

Camp Hill School District
Special Education Plan Report
07/01/2023 – 6/30/2026

Profile and Plan Essentials

LEA Name		AUN	
Camp Hill SD		115211003	
Address 1			
418 South 24th St			
Address 2			
City	State	Zip	
Camp Hill	PA	17011	
Director of Special Education Name			
Autumn Reely			
Director of Special Education Email			
areely@camphillsd.k12.pa.us			
Director of Special Education Phone Number		Director of Special Education Ext	
(717) 775-5935			
Chief Administrator Name			
Mr Daniel D Serfass			
Chief Administrator Email			
dserfass@camphillsd.k12.pa.us			

Special Education Students

Total Number of Students Receiving Special Education: 164

School District Total Student Enrollment: 1203

Percent of Students Receiving Special Education: 13.6

Steering Committee

Name	Position/Role	Building	Email
Dan Serfass	Superintendent	Camp Hill School District	dserfass@camphillsd.k12.pa.us
Autumn Reely	Director of Special Education	Camp Hill School District	areely@camphillsd.k12.pa.us
Debbie Lawrence	Parent	Camp Hill School District	lowus91@gmail.com
Melanie Gurgiolo	Board Member	Camp Hill School District	mwgurgiolo@camphillsd.k12.pa.us
AmiPreston	General Education Teacher	Hoover Elementary School	apreston@camphillsd.k12.pa.us
Wade Jacoby	Special Education Teacher	Camp Hill Senior High School	wjacoby@camphillsd.k12.pa.us
Dr. Cristy Rice	Other	Camp Hill School District	crice@camphillsd.k12.pa.us
Jennie Guilfoyle	Other	Camp Hill School District	jguilfoyle@camphillsd.k12.pa.us

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

Significant Disproportionality - Placement

District Not Flagged for Significant Disproportionality in this area.

Significant Disproportionality - Discipline

District Not Flagged for Significant Disproportionality in this area.

Significant Disproportionality - Identification

District Not Flagged for Significant Disproportionality in this area.

Non-Resident Students Oversight

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

No

2. 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.)

Under § 1306 of the PA School Code, the host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The host school district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a free appropriate public education (FAPE) for eligible children with IEPs in accordance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400 et seq.) and for qualified handicapped students with Service Agreements in accordance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 701 et seq.) and 22 PA Code Chapter 15.

The host district will ensure that all students receiving special education services will be instructed by certified special education teachers. The host school district cannot refuse to educate a student in a regular or special education program in a regular public school unless 1) a court order requires that the child be educated at the residential facility; 2) a current IEP and Notice of Recommended Educational Placement (NOREP), or a Service Agreement under 22 PA Code Chapter 15 requires a different placement; 3) the child is currently expelled from their last educational placement due to a weapons offense under 24 P.S. § 13-1317.2(e.1); or 4) the student is in an interim alternative educational setting and placed in accordance with the IDEA per 34 CFR § 300.530(c), (d)(5), and (g). Students may not be presumptively assigned to alternative education programs for disruptive youth; such placements must be made in accordance with federal and state disciplinary protections. For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host school district must consider the educational placement options to educate the student in the host school district's public schools.

If the host school district and parent, through the IEP or Service Agreement process, determine that an alternative educational setting will appropriately address the student's educational needs, the host school district is responsible for providing the student with FAPE and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and Section 504 of the Rehabilitation Act of 1973. For students eligible for services under 22 PA Code Chapter 14, this means the host school district is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. Similarly, the host school district is responsible for conferring or meeting with the family and for developing a Service Agreement for a qualified handicapped student pursuant to 22 PA Code Chapter 15. In addition to ensuring that an appropriate educational program is provided, the host school district has a Child Find responsibility per 34 CFR § 300.111 Child Find for children thought-to-be-eligible for special education services and/or accommodations within the host school district's jurisdiction. This responsibility includes locating, identifying, and evaluating all § 1306 students with suspected disabilities, including but not limited to, evaluating students for whom a request for an evaluation has been made.

In fulfilling the Child Find obligation, the host school district cannot rely entirely on information from the facility, but must make independent efforts to ascertain whether eligible students are present. If a host school district suspects that a child may be eligible for special education or for a Service Agreement under 22 PA Code Chapter 15, the host

school district must seek informed consent to initiate evaluation procedures from an individual who meets the definition of parent in the IDEA, a surrogate parent appointed by the host school district, or a person appointed by a court to provide such consent. If a child who is handicapped under Section 504 or is identified by a school district as thought-to-be disabled and in possible need of specially designed instruction under the IDEA and Chapter 14, the host school district should procedurally move forward with a special education evaluation under the IDEA and Chapter 14. One indication that a child is thought-to-be-eligible may include a determination by the host school district, parent, or a professional that the child's educational needs cannot be met in a regular public-school setting. For children suspected as IDEA eligible students, the host school district is responsible for maintaining contact with the student's resident school district for the purpose of keeping the resident school district informed of its plans for educating the student and seeking the advice of that district with respect to the student.

The Camp Hill School District does not currently host any locations that fall under Section 1306 of the Public-School Code. If the district would have one of these locations open within its boundaries, the district would work with the facility to decide how educational services would be delivered. Delivery could take place on site with the help of the Capital Area Intermediate Unit (CAIU) or the district. This type of delivery model would include a plan to utilize the LEA school setting as the LRE whenever necessary for students who are housed at the facility. Delivery of services could also take place fully in the public-school setting if appropriate or necessary. The district would issue 4605 paperwork to the home district as soon as student entered the facility. As a host district, Camp Hill School District would continue efforts to include the home district and families in all meetings pertaining to the education of the student at the facility.

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

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 face 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 Local Education Agency (the district) for that student prior to his/her 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. In the last three years, the principals, guidance counselors, and the Director of Special Education and Student Services have used the student information system to help identify and reach out to families as needed to explain the involvement of their home district. This improved communication with families is helping the district to improve communication with the districts who are educating Camp Hill's students and ensuring that they are receiving a free appropriate public education.

3. **Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?**

To facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host school district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least two weeks prior to the student's planned discharge from the residential program, if possible. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new host school district.

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).**

N/A

Least Restrictive Environment

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

The Camp Hill School District ensures 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 the regular education setting for students identified as special education. When determining where a student should be educated there are different placement options that are considered. For most students, the placement options include the regular classroom for most of their school day, a special education classroom for part of their school day, or a special education classroom for most of their school day. In the Camp Hill School District, the first consideration is always education in the general education classroom with supports and services and this is our guiding practice of LRE decision-making. In Federal Law, the regular education classroom is referred to as the "least restrictive environment" (LRE). Considering placement in the regular classroom, or school, is not something a student must earn. Consideration of placement in the regular education classroom is a right. In practice, the education of students with disabilities in regular classes is called "inclusion." Removal from the regular education environment only occurs when education in that setting, with supplementary aids and services, would not result in meaningful educational benefit and an appropriate education.

The Camp Hill School District's LRE data indicates that the district primarily educates students receiving special education services in the regular education setting. Data provided for the 2020-2021 school year shows that 68.5% of Camp Hill students receiving special education services were in the regular education classroom for 80% or more of their day, being above the state average of 62.1%. Data for the 2021-2022 school year shows that 64.8% of students receiving special education services were in the regular education classroom for 80% or more of their school day, which continues to be above the state average of 61.8%. The number of students receiving special education services in the regular classroom for less than 40% of their day continues to be less than the state average. In the 2020-2021 school year, the district's data showed 9.5% of students in the regular education classroom less than 40% of the school day, which is less than the state average of 9.8%. Again, in the 2021-2022 school year, the district's LRE data was also comparable to the state average of 9.9%, having 9.7% of students receiving special education services educated in the regular education classroom for less than 40% of their day. The district does not have data for students receiving special education services in other settings due to a small group size.

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?

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, Multi-Tiered Systems of Support is utilized in English Language Arts and in Math 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 I remedial reading services (grades K-5). Teachers are now using a guided math model to strategically provide additional support or enrichment to students in math. A reading specialist at the middle school provides additional reading instruction to students who are not meeting proficiency on the PSSA. Math Foundations is a middle school math course that all students take to reinforce core math skills and to provide additional problem-solving opportunities. Online math software is used in all grades from kindergarten through eighth. These programs individualize instruction at the student's level after pre-assessment of skills. At the high school level, 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 all

students, and structured study halls can be used to provide previewing and reviewing of grade level material for at-risk students. Students in grades K-5 participate in Acadience reading and math benchmark assessments 3 times per year. These assessments are administered by qualified and trained staff, are predictive of performance on standards, and are sensitive to growth over time. Data collected via benchmark assessment tools are maintained in district purchased data warehousing systems and are available to all regular education teachers, special education teachers, specialists, and administrators whom work with the student. Grade level team meetings are held after the administration of each benchmark assessment to review student data and make instructional decisions. Computer generated, user-friendly summary reports are provided to all parents after each assessment period and are discussed at parent/teacher conferences held 2 times per year or other scheduled meeting times as the team determines necessary.

The School-wide Positive Behavior system K-12 utilizes a tiered system of support for students with behavior and disciplinary concerns. A proactive component of the program is mentor groups at the middle school and small groups addressing behavioral and other school concerns being conducted at the elementary buildings. Teachers are assigned a group of students to provide support to them throughout their middle school careers. The PBIS program has received banner status for Tier 1 at all levels. The elementary and middle schools have also been recognized at the Tier 2 level. The district employs a full-time Board Certified Behavior Analyst who serves as the district-wide PBIS Coordinator and also provides support for the development of behavior interventions for classroom and/or individual student needs. Students in grades K-5 participate in a universal behavior screener to assist the school team with identifying students who may be at-risk. Instructional support teams and processes are in place, as are Student Assistance Teams and guidance services. The district has school counselors at all levels to support the social and emotional growth of students. The district continues to maintain a partnership with an outside service provider to offer school based mental health counseling, both on an individual and group basis. During the 2021-2022 school year the district purchased a universal social/emotional learning program which is utilized in grades K-12 to support all students who may struggle with social/emotional needs. The district also conducts an annual Measurable Results Assessment (MRA) which surveys students, staff, and families in the areas of leadership, culture, and academics. The results of this MRA guide the school teams in areas of strength and improvement. It is after these regular education 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.

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 a Free Appropriate Public Education (FAPE) for that student. The team will first consider the use of District supportive services before considering services outside the district. 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, which gives CHSD students access to special education programs in these districts, if agreed upon by the IEP team and the hosting district. Camp Hill offers services to consortium students when a district program meets that student's needs. The use of neighboring districts for services affords students the ability to stay in a Camp Hill School or to attend school in a regular education school environment close by. Additionally, the District contracts with Pediatric Therapeutic Services to provide occupational and physical therapy for students. The district also employs a Board Certified Behavior Analyst who works with both regular education and special education students to develop behavior support plans and to conduct functional behavior assessments in more complicated situations. This support person attends the MTSS and SAP meetings at each of the district buildings. The Individual Education Program (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.

The district uses a variety of supplementary aids and services from the categories of collaborative, instructional, physical, behavioral, and social/emotional. IEP teams collaborate with district personnel to revise the specially designed instruction to meet the needs of student's disabilities. IEP teams use instructional strategies with students who are in the general education classroom in order to meet their needs as outlined in the IEP. The district continues to expand co-teaching partnerships to allow students to remain involved in the regular education curriculum and receive supports and modifications necessary to access and learn the regular curriculum along with non-disabled peers. The District works collaboratively with the Capital Area Intermediate Unit to provide special education coaching days which can be utilized to provide professional development to all staff regarding inclusion of students with disabilities. The building administrators and Director of Special Education and Student Services are working cooperatively to provide supervision and suggestions to building teams. Teachers modify and adapt materials, curricular goals, and assessments. They may use audio-presentations, computers, and other devices to deliver instruction for students to demonstrate learning. At the secondary level, a structured study hall provides time for pre-teaching, reteaching, and chunking long-term assignments. The occupational therapist guides teams in adjusting sensory input, in using adaptive equipment and in identifying appropriate seating arrangements. Fidgets, seat cushions, and sensory breaks are specific examples. Lastly, school counselors, the school psychologist, and special education teachers provide social skills instruction in small groups or individually.

Elementary school counselors facilitate peer supports through support groups such as friendship groups, newcomer groups, and blended family groups. When a student has been unsuccessful in 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. The team first considers adding supports and services within the neighborhood school - increasing the level of support from itinerant to supplemental or supplemental to full time. If minimal progress is made with this higher level of support, the district looks for other placement options. For example, the district has several students with extreme behaviors that are impeding their learning and also the learning of their peers. The team determined that full time emotional support center-based programs were needed in order to provide FAPE. The district has therefore contracted with the Capital Area Intermediate Unit, New Story, and River Rock Academy for these services. Given the changing trends in trauma informed education and recognizing the mental health component to behavior, the district has used CAMhP classrooms outside of the district. These classrooms provide daily counseling, a certified BCBA, and low teacher to student ratios in an effort to remediate student difficulties and provide alternate coping strategies prior to return to Camp Hill School District.

During the 2018-19 school year, up to nine students have been placed in programs outside the school district. All of these students are still able to participate in district extra-curricular activities. Of note is the fact that the district has met the Indicator 5 target over the last three reporting periods. Indicator 5 is a federally prescribed performance target that states and local school districts need to meet regarding percentages of special education students being educated within the regular class for 80% or more of the day, who are in the regular classroom less than 40% of the day, and who are in settings outside their local district. In 2018-19, the targets were 61.5% in the regular classroom for 80% or more of the day. Camp Hill was at 61.8%. The target for inside the regular classroom for less than 40% of the day was 9.4%. Camp Hill was at 7.3%. The target for students placed in outside settings was 4.9%. Camp Hill remained under that percentage with an n size of less than 10 students fitting this category. Similarly, in 2017-18 the district was at 63.5% for students inside the regular classroom 80% or more of the day compared to the state average of 62%. N sizes in the other two categories, inside regular education <40% and special education in other settings was too small to show on the report. In 2016-2017, Camp Hill had 72.1% of its students inside the regular education class 80% or more of the day in comparison to the state average of 62.4%. Students receiving special education services <40% of the day was 6.1% for Camp Hill in comparison to 9.0% for the state. Again, those receiving special education in other settings did not have a reportable n size.

The district has special education teachers that provide full time, supplemental, and itinerant services for students with disabilities in their neighborhood schools. The special education teachers, with the aid of paraprofessionals, use inclusion as specified in IEP's to provide the specially designed instruction necessary to ensure FAPE. 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 educate students with autism and intellectual disabilities in school district programs through the use of professional development by the Capital Area Intermediate Unit (CAIU), and Pennsylvania Technical Training and Assistance Network (PaTTAN). The district has added a behavior support specialist to help students with autism participate more fully in the general education program. Assistive technology devices such as LAMP, computers, iPads, and devices for students with auditory processing disorders are provided to students as tools that help them to fully access the general educational environment.

The district employs two speech/language clinicians and contracts for services for 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 (school counselor, nurse and 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 support plans as part of the specially designed instruction for individual students. The district utilizes a behavior support specialist to provide additional support and services to teachers and students. The District has availed itself of the consultative services of PaTTAN and the CAIU to develop more inclusive individual education programs for students. The district is currently utilizing support from the Capital Area Intermediate Unit to provide direct coaching and professional development to teachers for inclusive practices. The district has also participated in verbal behavioral training/coaching provided by PaTTAN. With the support of PaTTAN consultants, the district is maintaining a verbal behavior classroom at the primary, intermediate and middle school settings. The special education teachers in these programs instruct students who have social/emotional needs, as well as academic difficulties. The students in these programs may be on the autism spectrum and/or have significant emotional (social and behavioral) needs. The district also provides emotional support services at the elementary and secondary settings. The emotional support programs have provided the flexibility the district needs to increase the level of behavioral support for students, while still keeping them within their neighborhood schools.

The district uses a variety of assessments to help students of transition age make decisions about their post-secondary goals based on their interests and strengths. As appropriate, the district utilizes work study, vocational technical school enrollment, and services offered by the CAIU for job coaching and community-based vocational instruction. The district has special education students who participate in the Cumberland Perry Area Vocational Technical School programs. The district has added a career readiness counselor to the school counseling department to connect students with internships and programs through the district's membership in the Capital Region Partnership for Career Development. These programs afford students opportunities to explore career options while still in high school. Camp Hill partners with neighboring districts and also with The Arc of Pennsylvania and the Office of Vocational Rehabilitation to develop individual transition plans. The district has also added a transition coordinator position. This staff member helps students access local programs and provides the opportunity to participate in transition activities that are happening regionally. The district utilizes computer programs for career assessments and exploration. Conover is one such program and the district invested in a school-wide computerized program called Naviance that helps high school students research and select employment and post-secondary training options.

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

Teachers at the elementary level are trained in Multi-Tiered Systems of Support and Student Assistance. The middle school teachers and high school teachers are trained in Student Assistance and all teachers are also trained in School-wide Positive Behavior Intervention Support. Teachers, administrators, and paraprofessionals are trained in de-escalation techniques and Safe Crisis Management. The district partners with the Capital Area Intermediate Unit to provide professional development during the school year to all teachers, paraprofessionals, and administrators on best practices in special education and instructional strategies to ensure meaningful inclusion of all students with disabilities in the regular education environment to the fullest extent possible.

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

All students with disabilities are provided the opportunity to participate in extracurricular activities provided by the Camp Hill School District. The district facilitates clubs in all grade levels that occur during the school day four times per year. All students receive information regarding club, team, and extracurricular opportunities within the district. Special education teachers collaborate with coaches and club advisors regarding any accommodations and modifications that would be necessary for active student participation.

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?

Students who are placed in out-of-district placements are welcomed to participate in district -run extra-curricular activities. Students are notified of such opportunities through email correspondence, Blackboard notifications, information on the district website, and social media posts. If a student who is attending an out-of-district placement indicates that he/she would like to participate in a district run-extracurricular activity, the Director of Special Education and Student Services coordinates the student's participation with the appropriate school personnel and the parents. Transportation is provided if determined necessary for participation.

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)

During the 2021-2022 school year the district reviewed the current continuum of services provided and established the need for additional programming. During the 2022-2023 school year the district added an Intensive Learning Support classroom at the middle school/high school level to support students in need of more supplemental services. The district will continue to review the continuum of services provided and consider student needs to make determinations of additional programming expansions moving forward.

Out of District Placements

The Camp Hill School District utilizes the following out of district placements:

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Story, Harrisburg	Licensed Private Academic		New Story Schools	Autistic Support	3
New Story, New Cumberland	Licensed Private Academic		New Story Schools	Emotional Support	0
New Story, New Cumberland	Licensed Private Academic		New Story Schools	Autistic Support	2
River Rock Academy	Licensed Private Academic		River Rock	Emotional Support	1
Yellow Breeches Educational Center	Licensed Private Academic		Yellow Breeches	Emotional Support	2
Merakey	Licensed Private Academic		Merakey, Inc	Autistic Support	1
Hilltop Academy	Other	Capital Area Intermediate Unit	Capital Area Intermediate Unit	Emotional Support	1
Cougar Academy	Other	Intermediate Unit	Capital Area Intermediate Unit	Multiple Disabilities Support	2
Diakon	Licensed Private Academic		Diakon/Capital Area Intermediate Unit	Emotional Support	0
Western PA School for the Deaf	Approved Private School (APS)		Western PA School for the Deaf	Deaf and Hard of Hearing Support	1
Vista School	Approved Private School (APS)		Vista Autism Services	Autistic Support	0

Positive Behavior Support

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

All students in the Camp Hill School District participate in the district-wide SEL program. Students with disabilities who may require a higher level of social/emotional intervention are provided social skills instruction using a research-based curriculum. Skills are explicitly taught in the classroom and then generalized to other settings. Special education teachers facilitate social skills instruction for students with disabilities as determined appropriate by the student's IEP team. The districts BCBA also conducts observations across all school settings, writes Functional Behavioral Assessments, and assists the IEP team with the development and implementation of Positive Behavior Support Plans for students who need this level of intervention.

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.**

Teachers and other designated staff are trained to use Safe Crisis Management. Yearly certification and recertification training occur through Safe Crisis Management district trainers. De-escalation strategies are an important part of the training, but have also been given as stand-alone training as needed to support the staff working with specific students. The district regularly provides training in de-escalation and positive behavior strategies to paraprofessionals as part of their required twenty hours of training to maintain their highly qualified status. Examples of strategies are frequent positive cueing, sensory/time out breaks, and pre-planning transitions. Social skills lessons also occur regularly for some students as determined appropriate by the IEP team. The district works cooperatively with outside behavioral health providers when Behavioral Health Technicians, Behavior Specialist Consultants, and Mobile Therapists are assigned to our students. As needed, the district contracts with a local psychiatrist to conduct psychiatric evaluations to provide the family with recommendations for community based mental health services and the district with educational recommendations.

3. **Describe the district positive school wide support programs.**

The District has policies (Policy 113.1, 113.2, 218, 249) 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 both the elementary and secondary levels, the "rules" are listed as "Lion Pride" which remind students to: have a positive attitude, show respect for one another, to show integrity, to embrace diversity, and to always strive for excellence. Each school takes time at the beginning of the school year to teach these characteristics and the behaviors associated with them in various settings. A bullying prevention program has been implemented at the elementary level through the weekly guidance classes. Two elementary school counselors also provide lessons in interpersonal relationships, healthy habits, and careers. These groups have expanded to include coping with anxiety, mental health, and trauma. The district partners with a mental health provider to run groups for middle school and high school students who are dealing with high levels of anxiety. The purpose of the group is to offer coping strategies and a safe outlet for discussing issues. At the elementary and secondary levels, the school counselors, principals, and teacher representatives are trained in the School-wide Positive Behavior Interventions and Supports program. These core teams have worked to reach banner status for Tier 1 interventions. In addition to reviewing the code of conduct, incentives and special programs are utilized to improve and maintain the positive climate in the school. The core teams collect data and use it to recommend interventions to help students who are struggling. Teams work together to suggest, implement, and support interventions. All of the teams work with a coach from the Capital Area Intermediate Unit. The goal is to continue to expand efforts to provide support to students and to eventually use this process as a

means of identifying students for special education. Both elementary schools have been recognized for fidelity in implementation for Tier 1 2 supports, and the middle school has been recognized for fidelity in implementation in Tier 1 supports.

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

Camp Hill School District provides school-based behavioral health services to students as needed by using the district's school psychologist and school counselors, and services from the Capital Area Intermediate Unit as needed. School counselors meet one-on-one with students to address concerns. The counselors at the elementary and middle school offer small group sessions for targeted students. For example, there is a newcomer's group, a changing family's group, social skills groups, and study skills groups, to name a few. The school psychologist has offered support groups to teach relaxation strategies to students coping with anxiety. The Student Assistance Program (Policy 236) is a district program which provides a systematic process for identifying barriers to learning. The district partners with Teenline and Cumberland County Drug and Alcohol to provide a resource to families through the Student Assistance Program when the mental health and drug/alcohol concerns are beyond the scope of district resources. The district has also entered into a partnership with a mental health provider for school based mental health services and counseling to students who may not be able to gain access to those types of services outside the school setting. The district utilizes the Child and Adolescent Service System Program (CASSP) when a family or student needs additional supports. An elementary CASSP worker is in the district weekly to consult with school professionals, as well as to help families. Additionally, district professionals communicate regularly with Mental Health/Intellectual and Developmental Disabilities (MH/IDD) representatives, and the district contracts with a psychiatrist for recommendations. For the 2022-2023 school year, the district will contract with an outside agency to provide a full-time school social worker to assist with providing mental health services to students in the school setting as well as support to families seeking community supports.

5. Describe the district restraint procedure.

Restraints may only be used when a student is acting in a manner that is a clear and present danger to him/her, to other students, or to employees, and only when less restrictive techniques are proven ineffective. The IEP team decides if appropriate restraints must be used. Restraints are not used as punishment, because they are convenient, or in lieu of an appropriate educational program. The following aversive techniques are considered inappropriate and policy guards against their use: Corporal Punishment, punishment for a manifestation of a student's disability, locked rooms, noxious substances, deprivation of basic rights; withholding meals, water, fresh air, serial suspensions, treatment of a demeaning nature, electric shock, methods implemented by untrained persons. In the event that a restraint is necessary, parents are notified as immediately as possible, but no later than the end of the same school day. The district has developed two forms that are completed by staff and provide a detailed account of the incident: Serious Incident Form with restraint, and Serious Incident Form without restraint. These forms are submitted to the Director of Special Education and Student Services and the district behavior specialist no later than 24 hours after the incident. The forms are reviewed and the incidents are debriefed with all staff to ensure proper use of de-escalation strategies and restraint techniques. An IEP waiver form is provided to the parent by which the parent can request or waive an IEP team meeting. If a student is restrained three times, the district requires an IEP team meeting after the third restraint to review the student's IEP and Positive Behavior Support Plan and determine if any revisions or additional supports are needed to mitigate the need for future restraints. All incidents involving restraints are reported to the RISC system.

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.

The Camp Hill School District does not currently have difficulty ensuring FAPE for an individual student or a particular disability category. Although CHSD does not offer the full continuum of services within its local neighborhood schools, the district does partner with neighboring school districts in a Special Education Consortium in order to ensure the provision of FAPE. The Eastern Cumberland Special Education Consortium consists of Camp Hill School District, East Pennsboro School District, Cumberland Valley School District, and West Shore School District. Programs currently operating within the district include Learning Support, Emotional Support, Autistic Support, Life Skills Support, Speech and Language Support, and Intensive Learning Support. Itinerant and supplemental programming is offered and is dependent on the level and type of need of each student. Camp Hill School District contracts with our consortium for Blind and Visually Impaired and Deaf and Hearing-Impaired Services. When the district is having difficulty ensuring FAPE for an individual student or a particular disability category, the following procedures and methods are used to determine gaps in the continuum of special education supports, services and educational placement options with an emphasis of making sure that all gaps are closed and the student's needs are met. When gaps exist for students, CHSD will work collaboratively with the Capital Area Intermediate Unit (CAIU 15) and other designated local school districts to establish and provide appropriate educational services for students with disabilities, will work collaboratively with out of district placements located outside of the CAIU or designated local school districts, and will use the CAIU Technical Assistance Consultants to support IEP teams and provide consultation and training. In addition to the CAIU, the district also coordinates with PaTTAN Intensive Interagency to provide supports as determined appropriate based on individual student needs. The district also works collaboratively with local mental health agencies when appropriate. Students who are at risk of or in need of mental health services are identified and through interagency meetings or through the Children and Adolescence Service System Program (CASSP). CHSD works with the following agencies to ensure that student needs are being addressed in the Least Restrictive Environment: PaTTAN, Cumberland County MH/IDD, OVR, Cumberland County D&A programs, Juvenile Probation, Children & Youth, CAIU, New Story, River Rock Academy, Yellow Breeches Education Center, Merakey, Diakon, Laurel Life Counseling Services, and others as needed. Through this network of supports, the district has been successful in achieving a continuum of programs, services, and educational placements without any gaps in services for students to date. All students receiving Instruction Conducted in the Home are reported using the Special Education Students at Home Reporting System within 5 days as required.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Eisenhower/MS/HS Speech	Multiple	Full-time (1.0)	03/19/2023 03:03 PM

Building Name		
Eisenhower El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Age range for grades 3-5.		0.48

Building Name		
Camp Hill MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
Age range for students in grades 6-8.		0.18

Building Name		
Camp Hill SHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		0
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age range for students in grades 9-12.		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSSpEd11/12	Secondary	Full-time (1.0)	03/19/2023 03:03 PM

Building Name		
Camp Hill SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
Age range of students in grades 11 and 12.		0.16

Building Name		
Camp Hill SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
Age range of students in grades 11 and 12.		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSSpEd10/11	Secondary	Full-time (1.0)	03/19/2023 03:04 PM

Building Name		
Camp Hill SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
Age range of students in grades 10 and 11.		0.16

Building Name		
Camp Hill SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
Age range of students in grades 10 and 11.		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSSpEd9/10	Secondary	Full-time (1.0)	03/19/2023 02:56 PM

Building Name		
Camp Hill SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
Age range of students in grades 9 and 10.		0.2

Building Name		
Camp Hill SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
Age range of students in grades 9 and 10.		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSSpEd8	Secondary	Full-time (1.0)	03/19/2023 02:53 PM

Building Name		
Camp Hill MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
Typical age range for 8th grade students.		0.05

Building Name		
Camp Hill MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
Typical age range for 8th grade students.		0.2

Building Name		
Camp Hill MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
Typical age range for 8th grade students.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSSpEd7	Secondary	Full-time (1.0)	03/19/2023 02:51 PM

Building Name		
Camp Hill MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
Typical age range of 7th grade students.		0.06

Building Name		
Camp Hill MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
Typical age range of 7th grade students.		0.12

Building Name		
Camp Hill MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
Typical age range of 7th grade students.		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSSpEd6	Secondary	Full-time (1.0)	03/19/2023 02:49 PM

Building Name		
Camp Hill MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
Typical age of sixth grade students.		0.14

Building Name		
Camp Hill MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
Typical age of sixth grade students.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS/HSSpedEd3	Secondary	Full-time (1.0)	03/19/2023 03:04 PM

Building Name		
Camp Hill MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
Age range for grades 6-8.		0.04

Building Name		
Camp Hill MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
Age range for grades 6-8.		0.1

Building Name		
Camp Hill SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age range for grades 9-12.		0.04

Building Name		
Camp Hill SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age range for grades 9-12.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HooverSpeech	Elementary	Full-time (1.0)	03/19/2023 02:38 PM

Building Name		
Hoover El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		38
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Age range for grades K-2.		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS/HSSpEd2	Secondary	Full-time (1.0)	03/19/2023 03:05 PM

Building Name		
Camp Hill MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
Classroom provides services to students in both middle and high school. Age range waivers obtained when required.		0.5

Building Name		
Camp Hill SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %

Classroom provides services to middle and high school students. Age range waivers obtained when required.	0.12
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS/HSSped1	Secondary	Full-time (1.0)	03/19/2023 02:32 PM

Building Name		
Camp Hill MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Classroom provides services to middle and high school students. Age range waivers obtained when required.		0.15

Building Name		
Camp Hill MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
Classroom provides services to middle and high school students. Age range waivers obtained when required.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EisenhowerSpEd5	Elementary	Full-time (1.0)	03/16/2023 01:04 PM

Building Name		
Eisenhower El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
Typical age range of fifth grade students.		0.18

Building Name		
Eisenhower El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
Typical age range of fifth grade students.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EisenhowerSpEd4	Elementary	Full-time (1.0)	03/16/2023 01:03 PM

Building Name		
Eisenhower El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
Typical age range of fourth grade students.		0.04

Building Name		
Eisenhower El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
Typical age range of fourth grade students.		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EisenhowerSpEd3	Elementary	Full-time (1.0)	03/16/2023 01:00 PM

Building Name		
Eisenhower El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
Typical age of third grade students.		0.04

Building Name		
Eisenhower El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
Typical age range of third grade students.		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EisenhowerSpEd2	Elementary	Full-time (1.0)	03/19/2023 02:24 PM

Building Name		
Eisenhower El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Age range for grades 3-5.		0.06

Building Name		
Eisenhower El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Age range for grades 3-5.		0.1

Building Name		
Eisenhower El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Age range for grades 3-5.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EisenhowerSpEd1	Elementary	Full-time (1.0)	03/19/2023 02:22 PM

Building Name		
Eisenhower El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Age range for grades 3-5.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HooverSpEd2	Elementary	Full-time (1.0)	03/19/2023 02:22 PM

Building Name		
Hoover El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Age range of grades K-2.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HooverSpEd1	Elementary	Full-time (1.0)	03/16/2023 12:51 PM

Building Name		
Hoover El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Age range for grades K-2.		0.16

Building Name		
Hoover El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Age range for grades K-2.		0.15

Building Name		
Hoover El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Age range for grades K-2.		0.02

Building Name		
Hoover El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Age range for grades K-2.		0.05

Special Education Facilities

Building Name		Room #
Hoover El Sch		101
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 6 inches x 23 feet, 0 inches	816sqft	29
Implementation Date		
2023-05-01		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Hoover El Sch		201
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 6 inches x 23 feet, 0 inches	816sqft	29
Implementation Date		
2023-05-01		
Uploaded Files		

2Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Eisenhower El Sch		105
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 9 inches x 25 feet, 5 inches	908sqft	32
Implementation Date		
2023-05-01		
Uploaded Files		

3Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Eisenhower El Sch		109
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 9 inches x 25 feet, 6 inches	911sqft	32
Implementation Date		
2023-05-01		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Eisenhower El Sch		110
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 9 inches x 25 feet, 4 inches	905sqft	32
Implementation Date		
2023-05-01		
Uploaded Files		

5Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Eisenhower El Sch		205
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 9 inches x 25 feet, 6 inches	911sqft	32
Implementation Date		
2023-05-01		
Uploaded Files		

6Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Eisenhower El Sch		220
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 7 inches x 33 feet, 1 inches	1011sqft	36
Implementation Date		
2023-05-01		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Camp Hill MS		100
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 20 feet, 3 inches	465sqft	16
Implementation Date		
2023-05-01		
Uploaded Files		

8Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Camp Hill MS		104
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 11 inches x 29 feet, 9 inches	681sqft	24
Implementation Date		
2023-05-01		
Uploaded Files		

9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Camp Hill MS		112
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 11 inches x 15 feet, 0 inches	343sqft	12
Implementation Date		
2023-05-01		
Uploaded Files		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Camp Hill MS		121
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 24 feet, 1 inches	818sqft	29
Implementation Date		
2023-05-01		
Uploaded Files		

11Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Camp Hill MS		125
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 6 inches x 23 feet, 2 inches	822sqft	29
Implementation Date		
2023-05-01		
Uploaded Files		

12Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Camp Hill SHS		202
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 10 inches x 26 feet, 10 inches	612sqft	21
Implementation Date		
2023-05-01		
Uploaded Files		

13Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Camp Hill SHS		204
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 10 inches x 24 feet, 4 inches	701sqft	25
Implementation Date		
2023-05-01		
Uploaded Files		

14Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Special Education Support Services

15Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	District
Behavior Specialist	1	District Wide	District
Paraprofessionals	21	District Wide	District
Guidance Counselor	5	District Wide	District
Transition Coordinator	.5	Secondary	District
Physical Therapist	.25	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
PaTTAN Autism Initiative Bootcamp			
Lead Person/Position		Year of Training	
Autumn Reely/Director of Special Education		2023	
		2024	
		2025	
Hours Per Training	Number of Sessions	Provider	Audience
16	7	PaTTAN	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
PEAK Implementation Training for ABA Classrooms			
Lead Person/Position		Year of Training	
Autumn Reely/Director of Special Education		2023	
		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	5	Intermediate Unit	Paraprofessionals Special Education Teachers

Description of Training			
PaTTAN Autism Initiative Early Learner Training			
Lead Person/Position		Year of Training	
Autumn Reely/Director of Special Education		2023 2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
16	1	PaTTAN	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
PaTTAN Autism Initiative Consultation			
Lead Person/Position		Year of Training	
Jennie Guilfoyle/BCBA		2023 2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	6	PaTTAN	Building Administrators Central Office Administrators Paraprofessionals Special Education Teachers

Description of Training			
PaTTAN Intermediate and Advanced Verbal Programs			
Lead Person/Position		Year of Training	
Autumn Reely/Director of Special Education		2023 2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
7	2	PaTTAN	Paraprofessionals Special Education Teachers Other

Positive Behavior Support

Description of Training			
JKM Safe Crisis Management Recertification			
Lead Person/Position		Year of Training	
Jennie Guilfoyle/BCBA		2023	
		2024	
		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
PaPBS Implementer's Forum			
Lead Person/Position		Year of Training	
Jennie Guilfoyle/BCBA		2023	
		2024	
		2025	
Hours Per Training	Number of Sessions	Provider	Audience
18	3	PaTTAN	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
PBIS Consultation and Training			
Lead Person/Position		Year of Training	
Jennie Guilfoyle/BCBA		2023	
		2024	
		2025	
Hours Per Training	Number of Sessions	Provider	Audience
ongoing	ongoing	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Trauma Informed Care			
Lead Person/Position		Year of Training	
Autumn Reely/Director of Special Education		2023 2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	District Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Leader in Me Training			
Lead Person/Position		Year of Training	
Building Principals		2023 2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
Ongoing	Ongoing	District Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Supporting Students in the Regular Education Environment			
Lead Person/Position		Year of Training	
Autumn Reely/Director of Special Education		2023 2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	6	District	General Education Teachers Paraprofessionals

Description of Training			
Behavior Interventions and Supports			
Lead Person/Position		Year of Training	
Jennie Guilfoyle/BCBA		2023	
		2024	
		2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	6	District	Paraprofessionals

Description of Training			
Foundations of Special Education			
Lead Person/Position		Year of Training	
Autumn Reely/Director of Special Education		2023	
		2024	
		2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District	General Education Teachers Paraprofessionals

Description of Training			
Instructional Strategies to Support Reading Fluency and Comprehension			
Lead Person/Position		Year of Training	
Autumn Reely/Director of Special Education		2023	
		2024	
		2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District Intermediate Unit	Paraprofessionals Other

Transition

Description of Training			
Elements of Transition Planning			
Lead Person/Position		Year of Training	
Autumn Reely/Director of Special Education		2023	
		2024	
		2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	Intermediate Unit	Special Education Teachers

Description of Training			
Consultation with Transition Coordinator			
Lead Person/Position		Year of Training	
Margaret Mayberry/Transition Coordinator		2023	
		2024	
		2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	6	District	Special Education Teachers

Description of Training			
Transition Assessments - Best Practices			
Lead Person/Position		Year of Training	
Autumn Reely		2023	
		2024	
		2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Special Education Teachers

Description of Training			
Transition Requirements in IEPs			
Lead Person/Position		Year of Training	
Autumn Reely/Director of Special Education		2023	
		2024	
		2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District Intermediate Unit PaTTAN	Paraprofessionals Special Education Teachers Other

Science of Literacy

Description of Training			
SRA ELA Curriculum Training			
Lead Person/Position		Year of Training	
Autumn Reely/Director of Special Education		2023	
		2024	
		2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District	Paraprofessionals Special Education Teachers

Description of Training			
Effective Reading Instructional Strategies			
Lead Person/Position		Year of Training	
Autumn Reely/Director of Special Education		2023	
		2024	
		2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Intermediate Unit PaTTAN Other	Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Consortium Parent Trainings - Various Topics			
Lead Person/Position		Year of Training	
Eastern Cumberland Special Education Consortium		2023	
		2024	
		2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District Other	Parents

Description of Training			
Special Education Basics			
Lead Person/Position		Year of Training	
Autumn Reely/Director of Special Education		2023	
		2024	
		2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents

Description of Training			
District Emergency Management Procedures for Students with Disabilities (Information to parents)			
Lead Person/Position		Year of Training	
Autumn Reely/Director of Special Education		2024	
		2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District	Parents

Description of Training			
Behavior Basics Training - How to Support Your Child in the Home and Community			
Lead Person/Position		Year of Training	
Jennie Guilfoyle/BCBA		2023	
		2024	
		2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District Intermediate Unit PaTTAN	Parents

Description of Training			
Supporting Your Child's Mental Health			
Lead Person/Position		Year of Training	
Autumn Reely/Director of Special Education		2023	
		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District Other	Parents

IEP Development

Description of Training			
Assistive Technology			
Lead Person/Position		Year of Training	
Autumn Reely/Director of Special Education		2023	
		2024	
		2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Ongoing IEP Writing Consultation and Training - Sp Ed Dept Meetings			
Lead Person/Position		Year of Training	
Autumn Reely/Director of Special Education		2023	
		2024	
		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Special Education Teachers

Description of Training			
Writing Re-Evaluation Reports			
Lead Person/Position		Year of Training	
Autumn Reely/Director of Special Education		2023	
		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Special Education Teachers

Description of Training			
Special Education Processes and Procedures			
Lead Person/Position		Year of Training	
Autumn Reely/Director of Special Education		2023	
		2024	
		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	12	District	Special Education Teachers

Description of Training			
Co-Teaching Training and Coaching			
Lead Person/Position		Year of Training	
Autumn Reely/Director of Special Education		2023	
		2024	
		2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	4	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Signatures & Affirmations

Approval Date

2023-04-26

Uploaded Files

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- 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.

Superintendent/Chief Executive Officer

Daniel D. Serfass

Date

2023-04-27