Support. Life Skills Support is provided at the elementary level,

while Autistic Support is provided in grades k-8. 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 extend 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 the services of of regional private/approved private school placements and partial hospitalization placements such as the Watson Institute, Holy Family Institute, Pressley Ridge, The Bradley Center, Glade Run, WP School for the Deaf, WP School for the Blind, WPIC, and Southwood Hospital.
- The Beaver Valley Intermediate Unit and the school districts of Beaver County implemented RCI (Regional Choice Initiative) which is comparable to "blended schools" programming. Students may attend school part of the day, all of the day, or choose to take classes from their home.
- Contact neighboring districts for placement options that may be of more benefit to the student and would provide FAPE.
- The most restrictive placement is Instruction in the Home and this is only used when a child is too medically fragile to attend school or found to have a disorder the predicates its necessity.

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

Program Profile

Change Type	OPR	Location / Building Name	Building Grade	Building Type	Type of Support	Type of Service	Low Age	High Age	Caseload Age	Teacher FTE
	SD	Hopewell Senior High School-MG	S	GE	I	LS	14	17	21	1.00
	SD	Hopewell Senior High School-MC	S	GE	I	LS	15	18	16	0.80
	SD	Hopewell Senior High School-DP	S	GE	I	LS	15	19	20	1.00
	SD	Hopewell Senior High School-JH	S	GE	S	LS	16	19	10	0.70
	SD	Hopewell Senior High School-GC	S	GE	S	ES	15	19	13	1.00
	SD	Hopewell Senior High School-CL	S	GE	S	ES	16	19	2	0.50
	SD	Hopewell Senior High School-KF	S	GE	I	LS	17	19	14	0.80
	SD	Hopewell Senior High School-LM	S	GE	I	SLS	16	21	7	0.15
	IU	Hopewell Senior High School-GL	S	GE	I	DHIS	16	18	2	0.15
	SD	Hopewell Junior High School-SW	J	GE	I	LS	10	12	8	0.50
	SD	Hopewell Junior High School-MD	J	GE	I	LS	12	15	13	0.80
	SD	Hopewell Junior High School-JE	J	GE	I	LS	12	13	12	0.80
	SD	Hopewell Junior High School-SH	J	GE	S	ES	10	14	11	1.00
	SD	Hopewell Junior High School-SB	J	GE	S	LS	11	14	4	0.20
	SD	Hopewell Junior High School-AL	J	GE	I	LS	11	13	15	0.80

Change Type	OPR	Location / Building Name	Building Grade	Building Type	Type of Support	Type of Service	Low Age	High Age	Caseload	Teacher FTE
	SD	Hopewell Junior High School-PK	J	GE	I	LS	11	15	4	0.50
	SD	Hopewell Junior High School-AM	J	GE	I	LS	13	14	11	1.00
	SD	Hopewell Junior High School-JL	J	GE	I	SLS	11	15	24	0.50
	SD	Hopewell Junior High School-GL	J	GE	I	DHIS	13	13	1	0.10
	SD	Hopewell Elementary-JH	E	GE	S	LS	7	8	10	0.80
	SD	Hopewell Elementary- DR	E	GE	S	LS	8	11	12	0.80
	SD	Hopewell Elementary-JG	E	GE	I	SLS	6	10	24	0.50
	SD	Margaret Ross Elementary- KG	E	GE	S	LS	7	11	12	0.65
	SD	Margaret Ross Elementary-JG	E	GE	I	SLS	6	10	15	0.50
	SD	Independence Elementary-JP	E	GE	S	LS	6	8	12	0.90
	SD	Independence Elementary- KW	E	GE	S	LS	8	10	13	1.00
	SD	Independence Elementary- LM	E	GE	I	SLS	6	11	34	0.85
	SD	Hopewell Junior High School-SB	J	GE	S	AS	11	15	4	0.50
	IU	Independence Elementary- GL	E	GE	I	DHIS	9	9	1	0.10
	SD	Hopewell Senior High School-KF	S	GE	S	LS	19	19	2	0.20
	SD	Hopewell Senior High School-MC	S	GE	S	LS	15	18	3	0.20
	SD	Hopewell Senior High School-JH	S	GE	I	LS	18	21	1	0.10

Change Type	OPR	Location / Building Name	Building Grade	Building Type	Type of Support	Type of Service	Low Age	High Age	Caseload	Teacher FTE
	SD	Hopewell Junior High School-SW	J	GE	S	LS	10	12	7	0.50
	SD	Hopewell Junior High School-MD	J	GE	S	LS	13	14	2	0.20
	SD	Hopewell Junior High School-JE	J	GE	S	LS	13	13	3	0.20
	SD	Hopewell Junior High School-AL	J	GE	S	LS	12	12	2	0.20
	IU	Hopewell Junior High School-MR	J	GE	I	BVIS	12	12	1	0.10
	SD	Hopewell Junior High School-PK	J	GE	S	LS	12	14	3	0.50
	SD	Hopewell Elementary-JH	E	GE	I	LS	7	7	2	0.20
	SD	Hopewell Elementary-DR	E	GE	I	LS	8	9	2	0.20
	SD	Hopewell Elementary-TC	E	GE	S	AS	6	11	8	1.00
	SD	Margaret Ross Elementary-KG	E	GE	I	LS	8	8	2	0.10
	SD	Margaret Ross Elementary-KG	E	GE	S	ES	9	10	2	0.15
	SD	Margaret Ross Elementary-KG	E	GE	I	ES	8	8	1	0.10
	SD	Independence Elementary-KS	E	GE	S	LS	7	7	1	0.50
	SD	Independence Elementary-KS	E	GE	S	LSS	7	11	4	0.50
	SD	Independence Elementary-JP	E	GE	I	LS	7	7	1	0.10
	SD	Hopewell Senior High School-JH	S	GE	I	AS	15	15	1	0.10
	SD	Hopewell	S	GE	S	LSS	18	21	2	0.10

-	SD	Paraprofessional	Hopewell Elementary	1.00
M	SD	Personal Care Assistant	Hopewell Junior High	1.00
-	SD	Paraprofessional	Independence Elementary	1.00
-	SD	Paraprofessional	Independence Elementary	1.00
-	SD	Paraprofessional	Margaret Ross Elementary	1.00
N	SD	Paraprofessional	Margaret Ross Elementary	0.00
-	C	Transportation Nurse	Specific Bus Routes	0.25
N	C	Child Specific Nurse	Watson	1.00
N	SD	Paraprofessional	Hopewell Junior High	1.00
N	SD	Paraprofessional	Margaret Ross Elementary	1.00
N	SD	Paraprofessional	Hopewell Elementary	1.00

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
C Blind and Vision Rehabilitation Services of Pittsburgh	Orientation and Mobility Therapist	2 Hours
- IU #27	ESL/ELL	10 Hours
- IU #27	Audiological Services	1 Minutes
N EKids	Nursing Services	5 Days

Assurance for the Operation of Special Education Services and Programs

School Years: 2014 - 2017

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 § 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