

Camp Hill SD

**Special Education Plan Report**

07/01/2013 - 06/30/2016

# District Profile

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## Demographics

2627 Chestnut St  
 Camp Hill, PA 17011-4697  
 (717) 901-2400  
 Superintendent: David Reeder  
 Director of Special Education: Kathleen Gottlieb

## Planning Committee

Name	Role
Crystal Ackerman	Middle School Teacher - Regular Education
Hunter Artz	Student
Mary Ann Berrian	Secondary School Teacher - Special Education
Kerry Chipppo	Support Staff
Patricia Craig	Administrator
Peggy Curran-Hays	Community Representative
Leslee DeLong	Secondary School Teacher - Regular Education
Tammy DeSanto	Elementary School Teacher - Regular Education
Sandra Fauser	Administrator
Kathy Gottlieb	Administrator
Jennifer Grigsby	Elementary School Teacher - Special Education
Heather Hairhoger	Dean of Students
Christine Hakes	Administrator
Morgan Harris	Student
Dena Higgins	Ed Specialist - School Nurse
Paula McGee	Elementary School Teacher - Regular Education
Nancy McGovern	Elementary School Teacher - Special Education
Josh Miccio	Student
Katie Niederoest	Middle School Teacher - Regular Education
David Reeder	Administrator
Daniel Roesch	Administrator
Josh Schaffer	Middle School Teacher - Special Education
Scott Shelley	Administrator
Tim Straub	Business Representative
Wendi Welby	Ed Specialist - School Counselor
Diana Woodside	Parent

Karen Yeager	Elementary School Teacher - Regular Education
Mark Ziegler	Administrator

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 147

### *Identification Method*

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

The Camp Hill School District uses the significant discrepancy between ability and achievement in one of the areas listed in Chapter 14 as the means for identifying students with learning disabilities. The Rtii framework is being developed in both elementary levels so that the response to intervention method can be used to determine learning disabilities in elementary students in the future.

### *Enrollment*

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

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

There are no significant disproportionalities in in the enrollment of students in special education programs.

Camp Hill School District is a small district which means variations in the enrollment of students in special education programs is more likely than in a larger school district. In the most recent BSEReport, there were two disability categories that showed higher percentages of enrollment over the state percentages. They are autism and other health impairments. Autism is a disability that is often identified by an outside provider such as a medical doctor, psychiatrist, or psychologist. The school district's school psychologist uses these outside evaluations in determining the need for specially designed instruction. At this time Camp Hill's identified autism population is a higher overall percentage of its identified special education students than the state's percentage, but the District does not believe that it has over identified students as having autism. It is a function of the size of the district and the population of students who reside in the district.

While many of the students that are identified as "Other Health Impairment" are diagnosed with ADD/ADHD, there are several students who have other medical conditions that interfere with their learning significantly. These students are identified as "Other Health Impairment," which impacts the

district's total number of students in this disability category. As with all other disability categories, the IEP team develops a plan based on assessment data and recommendations presented in an evaluation report. Prior to any multidisciplinary evaluation, the district uses regular education supports such as instructional support plans, 504 plans, remedial reading, and schoolwide behavior supports.

### *Non-Resident Students Oversight*

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

The Camp Hill School District does not host any locations that fall under Section 1306 of the Public School Code.

When Camp Hill School District is notified that a resident student is being educated by another school district under Section 1306, it claims the student and provides the appropriate documentation of funds to support that student's education in the host district. When the Director of Student Services receives appropriate and timely communication from the educating district or entity, she attends evaluation and IEP meetings either in person or by phone. She provides input into the education plan in order to plan for a smooth transition back to a district school.

There are several barriers which limit the District's ability to meet its obligations under Section 1306 of the Public School Code. One barrier that the District faces is timely and adequate communication from the educating entity. Notification that a District student is in another location as a Section 1306 student often arrives several weeks after the student has been enrolled in the other entity. Occasionally, the student has already returned to his/her neighborhood school before the notification occurs. Another barrier is the lack of adequate communication between cyber schools and public schools regarding students who fall under this regulation. It is difficult to know if the student's needs are being met when you have not been the LEA for that student prior to their change in status. Thirdly, parents do not fully understand how the local school district fits into their child's education when they are being educated by another entity under this regulation. Improved and timely communication among all parties would help to eliminate these barriers.

### *Incarcerated Students Oversight*

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

The Camp Hill School District has no facilities for incarcerated students within the district's boundaries.

The Camp Hill School District works closely with the families in the district, and they often report to us when their son/daughter is incarcerated or in trouble with the law. It is an advantage of our small size. Our attendance system is used to track withdrawals, and administrators follow-up as appropriate on any concerns. In addition, the administrators know the officers in the Camp Hill Police Department well, especially the community service officer who collaborates with guidance counselors when an issue arises. The administrators and counselors are familiar with the probation officers serving students within the district and have good communication with them. If a student is identified as a special education student, the district provides the appropriate documents as prescribed by the regulations. The Director of Student Services attempts to maintain communication with the facilities in order to participate in IEP and reevaluation meetings as needed.

The Camp Hill School District has a responsibility to offer FAPE to all students who have been identified as eligible for special education services until the student reaches age 21. Although no correctional institutions are located within the Camp Hill School District, if one did exist within the district, the District would comply fully with all federal and state requirements to identify, evaluate, and provide appropriate programs for these students. These services would be available to the student during any pending court action and after conviction of any criminal offense. The district would fulfill its responsibility to provide annual notice by sending information to the director of the facility. In addition, the Director of Student Services would develop ongoing communication procedures to ensure the provision of appropriate services within prescribed timelines

The Director of Student Services would maintain communication with the family, the probation officer, and facility administration to ensure that the school district was prepared to provide an appropriate education once the student is eligible to return to public school.

### ***Least Restrictive Environment***

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation

and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Camp Hill School District offers services within the District to ensure that students with disabilities are educated with non-disabled peers to the greatest extent possible by offering supports within the general education program and through supplementary aids and services in regular education for identified special education students.

Prior to utilizing special education services, the District utilizes general education supports to help students who are not succeeding within the regular education setting and curriculum. At the elementary level, the Response to Instruction and Intervention is utilized in the language arts area to monitor student achievement and to provide interventions based on student need. Classroom teachers instruct students at their level in reading through flexible grouping and Title 1 remedial reading services (grades K-5). Reading specialists at the middle school and high school levels provides additional reading instruction for students who are not meeting proficiency levels. Remedial math instruction is provided by teachers through extra math instructional periods for those whose math scores are below expected achievement levels. Before and after school tutoring is available to non-proficient students and structured study halls can be used to provide previewing and reviewing of grade level material for at risk students. Peer tutors may also provide tutoring. Instructional support teams and processes are in place, as are Student Assistance Teams and guidance services. It is after these services have been applied consistently over a period of time that educational teams, which include parents, decide that referrals for multidisciplinary evaluations should be made. Elementary teachers have been trained in the RtII model in academics and the middle school has been trained in Schoolwide Positive Behavior Support. They will be in the first year of implementation in 2013-14. Currently, the middle school has a mentoring program in place where teachers are assigned to a group of students to provide support to them throughout their middle school careers.

When a student is identified as having a disability and in need of specially designed instruction, the team decides on the services that will provide FAPE for that student. The team will first consider the use of District supportive services before considering services outside the district because they are more restrictive. The team looks for services that are housed in neighboring school districts so that to the greatest extent possible the student can participate in courses and activities with non-disabled peers. The District belongs to a consortium with Cumberland Valley School District, West Shore School District, and East Pennsboro Area School District and hopes to continue to provide more inclusive services for District students with low incident disabilities. The IEP team reviews all of the assessment and progress monitoring data to determine the needs of the student. During the discussion the team considers supports and services within the regular education environment first. When the student has been unsuccessful in the one environment, the IEP team considers other supports and services that are needed in order to provide FAPE. It is after this team discussion and analysis of data that the decision is made

that the student needs a more restrictive environment in order to provide FAPE. For example, the District has a student with extreme behaviors that were impeding his learning and also the learning of his peers. The team determined that a full time emotional support program was needed in order to provide FAPE. The District has met the Indicator 5 target over the last two reporting years - 61.7% in regular education 80% or more of the time in 2009-10; 65.6% in regular education 80% or more of the time in regular education. During the 2011-12 school year, about 4% of the identified special education students were in placements outside the district. During the 2012-13 school year, all of the District's identified elementary students are within district run special education programs. Additionally, two students who are in full time multiple disabilities programs are in an intermediate run classroom in the District's high school, so they are within their neighborhood school with opportunities for inclusion.

The District has resource rooms that provide full time, supplemental, and itinerant services for students with disabilities in the neighborhood school which the students would otherwise attend. The learning support teachers with the aid of paraprofessionals use the inclusion model when appropriate to provide the specially designed instruction necessary to ensure a Free Appropriate Public Education. All District special education students are enrolled in elective courses such as physical education, art, music, consumer education, health/wellness, and technical education. Furthermore, students participate in lunch, recess, and extra-curricular activities with non-disabled peers. Paraprofessional support is provided as needed for their participation. In the last two years, the District has increased its capacity to education students with autism in school district programs through the use of professional development and consultative support from VISTA Outreach, the Capital Area Intermediate Unit, and PATTAN. The District has added a communication facilitator to help a student who is deaf participate more fully in the general education program. Assistive technology devices such as computers, iPads, and hearing aids are provided to students as tools that help them to fully access the educational environment.

The District employs a speech/language clinician and contracts for services for additional speech/language therapy, occupational therapy, physical therapy, vision support, and deaf/hard of hearing support in order to provide the services that students need to access the regular education program. Special education teachers, paraprofessionals, and other key professionals (guidance counselor, nurse, principals) are trained in Safe Crisis Management skills in order to support students with behavior problems. Special education teachers and the school psychologist are trained to conduct functional behavioral assessments and to write and implement positive behavior plans as part of the specially designed instruction for individual students.

The District has availed itself of the consultative services of the Pennsylvania Technical Training and Assistance Network (PATTAN) and the Capital Area Intermediate Unit to develop more inclusive individual education programs for students. The District has participated in the Include Me grant program with three IEP teams in order to support students with cognitive disabilities. The teams will continue to utilize this consultative support for the 2013-14 school year. The District has also participated in the Verbal Behavioral training/coaching provided by PATTAN. With the support of PATTAN consultants, the district opened a class for students on the autism spectrum who have high communication and behavioral needs.



### ***Behavior Support Services***

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

The District has policies on discipline that include procedures for addressing appropriate school-wide behavior, bullying, and other behaviors associated with a safe and orderly environment. Each building has a code of conduct that promotes appropriate social behavior and citizenship through positive expectations, role modeling, and incentives. At the elementary and middle school levels, the "rules" are listed as "Lion Pride" which reminds students to: have a positive attitude, show respect for one another, to show integrity, to embrace diversity, and to always strive for excellence. Lion ambassadors work with the middle school guidance counselor to welcome students and to model the code of conduct. The Oleweus Bully Prevention program has been implemented at the elementary level. The elementary guidance counselor provides classroom guidance lessons that support bully prevention. A team at the middle school has been trained during the 2012-13 school year to implement a School-wide Positive Support program and will begin school-wide implementation in the 2013-14 school year. The high school and elementary schools are addressing modifications to their school-wide behavior programs in the current comprehensive plan. Additionally, the middle school has developed a mentoring program. All middle school teachers have an assigned group of students who they mentor throughout their middle school careers. Meetings and activities occur throughout the year.

### ***Intensive Interagency/Ensuring FAPE/Hard to Place Students***

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

It is challenging for the District to ensure FAPE for students with more complex and/or rare disabilities. It is challenging to ensure FAPE for students who are dually diagnosed with autism and emotional disturbance. These students may have significant aggressive behaviors that have impacted their academic progress, their safety, and the safety of the other students. These students have tended to be rigid in their thinking and have difficulty with transitions and change. In addition to training more teachers and support staff in de-escalation techniques, teachers and the school psychologist have updated their training in functional behavioral analysis and developing positive behavior plans. Furthermore, the District has contracted with VISTA Outreach Services to provide consultative services to district teachers. As part of their support, the consultants have conducted trainings and provided additionally modeling of intervention strategies to help teachers with specific students. Additionally, the District has contracted with New Story and the CAIU to provide full time services to students when the IEP team determines that this is the appropriate level of intervention in order to ensure FAPE. The District has added an intensive learning support classroom at the elementary level to provide supplemental and itinerant support to students with problematic behaviors.

The District has partnered with the CAIU to provide an appropriate education for its deaf students. If possible, the Deaf and Hard of Hearing teacher provides supportive services to students while they attend their neighborhood schools. In one instance, the Deaf and Hard of Hearing teacher is co-teaching reading for an elementary school student who is deaf who uses both oral and sign for communication.

Camp Hill continues to be part of a four district consortium for special education services so that when it has a student with a rare disability who is in need of specially designed instruction, it can use the services that exist in neighboring schools which could be the least restrictive setting with similar peers.

The District began a supplemental/full time autism support program for young children with complex communication needs. The District is using the support of the PATTAN staff who are part of the verbal behavioral initiative. The District will continue this program and expand it as needed to address the needs of district students within the district to the greatest extent possible.

The District uses CASSP services at all levels when providing FAPE becomes a challenge. Additionally, the district communicates directly with MHIDD representatives, Office of Vocational Rehabilitation, and contracts with a psychiatrist for recommendations.

### ***Strengths and Highlights***

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

The Camp Hill School District is committed to educating all of its special needs students in quality programs. Flexibility and creativity are evident in all of the programs that are based on individual student needs. Across the district, paraprofessionals are used to maximize inclusion of students into the regular education classroom and general education curriculum. Parents have high levels of participation in the

decision-making process because they participate in the multidisciplinary evaluation and in the development of the individual education plan. Over 95% of parents attend multidisciplinary evaluation meetings and individual education planning meetings. Their verbal and written input is incorporated into the assessment reports and into the individual education plan. Communication among teachers (regular and special education) and parents is frequent and productive in ensuring the success of the student. General education teachers collaborate frequently with special education teachers in order to differentiate instruction within their classrooms. The district employs paraprofessionals at all grade levels to provide support within regular education settings. During this past school year, the District also employed a communication facilitator in order to provide the sign language and academic support needed for a district student to continue in his neighborhood school program. Paraprofessionals accompany students to extra-curricular activities such as drama productions and after school clubs. Over the last few years, the District has improved its transition planning and increased the number of activities available to students age 14 and older with IEP's. As an example, the District participates in the Capital Region Partnership for Career Development, which offers a variety of programs to help students learn about careers. The District recruits and retains highly qualified special education teachers. Administrative support at the building and central office level enhance the success of the District's special education programs.

Camp Hill has added two special education services within the district in the last two years. At the upper elementary level (grades 3-5), the District added an intensive learning support classroom. This program incorporates direct instruction in social skills and the teacher develops, implements, and monitors individual positive behavior support plans for each of the students. The second service was added in the 2012-13 school year at the primary elementary level. The District is using the support of PATTAN consultants to develop the use of the verbal behavioral model for students with intensive support needs. These students may be identified as being on the autism spectrum and/or having intellectual disabilities. Both of these programs have expanded Camp Hill's continuum of services and have allowed the District to educate more of its students within District classrooms. Additionally, Camp Hill School District has participated in the state "Include Me" program. Currently, there are three teams working with the ARC consultant to expand inclusive practices. The teams are at the middle school, upper elementary, and primary elementary grade levels.

The Camp Hill School District has a well-developed professional, paraprofessional, and parent training plan. Professionals participate in monthly building level training, as well as full day in-service programs, on topics related to student achievement, data, the teacher effectiveness system, assessments, behavior, and curriculum/instruction. Paraprofessionals may participate in any applicable professional training opportunities. Additionally, they attend programs at PATTAN, the CAIU, and through community organizations, such as The Arc. Camp Hill belongs to a special education consortium. One of the major activities of the group is to plan and offer parent training. Between two and four evening programs are provided yearly. Topics have included community resources for student with intellectual disabilities, special education regulations, effective IEP's, and community transition services.

# Assurances

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## Special Education Assurances

The Local Education Agency (District) assures that there are local policies and procedures in place that address:

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

## 24 P.S. §1306 and §1306.2 Facilities

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students
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			<b>Placed</b>
VISTA	Approved Private Schools	full time autism support	1
Hill Top Academy	Special Education Centers	Full Time Emotional Support - CAIU classroom and facility	1
New Story	Special Education Centers	Full time autistic support and Full time emotional support	2
River Rock Academy	Other	Itinerant emotional support within an alternative education environment	1
Camphill Special School	Approved Private Schools	Full time, residential life skills support	1
National Deaf Academy	Out-of-State Schools	Residential treatment facility for deaf students	1
Camp Hill High School	Other	Full time multiple disabilities class run by the Capital Area Intermediate Unit located within the students' neighborhood school	2

## Special Education Program Profile

### Program Position #1

*Operator:* Intermediate Unit

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Camp Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	16	0.25
Camp Hill High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 18	10	0.25

### Program Position #2

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hoover Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	30	0.46
Eisenhower Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 11	35	0.54

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Camp Hill High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	15	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Camp Hill High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	10	0.77
Camp Hill High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	3	0.23

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

**PROGRAM SEGMENTS**

<b>Location/Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Camp Hill High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	10	0.77
Camp Hill High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	3	0.23

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

<b>Location/Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Camp Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 13	12	0.75
Camp Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	4	0.25

**Program Position #7***Operator: School District***PROGRAM SEGMENTS**

<b>Location/Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Camp Hill Middle School	A Middle School Building	A building in which General Education	Itinerant	Learning Support	10 to 13	4	0.5

		programs are operated					
Camp Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	11 to 14	2	0.25
Camp Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 14	1	0.13
Camp Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	1	0.12

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

<b>Location/Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Camp Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	6	0.5
Camp Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	6	0.5



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

<b>Location/Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Eisenhower Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	8 to 11	2	0.25
Eisenhower Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	4	0.5
Eisnerhower Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 11	1	0.12
Eisnerhower Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	1	0.13

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

<b>Location/Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Eisenhower Elementary	An Elementary School	A building in which General	Itinerant	Learning Support	8 to 10	8	0.67

	Building	Education programs are operated					
Eisenhower Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 10	1	0.08
Eisenhower Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eisenhower Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	9	0.9
Eisenhower Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	9 to 11	1	0.1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eisenhower Elementary	An Elementary School	A building in which General Education	Itinerant	Learning Support	9 to 12	15	1

	Building	programs are operated					
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**Program Position #13***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hoover Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	7	0.7
Hoover Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	3	0.3

**Program Position #14***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hoover Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	4	0.5
Hoover Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 8	2	0.25
Hoover	An	A building	Supplemental	Life	5 to 8	2	0.25

Elementary	Elementary School Building	in which General Education programs are operated	(Less Than 80% but More Than 20%)	Skills Support			
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**Program Position #15***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Camp Hill High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	16 to 20	5	1

**Special Education Support Services**

Support Service	Location	Teacher FTE
School Psychologist	Camp Hill High School, Camp Hill Middle School, Eisenhower Elementary, Hoover Elementary	1
Director of Student Services	Camp Hill High School, Camp Hill Middle School, Eisenhower Elementary, Hoover Elementary	1
Full time paraprofessional	Camp Hill High School, Camp Hill Middle School, Eisenhower Elementary School, and Hoover Elementary	21
Part time paraprofessional- currently the district employs two part time people	Eisenhower Elementary and Hoover Elementary	1

**Special Education Contracted Services**

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Outside Contractor for the School District	2 Days
Physical Therapist	Outside Contractor for the School	1 Days

	District	
Consultative Autistic Support	Outside Contractor for the School District	1 Days
Vision Consultative Support	Multiple Districts	30 Minutes

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	The Camp Hill School District will use consultative services to provide professional development for middle and high school special education teachers on a variety of topics related to teaching students on the autism spectrum. The consultants will lead a training on the characteristics and education of students on the autism spectrum. Another training will be on how to write IEP's to include special designed instruction in all skill deficit area. A third training will be on social skills instruction. The fourth training will be on inclusion as it relates to students with autism. Some of the training will be large group informational sessions. Others will be small group modeling and guided practice. The consultant will work with special education teachers as an instructional coach to model the use of the strategies and skills introduced in other trainings.
<b>Person Responsible</b>	Director of Student Services
<b>Start Date</b>	1/1/2013
<b>End Date</b>	6/30/2017
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	15
<b># of Participants Per Session</b>	10
<b>Provider</b>	VISTA Outreach Services
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<ul style="list-style-type: none"> <li>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</li> <li>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data</li> </ul>

	<p>in instructional decision-making.</p> <ul style="list-style-type: none"> <li>Empowers educators to work effectively with parents and community partners.</li> </ul>
<b>For school and district administrators, and other educators seeking leadership roles</b>	<ul style="list-style-type: none"> <li>Provides leaders with the ability to access and use appropriate data to inform decision-making.</li> <li>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> </ul>
<b>Training Format</b>	<ul style="list-style-type: none"> <li>Series of Workshops</li> <li>School Whole Group Presentation</li> </ul>
<b>Participant Roles</b>	<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / Asst. Principals</li> <li>Paraprofessional</li> <li>Other educational specialists</li> <li>Parents</li> </ul>
<b>Grade Levels</b>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High (grades 9-12)</li> </ul>
<b>Follow-up Activities</b>	<ul style="list-style-type: none"> <li>Creating lessons to meet varied student learning styles</li> <li>Lesson modeling with mentoring</li> </ul>
<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Classroom student assessment data</li> <li>Review of participant lesson plans</li> <li>Review of special education teachers' completion of required paperwork such as reevaluation reports and IEP's.</li> </ul>

## Behavior Support

<b>Description</b>	Special education teachers will be trained to conduct functional behavior assessments, develop effective positive behavior plans, and to effectively monitor student progress on behavior goals within IEP's. Initial training for special education teachers who have not yet been trained will be full day
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	<p>trainings in FBA's and PBIP's. For the special education teachers who have already been trained, a behavior consultant will provide guided practice through the coaching/consultative model.</p> <p>To ensure a safe and supportive climate in all schools, personnel will receive training in the School-wide Positive Support Model as part of the Response to Instruction and Intervention Model. A core committee consisting of regular educators and special educators will be trained to direct the implementation of the model at each of the building levels beginning with the middle school and then moving to the high school and elementary schools.</p>
<b>Person Responsible</b>	Leadership Team consisting of building principals and the Director of Student Services
<b>Start Date</b>	11/1/2012
<b>End Date</b>	6/30/2017
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	100
<b>Provider</b>	VISTA Outreach and Camp Hill School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Teachers will learn to conduct functional behavior assessments and, analyze the data, and then develop positive behavior intervention plans.
<b>Research &amp; Best Practices Base</b>	Response to Intervention and Data-Driven Decision Making
<b>For classroom teachers, school counselors and education specialists</b>	<ul style="list-style-type: none"> <li>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</li> <li>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> <li>Empowers educators to work effectively with parents and community partners.</li> </ul>



<p><b>For school and district administrators, and other educators seeking leadership roles</b></p>	<ul style="list-style-type: none"> <li>• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</li> <li>• Provides leaders with the ability to access and use appropriate data to inform decision-making.</li> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> <li>• Instructs the leader in managing resources for effective results.</li> </ul>
<p><b>Training Format</b></p>	<ul style="list-style-type: none"> <li>• Series of Workshops</li> <li>• School Whole Group Presentation</li> <li>• Department Focused Presentation</li> </ul>
<p><b>Participant Roles</b></p>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• Supt/Asst Supts.</li> <li>• School counselors</li> <li>• Paraprofessional</li> <li>• New Staff</li> <li>• Other educational specialists</li> <li>• Related Service Personnel</li> <li>• Parents</li> </ul>
<p><b>Grade Levels</b></p>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul>
<p><b>Follow-up Activities</b></p>	<ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Review and refinement of FBA's and PBIP's through coaching; Team and School-wide data review</li> </ul>
<p><b>Evaluation Methods</b></p>	<ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of written FBA's and PBIP's after training</li> </ul>

## Paraprofessional

<b>Description</b>	The Camp Hill School District provides training opportunities for all paraprofessionals on a yearly basis so that they can maintain their highly qualified status. The training opportunities are on topics related to their assignments and the District's needs as determined by achievement data. The topics include: implementation of IEP's, autism, positive behavior support strategies, safe crisis management, first aid and cpr,sign language,confidentiality, intervention strategies for core subject areas, and basic information about disabilities and regulations.
<b>Person Responsible</b>	Kathy Gottlieb
<b>Start Date</b>	7/1/2013
<b>End Date</b>	6/30/2017
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

## Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	60
<b># of Participants Per Session</b>	25
<b>Provider</b>	Camp Hill School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<ul style="list-style-type: none"> <li>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</li> <li>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> <li>Empowers educators to work effectively with parents and community partners.</li> </ul>
<b>For school and district administrators, and other educators seeking leadership roles</b>	<ul style="list-style-type: none"> <li>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> </ul>

<b>Training Format</b>	<ul style="list-style-type: none"> <li>• Series of Workshops</li> </ul>
<b>Participant Roles</b>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• Paraprofessional</li> </ul>
<b>Grade Levels</b>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul>
<b>Follow-up Activities</b>	<ul style="list-style-type: none"> <li>• Collaboration with special education teachers to implement learning goals with specific students</li> </ul>
<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Observation and evaluation using the district paraprofessional annual evaluation tool</li> </ul>

### Reading NCLB #1

<b>Description</b>	<p>Analyzing Reading Assessment Data- teachers will analyze and plan appropriate interventions to enrich or remediate students based on information about reading skills as compared to benchmark scores.</p> <p>Training will prepare teachers to use progress monitoring tools to identify and implement differentiated plans to fully ensure early identification of, intervention with and monitoring of students who are academically at risk.</p>
<b>Person Responsible</b>	Leadership Team
<b>Start Date</b>	6/10/2013
<b>End Date</b>	6/30/2017
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

### Professional Development Details

<b>Hours Per Session</b>	3
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<b># of Sessions</b>	4
<b># of Participants Per Session</b>	100
<b>Provider</b>	Camp Hill School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<ul style="list-style-type: none"> <li>• Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</li> <li>• Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> <li>• Empowers educators to work effectively with parents and community partners.</li> </ul>
<b>For school and district administrators, and other educators seeking leadership roles</b>	<ul style="list-style-type: none"> <li>• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</li> <li>• Provides leaders with the ability to access and use appropriate data to inform decision-making.</li> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> <li>• Instructs the leader in managing resources for effective results.</li> </ul>
<b>Training Format</b>	<ul style="list-style-type: none"> <li>• Series of Workshops</li> <li>• School Whole Group Presentation</li> <li>• Department Focused Presentation</li> </ul>
<b>Participant Roles</b>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• Supt/Asst Supts.</li> </ul>

	<ul style="list-style-type: none"> <li>• School counselors</li> <li>• Paraprofessional</li> <li>• New Staff</li> <li>• Related Service Personnel</li> </ul>
<b>Grade Levels</b>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul>
<b>Follow-up Activities</b>	<ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> <li>• IEP's</li> </ul>
<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• IEP reviews</li> </ul>

## Transition

<b>Description</b>	<p>Provide training in an annual evening program to special education teachers, principals, guidance counselors, paraprofessionals, and parents on post high school processes and community resources related to college, training, employment, and independent living.</p> <p>Provide training to secondary special education teachers in developing effective transition plans in IEP's for students aged 14 and older. Included in the training will be giving assessments, developing goals and activities, and monitoring progress towards completion of goals.</p>
<b>Person Responsible</b>	Director of Student Services
<b>Start Date</b>	9/1/2013
<b>End Date</b>	6/30/2017
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

## Professional Development Details

<b>Hours Per Session</b>	2
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<b># of Sessions</b>	8
<b># of Participants Per Session</b>	50
<b>Provider</b>	Local special education consortium
<b>Provider Type</b>	Consortium school districts, community agencies related to transition planning
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<ul style="list-style-type: none"> <li>• Enhances the educator's content knowledge in the area of the educator's certification or assignment.</li> <li>• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Empowers educators to work effectively with parents and community partners.</li> </ul>
<b>For school and district administrators, and other educators seeking leadership roles</b>	<ul style="list-style-type: none"> <li>• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> <li>• Instructs the leader in managing resources for effective results.</li> </ul>
<b>Training Format</b>	<ul style="list-style-type: none"> <li>• District Whole Group Presentation</li> <li>• Department Focused Presentation</li> </ul>
<b>Participant Roles</b>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• Supt/Asst Supts.</li> <li>• School counselors</li> <li>• Paraprofessional</li> <li>• New Staff</li> <li>• Other educational specialists</li> <li>• Related Service Personnel</li> </ul>

	<ul style="list-style-type: none"><li>• Parents</li></ul>
<b>Grade Levels</b>	<ul style="list-style-type: none"><li>• Middle (grades 6-8)</li><li>• High (grades 9-12)</li></ul>
<b>Follow-up Activities</b>	<ul style="list-style-type: none"><li>• Sharing IEP transition plans and summaries of student assessment data related to transition activities;</li></ul>
<b>Evaluation Methods</b>	<ul style="list-style-type: none"><li>• Participant survey</li><li>• POD - post graduate surveys as prescribed by PDE</li></ul>

# Special Education Affirmations

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

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

*No signature has been provided* 

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*School Board President*

*No signature has been provided* 

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*Chief School Administrator*