

## Profile and Plan Essentials

### Special Education Students

Total Number of Students Receiving Special Education 281

School District Total Student Enrollment 2703

Percent of Students Receiving Special Education 10.4

#### Steering Committee

Name	Position/Role	Building	Email
Dr. Sharon Smith	Director of Special Education	Hampton Township SD	sharon.smith@ht-sd.org
Dr. Michael Loughead	Superintendent	Hampton Township SD	loughead@ht-sd.org
Ms. Tricia Webb	Board Member	Hampton Township SD	trisha.webb@ht-sd.org
Dr. Jackie Removcik	Director of Curriculum	Hampton Township SD	removcik@ht-sd.org
Dr. Laurie Tocci	Building Principal	Hampton Township SD	tocci@ht-sd.org
Ms. Jennifer Weiner	Parent	Hampton Township SD	jennifer.weiner03@gmail.com
Mr. Andrew Halter	General Education Teacher	Hampton HS	halter@ht-sd.org
Ms. Kylee McCracken	Special Education Teacher	Central El Sch	kylee.mccracken@ht-sd.org
Mrs. Amy Faith	Special Education Teacher	Hampton HS	faith@ht-sd.org
Dr. Jay Thornton	Other	Hampton Township SD	thornton@ht-sd.org

## School District Areas of Improvement and Planning - Indicators

### Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

### Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

### Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

### Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

### Secondary Transition (Indicator 13)

Indicator not flagged at this time.

### Graduation (Indicator 1)

Indicator not flagged at this time.

### Drop Out (Indicator 2)

Indicator not flagged at this time.

### Assessment (Indicator 3)

Indicator not flagged at this time.

### Education Environments (Indicator 5)

Indicator not flagged at this time.

### Parent Involvement (Indicator 8)

Indicator not flagged at this time.

### Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

### Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

### Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

### Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring  
District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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**Significant Disproportionality - Placement**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

**Significant Disproportionality - Discipline**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

## Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

### Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

Although Hampton Township School District does not have any locations under the jurisdiction of Section 1306 of the Public School Code in our catchment area, in the instance in which that may occur, Hampton Township School District will ensure educational services as required are delivered to identified students in the least restrictive environment. If HTSD were a host district, any concerns surrounding FAPE and LRE would be discussed by the IEP team as they considered strengths and needs in designing a program to help students make meaningful gains. HTSD would ensure collaboration with resident districts by communicating with the facility, the school district, and the parents to ensure that non-resident students receive FAPE in the district. HTSD would assume the responsibility for providing the student with an appropriate program of special education and training consistent with Chapters 14 and 342 of the Pennsylvania regulations and standards. When HTSD is notified that another school district under Section 1306 is educating a resident student, a form is signed verifying parent residency to claim the student and provide appropriation of funds to support that student's education in the host district. When HTSD receives timely communication from the educating district or entity, the Special Education/Transition Coordinator attends the ER/RR and IEP meetings, providing input into the education plan to ensure that the student receives FAPE. To date, HTSD has not experienced any barriers which limit the ability to meet the obligations under Section 1306. Potential barriers may include, but are not limited to:

- Identifying district of residency for some students
- Receiving appropriate paperwork on students who have not been in a school placement or are not involved with the district of residency over a period of time and/or expired IEPs.
- Students who are court-ordered from out of state.
- Working to complete an evaluation

in the setting. Since the location is not an educational facility, it is guided by other rules and regulations. • Students who have families that live several hours away. Arranging meetings or making contact can be challenging. • Timely communication due to confidentiality, student needs, and appropriate releases. • All parties understand the role of the host school district and some of the limitations the host school district faces. • The overall goal of the location is not necessarily education due to the primary goal of the location. • Transitioning of students to a new location. The transition is not based off of educational decision-makers; though for extended periods of admittance, it is agreed upon through the IEP process that a student is not transitioned based off of the IEP.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school? Hampton Township School District maintains regular communication with all stakeholders, including 1306 facilities. HTSD will partner with these facilities, reach out to parents, and work along a continuum of educational options for students residing in these facilities. HTSD takes an active role in collaborating and working seamlessly with programs to quickly have students in their least restrictive educational programs. When a student is ready for discharge, meetings are scheduled to discuss progress, strengths and needs of the student, and successful interventions. This process ensures a smooth transition by sharing meaningful, relevant, and valuable information to ensure a successful transition to school.

## Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?  
No
2. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE). There are currently no correctional facilities located within the geographical boundaries of the Hampton Township School District. If a correctional facility were to open within the geographical boundaries of Hampton Township School District, the district would work cooperatively with the correctional facility to ensure Section 1306 of the Public School Code is implemented. Students with special needs assigned to the correctional facility would receive all the necessary Special Education services, supplementary aids and services, and related services as outlined in their IEP. The district would implement the student's existing IEP and/or fulfill the obligation of completing an initial evaluation/re-evaluation if needed upon their entrance into the facility. Our district would comply with the regulations of Child Find (explained below) and provide the necessary access to FAPE and LRE based on the student's individualized needs while they are in the correctional facility. In terms of Child Find, the Hampton Township School District would adhere to the "Child Find Notice" mandates by publicly providing notice on the district's website, within a district-wide resident magazine on an annual basis, and informational booklets containing all of our district's public notices (i.e., Child Find Notice, FERPA/Student Records Notice, Surrogate Parent Notice, etc.) would be available in all district buildings, as well as the correctional facility.

## Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

When analyzing the District's Least Restrictive Environment percentages on the 2020-2021 Special Education Data Report for Indicator 5, Educational Environments, the District was at 74% compared to the state average of 62.1% for students educated inside the "Regular Class 80% or More." Hampton Township School District is below the State average when keeping students in the regular class less than 40% of the time. Hampton Township District's percentage is not included because of the small group size compared to the state average of 4.7%. When comparing data on students educated in "Other Settings," the District is at 5%, which is 0.3% above the state average of 4.7%. Individual IEP teams and LEAs for students in private academic and approved private schools exhaust options before students enroll in these placements and look for ways to be creative to support these students in the home district. It is the goal of HTSD to support all students in the District programs when possible.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

Based on the American School Counselor Association (ASCA) National Model, the Hampton Township School District counseling program supports the District's mission through various developmental services and programs for all students, staff, and parents. This program identifies and mobilizes resources to meet student needs in academic, career, and social/emotional development. The counseling services and interventions are preventative, proactive, and collaborative while addressing the diverse needs of students. The Hampton Township School District uses the Response to Instruction and Intervention (RtII) method for screening and providing intervention for students who are struggling behaviorally and academically. The process includes using research-based core curricula determined by student grade, ability level, and STAR 360 benchmark data. RtII requires using a tiered intervention model for screening, diagnosing, and problem-solving learning and behavioral problems. Tier I is the foundation and contains the core curriculum. Tier I interventions focus on group interventions for all students and are characterized as preventative and proactive. Tier II (strategic) are targeted individual and group interventions with monthly progress monitoring. Tier III students receive intensive, individual interventions and are progressed monitored bi-weekly. Once students reach target skill levels, the intensity and/or level of support is adjusted. Students can move fluidly between the three Tiers. RtII provides a structure in which data is used to inform instruction with the overall goal of the entire process to accelerate learning for all students. Students who do not respond to targeted interventions are considered for a special education evaluation as a student who is thought to have a disability. A comprehensive special education evaluation includes all progress monitoring data measuring a student's response to the research-based interventions implemented in tiers one, two, and three. A full continuum of programs and services is available to students.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

The Hampton Township School District successfully promotes inclusionary practices and effective teaching strategies to accommodate students with disabilities within the general education setting. The special education and general education teachers work collaboratively to provide appropriate support and instruction for students with IEPs. Content area classes in the general educational environment. Additionally, grade-level team meetings occur weekly to review student progress and concerns. This model integrates students with disabilities into the general education setting to the fullest extent appropriate.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

The Hampton Township School District provides many supplemental aids and services to ensure special education students are educated in the LRE with non-disabled students and have access to extracurricular activities (special transportation and paraeducators, for example).

Collaborative: Adults working to Support Students • Scheduled time for team meetings • Instructional arrangements that support collaboration (e.g., paraeducator support, consultation with itinerant teachers and related service personnel) • Professional development related to collaboration • Coaching and guided support for team members in the use of assistive technology for an individual student's devices • Scheduled opportunities for parental collaboration (IEP and MDE meetings) • Early Intervention transition meetings • Transition meetings with outside agencies for secondary students-OVR, Office of Behavioral and Developmental Health Program & Adolescent MH Services • Progress reporting and grading systems. Instructional: Development and delivery of instruction that addresses diverse learning needs • Providing modified curricular goals • Providing alternate ways for students to demonstrate learning using universal design principles including modifying products and response methods • Providing test modification • Providing alternate materials and/or assistive technology (e.g. materials on tape, transcribe text into Braille, large print, alternate computer access) • Providing instruction on functional skills in the context of the typical routines in the general education classroom • Using multi-modal method of presentation • Providing research-based supplementary materials, utilizing flex grouping via skill groups: Sonday, System 44, READ 180, Study Island, Wilson, Foundations, Wonder Works, Read Naturally, etc. • Providing instructional adaptations (e.g. pre-teaching, repeating directions, extra examples and non-examples) • Community job coaching/training Physical: Adaptation and modifications to the physical environment • Alternative seating/furniture arrangement in environments • Specific seating arrangements • Individualized desk, chair, etc. • Adaptive equipment • Adjustments to sensory input (e.g. light, sound) • Environmental Aids (e.g., classroom acoustics, heating, ventilation) Classroom FM system, Individual FM system • Structural Aids (e.g. wheelchair accessibility, trays, grab bars) • Specialized transportation-seating, harness, lift. Social Behavioral: Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior • Social skills instruction • Counseling supports • Peer supports (e.g., facilitating friendships) • Individualized positive behavior support plans • Modification of rules and expectations • School-based mental Health – partnership with Family Behavioral Resources • SAP training and support • Child Study Teams • Drug and alcohol resource support • Bullying prevention programs • Classroom behavioral system • Assistance with extracurricular activities such as plays, musicals, band, concerts, sports • Social stories • Lunch buddies • Peer tutoring

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

There are times when other entities such as Children Youth and Family Services, Probation, or the Allegheny County Office of Behavioral Health place students into private institutions for necessary treatment (e.g., drug and alcohol addiction or mental health). In these instances, the Hampton Township School District follows students to ensure they are protected under IDEA and Chapter 14 of PA's School Code. The LEA participates and contributes to reevaluations and IEP meetings to ensure opportunities to be educated with non-disabled children and participate in district lead extracurricular activities are considered.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

Recently, the District has implemented school-based mental health services in collaboration with Family Behavioral Resources. Advances such



as these demonstrate the continued need to explore and improve the continuum of services for students with disabilities and uphold the least restrictive learning opportunities for students. There are limited programs in the area that provide programming to support secondary transition outcomes and OVR's services have changed, such as a reduction in the number of hours supported for work-based learning experiences. Hampton has recognized these changes and implemented activities to provide additional opportunities within the district including student-directed business endeavors at the high school and middle school. HTSD recognizes that the population of students with disabilities is constantly changing. As a result, the District is constantly engaged in examination of the special education program and determination of the needs of students with disabilities in the district.

#### Positive Behavior Support

Date of Approval

2017-08-17

#### Uploaded Files

1132\_-\_Behavior\_Support\_Rev\_8-2017.pdf

#### 1. How does the district support the emotional, social needs of students with disabilities?

In addition to the Hampton Township School District Behavioral Support policy, several initiatives are in place that proactively addresses student behavior in the schools. The elementary and middle school levels have a school-wide positive behavior support (SWPBS) system implemented consistently across all four buildings. The Response to Instruction and Intervention (RtII) programs at the elementary and middle school levels address students who have both academic and behavioral needs. Additionally, the district has implemented the Olweus Bullying Program K-8 as a structured method for proactively addressing bullying over the past several years. The high school has a committee that includes parents, students, teachers, and administrators who meet periodically to address bullying and behavioral issues and continuously improve the systems in place at the high school level. There is an anonymous bullying report system in place at both middle and high schools to promote the reporting of bullying safely for students. Unique to the middle and high school levels is the Child Study Process, where the Director of Student Services/District Psychologist, Special Education/Transition Coordinator, principal, counselors, and teachers meet monthly to discuss students exhibiting academic or behavioral issues. Various methods of data are used to make sound decisions/plans for each student to meet their needs before being evaluated for special education. The district has a solid Student Assistance Program (SAP) in place K-12, in which each building has a trained SAP team that meets weekly. The district contracts with Maximizing Adolescent Potentials (MAPS) through the University of Pittsburgh to provide liaisons who are part of each SAP team. This liaison(s) conducts any recommended mental health or drug and alcohol assessments and offers referrals and resources to parents. Parents are an integral part of this process and are informed and involved in their child's programming. Additionally, the district has added school-based mental health in conjunction with Family Behavioral Resources. Students can access licensed mental health care during the school day. The District piloted a social, emotional, and behavioral benchmark assessment in four grades this school year to assess students' emotional wellness. Grade-level teams use the data to provide additional services if indicated. The District participates in the state Safe-2-Say program. A safety team, including a school resource officer,

processes anonymous tips that might indicate if a student is in danger of harming themselves or others or engaging in potentially risky behavior. Additionally, Gaggle is used to screen and monitor students' google accounts for mental health safety. These programs provide additional layers of safety and security to ensure students' emotional and social well-being is upheld. Additionally, the district has identified social-emotional learning as an area of professional development. All teachers k-12 have been engaged in professional development during the 2021-2022 school year.

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

The district has a team of various personnel in each of the five buildings that are certified in Comprehensive Crisis Management (CCM). These teams are available to address students' behaviors that require immediate intervention that may involve de-escalation or the possible need for restraint. Every year, teams receive updated training to keep their certification active from trainers within the district who have been certified by UPMC Western Psychiatric Hospital. Only those certified on the team are permitted to restrain students if necessary. Each building has a system in place if the need should arise. The district follows the proper guidelines when conducting restraints. If the child is identified as a child with a disability, the proper IEP protocol is followed after a restraint. For those students with IEPs who exhibit behavioral issues, the IEP team follows the proper process for addressing these concerns. A formal or informal Functional Behavioral Assessment (FBA) may be recommended to design an appropriate Positive Behavioral Support Plan (PBSP) to better meet the child's needs. All special education teachers and building administrators have received training on conducting, writing, and implementing effective FBAs and PBSPs. If discipline is necessary for a student with a disability, the appropriate disciplinary process is followed according to IDEA and Chapter 14: Special Education Services of the Pennsylvania School Code. All building administrators receive ongoing training on discipline and special education.

3. Describe the district positive school wide support programs.

The elementary and middle school levels have a school-wide positive behavior support (SWPBS) system implemented consistently across all four buildings. The Response to Instruction and Intervention (RtII) programs at the elementary and middle school levels address students who have both academic and behavioral needs. Additionally, the district has implemented the Olweus Bullying Program K-8 as a structured method for proactively addressing bullying over the past several years. The high school has a committee that includes parents, students, teachers, and administrators, that meets periodically to address bullying and behavioral issues and continuously works to improve the systems at the high school level. There is an anonymous bullying report system in place at both middle and high schools to promote the reporting of bullying safely for students. Unique to the middle and high school levels is the Child Study Process, where the Director of Student Services/District Psychologist, Director of Special Education, principal, counselors, and teachers meet monthly to discuss students exhibiting academic or behavioral issues. Various methods of data are used to make sound decisions/plans for each student to meet their needs before being evaluated for special education.

4. Describe the district school-based behavior health services.

The district has a solid Student Assistance Program (SAP) in place K-12, in which each building has a trained SAP team that meets weekly. The district contracts with Maximizing Adolescent Potentials (MAPS) through the University of Pittsburgh to provide liaisons who are part of each SAP team. This liaison(s) conducts any recommended mental health or drug and alcohol assessments and provides referrals and resources to parents. Parents are an integral part of this process and are informed and involved in their child's programming. Additionally, the district has

added school-based mental health in conjunction with Family Behavioral Resources. Students can access licensed mental health care during the school day.

5. Describe the district restraint procedure.

When an intervention is necessary to address problem behavior, the types of interventions for a student are as least intrusive as necessary. Restraints to control acute or episodic aggressive behavior are used only when the student acts in a manner that presents a clear and present danger to the student, other students, or employees and only when less restrictive measures and techniques have proven to be or are less effective. The Hampton Township School District immediately notifies the parent/guardian of the use of a restraints to control aggressive behavior and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised Positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. The use of restraints shall not be included in the IEP for staff convenience, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if: 1. The restraint is used with specific component elements of a Positive Behavior Support Plan. 2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. 3. Staff is authorized to use the restraint and have received appropriate training. 4. Positive Behavior Support Plan includes efforts to eliminate the use of restraints. Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring themselves or others or promote normative body positioning and physical functioning. The District prohibits the seclusion of students in locked rooms, locked boxes, and other structures or spaces from which the student cannot readily exit. The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs: (Title 22 Sec 14.133) 1. Corporal punishment. 2. Punishment for a manifestation of a student's disability. 3. Locked rooms, locked boxes, and other locked structures or spaces from which the student cannot readily exit. 4. Noxious substances. 5. Deprivation of basic human rights, such as withholding meals, water, or fresh air. 6. Suspensions 20 constitute a pattern as defined in state regulations. 7. Treatment of a demeaning nature. 8. Electric shock. 9. Methods implemented by untrained personnel. 10. Prone restraints in which a student is held face down on the floor.

## Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

Hampton Township School District employs an experienced staff of special education teachers, Speech and Language Therapists, and consulting Occupational and Physical therapists. Special Education paraprofessionals are available to provide support within the special education classroom or individually to a student with special needs. Hampton's Individualized Education Plan (IEP) teams work collaboratively to provide FAPE for all students with disabilities. All continuum of supports, services, and placement decisions are made via the IEP team. Parents play an integral role in deciding support and placement for their children. The district works hard to provide FAPE in alternative school settings for those students with disabilities who struggle academically and socially in a public school. The district works closely with Longmore Academy, a private Pennsylvania Academy (Private, Separate Facility) for 65 students located on the grounds of Mars Home for Youth. The class size is limited to 12 students, and a full-time special education teacher/consultant supports the student. The district also works collaboratively with A.W. Beattie Career Center, which provides students with IEPs a more individualized program designed to focus strictly on the vocational needs of the students to prepare them for life after high school. These settings educate both regular and special education students. In conjunction with Hampton Township, the district employs a full-time School Resource Officer and hosts a part-time, school-based Probation Officer. These officers work very closely with our students with special needs and their parents, who become involved with the judicial system. When appropriate, they will serve as IEP team members to maintain achievement of IEP goals. Regional Support Center North helps transition any students involved with the courts or Children and Youth Services. The Community School West is located in the same building and provides a comprehensive high school program. The district contracts the services of the University of Pittsburgh, Maximizing Adolescent Potential (MAPS) program. A Student Assistance Program Liaison from MAPS serves on the district's Student Assistance Team at elementary, middle, and high school levels. This liaison also conducts drug and alcohol, and mental health assessments as deemed appropriate by the SAP team. The liaison will meet with the students either individually or in small groups to provide added support to the students and families. These professionals work closely with district staff and administration, students and parents. The Academy program is available to students for evening programs to supplement their placement at our high school who violate their probation. All the child-servicing systems work collaboratively with the district to ensure that students with disabilities are provided FAPE during difficult situations. Members of these servicing systems will serve as IEP team members when appropriate. Hampton does not have difficulty providing FAPE for students with disabilities. However, if the district cannot provide FAPE for a student, the IEP teams would work collaboratively with the AIU3 and various outside facilities/agencies to transition our students successfully. Of course, the recommendations are made through the Individualized Education Plan team, in which parents are actively involved in the decision-making process. In addition, the IEP teams would look at the continuum of support and services the district offers to determine if there are any gaps in the services causing the difficulty in providing FAPE. The district participates in informal and formal planning with outside and supporting agencies to continuously provide FAPE to students with disabilities. The district utilizes assistance from the Intermediate Unit's interagency coordinator on an as-needed basis. The Special Education/Transition Coordinator is the District Liaison and participates in all AIU3 Liaison meetings and local district liaison meetings. Also, she works with outside agencies to provide placements of such a nature. The district makes frequent visits to the outside placement facilities to meet the staff before the IEP team decides if the placement is appropriate and will provide FAPE to our students with disabilities. Again, parents participate in all meetings that involve a change in placement to a more restrictive environment. The district supports and provides education to students classified as homeless and works with local and state agencies to provide FAPE promptly. Hampton participates in the AIU3 Transition

Council meetings. The district works closely with OVR in transition planning for secondary students who need a unique education/placement after graduation. Hampton works closely with professionals working with families. Outside service providers, such as Wraparound staff, Family Links, etc., become part of the IEP teams and participate in team meetings as needed and with parental consent. The district works with families and students placed in partial hospitalization programs to ensure that a smooth transition occurs when the student is ready to return to school. The district pays for the educational component, and materials and resources requested from the hospital staff are made available to maintain the education while the student is receiving treatment. The district will continue to provide professional development in the areas related to the continuum of supports, services, and placements that are unique and require more intense training. Hampton will provide on-site training in areas that need more individualized attention for staff members. Many of our staff members will attend outside workshops or training, in which they are expected to return to the district and share their learning with other staff members. PaTTan, the Intermediate Unit, local universities, and other agencies partner with Hampton to provide professional development workshops or training, on an ongoing basis, for teachers, paraprofessionals, administrators, and other district employees who work with students with special needs.

### Special Education Support Services

#### 1Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	.5	District Wide	District
Other – School Psychologist	.5	District Wide	District
Occupational Therapist	2	District Wide	Contractor
Physical Therapist	2	District Wide	Contractor
Other – Blind/Visually Impaired Support Teacher	1	District Wide	Contractor
Other – Deaf/Hard of Hearing Support Teacher	1	District Wide	Contractor
Paraprofessionals	37	District Wide	District
Guidance Counselor	.5	Elementary	District
Secondary RTII	.25	Secondary	District
Guidance Counselor	1.25	Secondary	District
Elementary RTII	.75	Elementary	District
Administrative Assistant	1	District Wide	District

Special Education Personnel Development

Autism

<b>Description of Training</b>			
Students with disabilities will be provided services and support by regular/special education teachers and relevant staff. Since the overall percentage of students with autism is 17.8% in the HTSD and the state average is 12.1%, there is a greater need for specific training in the area of educating students with autism in the regular education class and the general education curriculum. Identification, differentiation and incorporation of skills and strategies for working with and accommodating students with autism -Supporting students with disabilities in inclusive classrooms -PSSA, PASA and Keystone accommodations and modifications -Interventions for students with anxiety and/or other needs such as executive functioning -Collaboration of Special Education and General Education Staff and support staff -Use of structured teaching strategies			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dr. Sharon Smith/Director of Special Education & Dr. Jay Thornton Director of Student Services		August 20, 2022 - June 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	2-3 sessions	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers

Positive Behavior Support

<b>Description of Training</b>	
Comprehensive Crisis Management (CCM). The HTSD will continue to provide annual CCM training to staff and crisis teams. The District has planned ongoing, necessary personnel development opportunities (and retraining as needed/specified), in the use of specific procedures, methods and techniques, including preventative steps, verbal de-escalation, escape techniques and restraints that will be used to implement positive behavior supports or interventions in accordance with students' IEPs, IDEA and District policy. The HTSD will continue to certify two trained trainers to support teachers, paraprofessionals and administrators on Comprehensive Crisis Management..	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Dr. Sharon Smith/Director of Special Education & Dr. Joe Sebestyen/Assistant HS Principal	August 20, 2022 - June 2025

Hours Per Training	Number of Sessions	Provider	Audience
4-8 hours	12	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Functional Behavioral Assessments			
Lead Person/Position			Year of Training
Dr. Sharon Smith/Director of Special Education & Mrs. Gretchen Jones/ School Psychologist			August 20, 2022 - June 2025
Hours Per Training	Number of Sessions	Provider	Audience
1-2 hours	2	District Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Supporting Students with Mental Health Needs			
Lead Person/Position			Year of Training
Dr. Sharon Smith/Director of Special Education & Dr. Jay Thornton/Director of Student Services			August 20, 2022 - June 2025
Hours Per Training	Number of Sessions	Provider	Audience
1-2 hours	2	District Intermediate Unit Other	

**Paraprofessional**

Description of Training
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CPR/First Aid			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dr. Sharon Smith/Director of Special Education		August 20, 2022-June 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
4	2	Other	Paraprofessionals

<b>Description of Training</b>			
Comprehensive Crisis Management (CCM)			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Dr. Sharon Smith/Director of Special Education & Dr. Joe Sebestyen/Assistant HS Principal			August 20, 2022-June 2025
<b>Hours Per Training</b>	<b>Number of Sessions</b>		<b>Provider</b>
4 to 8 hours	3		District
			Paraprofessionals

<b>Description of Training</b>			
Lifting/Positioning			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dr. Sharon Smith/Director of Special Education		August 20, 2022-June 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	3	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Job Coaching & Developing Independence			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dr. Sharon Smith/Director of Special Education		August 20, 2022-June 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2-3 hours	1-2 sessions	Other	Paraprofessionals



<b>Description of Training</b>			
Child Abuse Recognition and Reporting, Confidentiality			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dr. Sharon Smith/Director of Special Education		August 20, 2022-June 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Other	Paraprofessionals

### Transition

<b>Description of Training</b>			
Allegheny Intermediate Unit - Transition Coordinating Council: The District is committed to the successful transition from school to adult life in the areas of post-secondary education/training, employment and independent living for individuals with disabilities. We will coordinate our efforts to educate students, parents, educators, advocates, agencies and other professionals in order to facilitate the development of our students into productive members of the community. The Director of Special Education and one of the HS Special Education teachers will participate in quarterly training opportunities that may then be shared with secondary special education teachers.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dr. Sharon Smith/Director of Special Education		August 20, 2022 - June 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	12	District Intermediate Unit	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>
Indicator 13: Continuing over the next three years, personnel development for secondary special education staff will continue to include the federal requirements for Individualized Education Programs (IEPs) for students ages 14 and older and will focus on measurable, annual IEP goals,

and transition services that will lead to post-secondary goals consistent with previous Indicator 13 training. There will be an emphasis on staff developing an ability to write annual goals that are aligned to Pennsylvania Academic Standards for reading, math, writing, and other academic skills that are specific and measurable including those related to progress monitoring and writing quarterly progress reports. Personnel development will engage special education teachers in writing measurable annual goals based on clearly identified present levels of academic achievement and functional performance.

<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dr. Sharon Smith/Director of Special Education		August 20, 2022 - June 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1-2 hours	3	District Intermediate Unit PaTTAN	

### Science of Literacy

<b>Description of Training</b>			
Read 180 and System 44: Continued opportunities to uphold implementation of the instructional model with high fidelity of this intensive reading intervention program designed to meet the needs of students who are reading below grade level. The emphasis of personnel development is on individual needs through teacher-directed lessons, adaptive software, age-appropriate nonfiction and fiction texts, and data-driven instruction.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dr. Sharon Smith/Director of Special Education		August 20, 2022 - June 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3 - 5 hours	2-3 sessions	Other	Special Education Teachers

<b>Description of Training</b>			
Assistive Technology: Immersive Reader			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dr. Sharon Smith/Director of Special Education		August 20, 2022 - June 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

1-2 hours	1-2 sessions	District	General Education Teachers Parents Paraprofessionals Special Education Teachers
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<b>Description of Training</b>			
Reading Comprehension: More Than Just Strategies			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dr. Sharon Smith/Director of Special Education		August 20, 2022 - June 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1-2 hours	1-2 sessions	District Intermediate Unit PaTTAN	General Education Teachers Paraprofessionals Special Education Teachers

### Parent Training

<b>Description of Training</b>			
Procedural Safeguards and Accessing Special Education Services and Programs. Parents will learn protections under the Individuals with Disabilities Act (IDEA) and Chapter 14 of the Pennsylvania School Code to more effectively advocate for their child in the educational decision-making process.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dr. Sharon Smith/Director of Special Education		August 20, 2022 - June 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1-2 hours	1-2 sessions		

<b>Description of Training</b>	
Assistive Technology	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Dr. Sharon Smith/Director of Special Education & Dr. Ed McKaveney/Director of Technology	August 20, 2022 - June 2025

Hours Per Training	Number of Sessions	Provider	Audience
1 hour	2 sessions	District Intermediate Unit	

Description of Training			
Overview of Special Education in Pennsylvania			
Lead Person/Position		Year of Training	
Dr. Sharon Smith/Director of Special Education		August 20, 2022 - June 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour	1- 2 sessions	District	Parents

### IEP Development

Description of Training			
Writing Measurable IEP Goals: Over the next three years, personnel development for special education staff will continue to include the federal requirements for Individualized Education Programs (IEPs) and will address coordinated, measurable, annual IEP goals. There will be an emphasis on staff developing an ability to increasingly write annual goals aligned to Pennsylvania Academic Standards for reading, math, writing, and other academic skills that are specific and measurable including those related to progress monitoring and writing quarterly progress reports. Staff will review in detail the process for developing standards-aligned measurable annual.			
Lead Person/Position		Year of Training	
Dr. Sharon Smith/Director of Special Education		August 20, 2022 - June 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1 -2 hours	3	District Intermediate Unit PaTTAN	Special Education Teachers

Description of Training
Writing a Positive Behavior Support Plan for the IEP

<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dr. Sharon Smith/Director of Special Education		August 20, 2022 - June 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1-2 hours	1 - 2 sessions	District Intermediate Unit	

Signatures & Affirmations

Approval Date

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education’s revision notice process.
- 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.
- The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.