

---

# Pennsylvania Department of Education

---



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

**Special Education Report**  
**Wednesday, July 08, 2009**  
**(Last Last Approved Wednesday, July 26, 2006)**

**Entity:** Abington Heights SD  
**Address:** 200 E Grove St  
Clarks Summit, PA 18411-1776

## School District Demographics

School District	IU #	Superintendent # of Bldgs	Total Enrollment	Total Unduplicated SES Students
Abington Heights SD	Northeastern Educational IU 19	Michael Mahon 6	3667	514

### District Special Education Contact:

Name	Title	Phone	Fax	Email
Sam Sica	Director Special Education	570-585-8278	570-586-1756	sicas@ahsd.org

## Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Bechtel, David	AHSD	Other	Director Special Education
Carroll, Lori	AHSD	Special Education Teacher	Director Special Education
Dr. Thomas J. Quinn	Assistant Superintendent	Other	Administration
LaCoe, Carole	AHSD	Regular Education Teacher	Director Special Education
McHale, Tara	Parent of a HS student	Parent	Director Special Education
Mr. Sam Sica	Director of Special Education	Administrator	Administration
O'Brien, Anita	AHSD	Ed Specialist - School Psychologist	Director Special Education

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

### Current Program Strengths and Highlights

The Abington Heights School District (AHSD) Board of Directors and Superintendent of Schools are committed to providing the funds and resources necessary to provide quality programming for all special needs students to insure FAPE. Our program provides highly qualified Learning Support teachers at each grade level from elementary through high school and each Learning Support Teacher has an instructional aide assigned to their classroom. Most of our para professionals have been credentialed.

Two years ago the AHSD opened a Middle School Autistic Support class. During the 2008-09 school year we opened an Elementary Autistic Support class and a Secondary Emotional Support class. We are planning to fill the gap created at the Middle School when the students in the Autistic Support class turned fifteen and the class was moved to the High School at the beginning of the 2008-09 school year. During the 2009-10 school year we plan to fill this gap by opening another Autistic Support class at the Middle School. With this new program in place the AHSD will have a full continuum of Autistic Support programs on campus from K-12.

While we recognize that it is difficult to provide classroom space for all of our students, for the past two years we have been exploring options to open our own Secondary Life Skills Support class but have been hampered by the lack of physical space in our High School. However, despite the lack of space we work closely with our neighboring school district and Intermediate Unit to access quality classrooms for our children.

Philosophically and in practice the AHSD supports the Least Restrictive Environment for every child. We are now in our third year of providing researched based, direct, explicit instruction programs in the areas of reading and mathematics in all of our special education classrooms, K-12. Teachers are utilizing progress monitoring, this data is then used to drive instruction, make timely educational decisions, and improve student performance.

During the 2008-09 the AHSD added three key personnel to enhance special education programming. They positions included a full time school psychologist, assistant director of special education, full time behavior specialist and a school social worker with extensive clinical experience. The hiring of the school psychologist increased our opportunities to provide collaboration among staff members and timely evaluations. The behavior specialist has provided extensive inservicing this year to many of our general and special education teachers and all of our para-professionals. To date he has completed numerous functional behavioral assessments and positive behavioral support plans. These efforts are designed to build capacity in the AHSD for positive behavioral supports. This has also been very instrumental in promoting LRE by providing invaluable strategies and skills for staff and students. The culmination of these activities has reduced the need for more restrictive placements outside of this school district.

We pride ourselves on the breadth of staff development provided by and through the special education department for all staff K-12. Parents of special needs students are included in targeted training opportunities. They are informed monthly regarding programming designed specifically for them through the Local Task Force and attended by the AHSD director of special education.

Transition services begin at age 14 with a variety of activities at the middle school level. Our comprehensive high school provides many opportunities for a of students to participate in vocational programs, receive aptitude assessments, develop graduation projects. in addition, students have an opportunity to participation in the Career Technology Center, Empire Beauty School, Work experience, Pre-Vocational workshops, as well as Competitive Employment

Instructional Support Teams K-4 and Child Study Teams at all grade levels. The history of collaboration between special education and these teams should lend itself well to the eventual implementation of Response to Intervention (RTI) model. During the 2008-09 school year the AHSD administrative team was inserviced on RTI and is currently evaluating the process.

We enjoy having a committed group of professionals including administrators, teachers, related services personnel, paraprofessionals and guidance counselors who work in concert, with a shared vision of improving student performance to the maximum extent possible for all students.

## **Identifying Students with Learning Disabilities**

Currently the AHSD uses the discrepancy model in all buildings. The process for identification begins with universal screenings. Screenings begin prior to Kindergarten entrance. These include monitoring of emergent literacy skills throughout kindergarten. Other screenings include comprehensive reading bench marks of fluency, accuracy and comprehension. Administration occurs four times per year in grade one, and tri-annually up to fourth grade. Written language is assessed

Instructional support teams (IST) meet weekly, to closely monitor student progress. interventions from the instructional support teachers are provided to at risk students. Intensive intervention are provide by remedial reading teachers (5 sessions per week). Remedial math services are also provided by math specialists. Data from these interventions are reviewed in addition to grades, IST pre and post data, PSSA scores, Degrees of Reading Proficiency Data, and Aims Web.

All students considered at risk are submitted to child study teams for review, K-12. Teams are comprised of the school psychologist, principal, guidance counselor, teachers, IST teacher, parents, and other related personnel as needed. Most referral to the Multi Disciplinary team are determined by this process. In addition, parents make referrals for assessments which are routed back to the child study teams for data collection and subsequent recommendations including evaluation.

Upon receipt of a referral an extensive questionnaire is forward to the childs parent or guardian. School psychologist reviews all data including but not limited to current medical status, classroom observations, behavioral and academic data. A comprehensive evaluation is conducted by the school psychologist and related services personnel if needed. Following this assessment a meeting is held with the MDT team and an IEP is developed if the child is eligible and in need of special education services.

We are participating in the RTI consortium sponsored by the IU and studying applicability this school year. AHSD administrators participated in RTI consortium meetings held on October 9, February 23, and May 7. Team members included the Superintendent, Assistant Superintendent, Director of Special Education, Elementary Principals, Directors of Language Arts/Reading and Math/Science and School Psychologist.

## **Enrollment Differences**

Not significantly disproportionate.

## **Ethnicity Enrollment Differences**

Not significantly disproportionate.

## **Exiting Statistics**

Graduation rate and dropout rate have been met.

## **24 P.S., §1306 and §1306.2 Placements**

## **Facilities for Nonresident Students**

There is currently no data saved for this section.

## **Incarcerated Students Oversight**

Presently, the AHSD does not have any students that are incarcerated. In the event this was to occur, the LEA would work closely with Lackawanna County Probation and school district officials where the the facility is located to ensure FAPE. The NEIU #19 provides services to students incarcerated in Lackawanna County and notifies the school district when students are placed in any facility within Lackawanna County.

## Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvc	as of Dec 1
N/A	N/A	0	

## Least Restrictive Environment 34 CFR §300.551

### Ensuring Maximum Integration

LRE in the AHSD begins with monitoring and developing strategies for students who are at risk of failure begins at the elementary level with IST. This team develops a cadre of strategies which are implemented to address struggling students needs to ensure success in the general education classroom. If the student fails to meet with success following this intervention, a referral is made to the Child Study Team(CST). The Child Study Team convenes to review data collected during this period to exhaust any further options before a determination is made for a full evaluation. The AHSD has CST at every level and meet regularly. LRE is paramount in all decisions regarding placement. The MDT considers all of these factors when a student is found eligible for special education services. Removal from the regular education environment only occurs after supplementary aides and services have been tried and data reviewed by the IEP team. To that end, the AHSD employs thirtythree para professionals of which fifteen are personal care aides who service our students within their home school and/or general education classroom, to the maximum extent appropriate. Team teaching, general education classes focusing on differentiated instruction enhance and support maximum integration.

The IEP team recognizes and starts with the premise that the regular education setting is the first option for disabled students with supplementary supports and aids. Decisions are made based on insuring LRE mandates. The AHSD provides and participates in ongoing inservice to guarantee they are fully informed and up to date with the latest evidenced-based and successful programs available. The AHSD utilizes site-based trainings, consultation and technical assistance opportunities offered by PDE/PATTAN, IU, LEA meetings, networking and other private and public agencies to maintain a high level of training and awareness.

### Supplementary Aids and Services

Service/Resource	Description
Instructional Supplementary Aids and Services.	Instructional supplementary aids and services are considered by each IEP team to enable the student to be educated with their nondisabled peers to the amximum extent possible. When deemed appropriate for a particular student, supplementary aids and services are provided in regular education settings, non academic and extracurricular settings. These services include adapted/modified curriculum, assistive technology, para professionals, to name a few.
Social-Behavioral Supplementary Aids and Services	Social and behavioral supplementary services and aids are considered by each IEP team to enable the student to be included with their nondisabled peers to the maximum extent possible. When deemed

appropriate supplementary aids and services are provide in a variety of settings including but not limited to regular education classroom, extracurricular and nonacademic settings. Some of the activities include social skills training, peer mediation, counseling, functional behavioral sssessments, psioitive behavioral supports, agency support and ongong communication with all team members.

---

Supplementary/Aids and services At each IEP team meeting supplementary services and aids are considered to enable the student to be educated with nondisabled students to the maximum extent possible. These services are provided, when deemed appropriate in a variety of settings which include the regular education classroom, extracurricular and nonacademic venues. These collaborative acitivities involve the co-planning which occurs at our Middle school daily, co-teaching, and staff development involving teachers, parents, agencies and paraprofessionals.

---

## LRE Data Analysis

### Personnel Development Activities

There are currently no trainings entered for this topic.

### Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Lourdsmont	Other	Emotional Support	1
Jefferson Center IU	Special Education Centers	Multiple Disabilities/Autistic Support	3
Mid Valley SD	Neighboring School Districts	Life Skills Support/Partial	3
Scranton State School for Deaf	Other	Deaf Support	4
Dunmore Elementary	Neighboring School Districts	Multiple Disabilities Support	2
Devereux	Approved Private Schools	Autistic/Emotional Support	2
Mayfield Elementary	Neighboring School Districts	Multiple Disabilities/Emotional Support	2
Riverside HS	Neighboring School Districts	Life Skills Support	4
St. Joseph's Center	Other	Multiple Disabilites Support	1
Kids Peace	Approved Private Schools	Emotional Support	1
Graham Academy	Other	Emotional Support	1
Friendship House	Other	Emotional Support	2

Old Forge SD	Neighboring School Districts	Emotional Support	2
Foundations Beh Health	Other	Emotional Support	1

## Personnel Development for Improved Student Results

### Technical Assistance and Training

#### Personnel Development Activities

##### Topic: AYP

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Quarterly 2009-12	PATTAN Staff, IU Staff, District Staff(reading specialist)	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups	Students will meet AYP target 9-12.

##### Topic: Participation

There are currently no trainings entered for this topic.

##### Topic: Proficiency

There are currently no trainings entered for this topic.

### Personnel Development - PA NCLB Goal #1

#### Reflections

There are currently no reflections selected for this section.

#### Personnel Development Activities

##### Topic: Reading

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
----------------------------	-------------------	------------------------------------	-----------------	---------------------

Fall 2009	AHSD staff	Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Study Groups	Proficiency on PSSA or progress on PVASS.
-----------	------------	---	---	---

**Topic: Math**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
Quarterly 2009	IU Staff, District staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups	Continued improvement on PSSA scores

**Base Line Data**

Students with disabilities will demonstrate increased educational results in reading writing, math and other academic areas as outlined in the PA academic standards by 2013-14. In 2009-10 AHSD will add an online supplemental reading comprehension program for use in our HS reading classes. Training for all staff will accompany this initiative. AHSD met AYP for math at all levels and will continue to improve in these areas. The math coordinator met with the curriculum committee to adopt a new math program district wide for the 2009-10 in or ongoing effort to improve our programming and student results.

**Personnel Development - PA NCLB Goal #3**

**Reflections**

There are currently no reflections selected for this section.

**Personnel Development Activities**

**Topic: AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs.**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
Quarterly 2009/10, 2010/11, 2011/12	PATTAN Staff, IU Staff, Friendship House	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Distance Learning	To build capacity at each level with personnel who will provide support for other teachers within their



building. AHSD will utilize the expertise of agencies for ongoing support and services.

**Topic: ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
Fall/Spring 2009-12	PATTAN Staff, IU Staff, AHSD-Behavior Specialist	Parent, Paraprofessional, Administrative Staff	On-site Training with Guided Practice, Conferences, Distance Learning	All paraprofessionals will be credentialed through PDE's Para-Educator program by 2009. All para's have completed 20 hours of professional development related to their positions.

**Base Line Data**

All special education teachers in the AHSD special education department are highly qualified. All para's will be highly qualified by 2009 using the Pa Para-Educator program, all are certified in CPR and first aid.

**Personnel Development - PA NCLB Goal #5**

**Reflections**

There are currently no reflections selected for this section.

**Personnel Development Activities**

**Topic: TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions from school to work, post-secondary education and community.**

<b>Anticipated Training</b>	<b>Training Partners</b>	<b>Training Participants</b>	<b>Training Format</b>	<b>Evidence of</b>
-----------------------------	--------------------------	------------------------------	------------------------	--------------------

<b>Training Dates</b>	<b>Partners</b>	<b>and Audience</b>		<b>Results</b>
Quarterly 2009-2012	PATTAN Staff, IU Staff, OVR/Career Technology Center	Parent, Instructional Staff	On-site Training with Guided Practice, Conferences, Task Force	Expand opportunities for special needs students to access programs which will prepare them for post secondary education, work and community. Results evidenced by post school surveys provided annually.  Work study program internet transition

**Topic: Transition: Students with disabilities will demonstrate increased ability to successfully make the transition to school age programs.**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
Annually 2009-12	PATTAN Staff, IU Staff	Parent, Instructional Staff, Administrative Staff, Related Service Personnel	Conferences	Students have been successful transitioning to school age programs. New procedures should reduce the number of students needing assessments.

**Base Line Data**

The AHSD has exceeded the state graduation requirement for all students and subgroups for the past four years. We will continue with our current practices of providing appropriate programming and support for all of our students to maintain our high graduation rate.

Current procedures for students transitioning from early intervention to school age programs have been effective. EI meetings are held in January of each year in IU operated EI classrooms and/or the AHSD office for Itinerant students. However, meetings in January and the requirement to assess within 60 days has been frustrating and considered premature by many professionals working with the children. One reason for their concern included early testing which doesn't allow for maturational changes which may in some children eliminate the need for identification and services. The new procedures under review will provide more flexibility and options for parents and school districts. Specifically this will allow school districts the opportunity to adopt the

child's current IEP for one year. Assessments may take place at any time, which will allow maturational issues to be and more in line with the traditional school year.

Information cited below based on surveys received:

Number of students entering Post Secondary Education 14.

Number of students entering Technical schools 1.

Number of students entering the work force 15.

Number of students entering the military 1.

## **Behavior Support Services**

### **Reflections**

There are currently no reflections selected for this section.

## **Personnel Development Activities**

### **Topic: Positive Behavioral Supports**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
Three times annually 2009-12	PATTAN Staff, IU Staff, AHSD-Behavior Specialist, PaTTAN, IU,	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	During the 2008-09 school year no students identified as ED were placed outside the school district.

## Topic: School-based Behavioral Health

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Anually 2009-12	IU Staff, AHSD staff	Parent, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	Increased staff awareness of behavioral issues. Reduced referrals to outside agencies for behavioral health needs.

## Topic: De-escalation Techniques

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Quarterly 2009-12	Certified Instructor in Professional Crisis	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, technical support	Decreased need to access outside crisis services.

## Summarized School District Policy

The AHSD took a major step forward during the 2008-09 school year when we hired a full time behavior specialist and social worker. The role of the behavior specialist is to conduct Functional Behavior Assessments and develop Positive Behavioral Support plans as needed. In addition, he provides staff development in these areas to build capacity within our schools. We also hired a fulltime social worker with many years of clinical experience in a school based partial hospitalization program. These new positions give us the additional staff and expertise to provide services in house, for our students with emotional and/or behavioral problems. This year alone we were able to provide sufficient supports to maintain several students in their home schools that may otherwise have been placed in a more restrictive setting.

This year we have provided a number of workshops for general and special education teachers as well as all of our paraprofessionals on FBA's, PBS plans, evidenced behavioral interventions and data collection. Throughout the year we provided individual and small group trainings for many of our teachers on intervention strategies for individual students. These trainings will continue for the next several years to enhance our staffs repertoire of strategies and skills to support students with social, behavioral and emotional issues.

## ABINGTON HEIGHTS SCHOOL DISTRICT

PURPOSE:

Abington Heights School District believes that every student from kindergarten to high school has the right to be educated in a safe, respectful, and warm environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. The District recognizes the role of positive behavior support as an important approach to creating effective and efficient learning environments that promote the success and development of its students.

This policy is designed to enable students with identified exceptionalities and an Individualized Education Program (IEP) who exhibit behaviors that impede their learning or the learning of others to obtain a Free Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE) in accordance with the Individuals with Disabilities Education Act (IDEA) and its accompanying federal regulations, and Pennsylvania Department of Education's regulations.

#### DEFINITIONS OF TERMS:

The following words and phrases have the following meanings, unless the context clearly indicates otherwise:

**Aversive Techniques** - Deliberate activities designed to establish a negative association with a specific behavior.

**Behavior Support** - The development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

**Positive Behavior Support Plans** - A plan for students with disabilities and eligible young children who require specific intervention to address behavior that interferes with learning. A positive behavior support plan shall be developed by the IEP team, be based on a functional behavior assessment, and become part of the individual eligible young child's or student's IEP. These plans must include methods that utilize positive reinforcement and other positive techniques to shape a student's or eligible young child's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

**Restraints** - (i) The application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's or eligible young child's body; (ii) The term does not include briefly holding, without force, a student or eligible young child to calm or comfort him, guiding a student or eligible young child to an appropriate activity, or holding a student's or eligible young child's hand to safely escort her from one area to another; (iii) The term does not include hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's or eligible young child's parents and specified in the IEP. Devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices are examples of mechanical restraints which are excluded from this definition, and governed by subsection (d).

#### POLICY:

##### Positive Behavior Support

Positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students and eligible young children shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual student's or eligible young child's opportunity for learning and self-fulfillment. Behavior support programs and plans must be based on a functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student or eligible young child shall be the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques.

### Restrains

Restrains to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

(1) The use of restraints to control the aggressive behavior of an individual student or eligible young child shall cause the school entity to notify the parent of the use of restraint and shall cause a meeting of the Individualized Education Programs (IEP) team within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student or eligible young child needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior.

(2) The use of restraints may only be included in a student's or eligible young child's IEP when the following conditions apply:

- (i) The restraint is utilized with specific component elements of positive behavior support.
- (ii) The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.
- (iii) Staff are authorized to use the procedure and have received the staff training required.
- (iv) There is a plan in place for eliminating the use of restraint through the application of positive behavior support.

(3) The use of prone restraints is prohibited in educational programs. Prone restraints are those in which a student or eligible young child is held face down on the floor.

(4) The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.

(5) School entities shall maintain and report data on the use of restraints as prescribed by the Secretary. The report shall be reviewed during cyclical compliance monitoring conducted by the Department.

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents. Mechanical restraints shall prevent a student from injuring himself or others or promote normative body positioning and physical functioning.

### Aversive Techniques

The following aversive techniques of handling behavior are considered inappropriate and may not be used by Abington Heights School District employees:

- (1) Corporal punishment.
- (2) Punishment for a manifestation of a student's disability.
- (3) Locked rooms, locked boxes or other structures or spaces from which the student cannot readily exit.
- (4) Noxious substances.

- (5) Deprivation of basic human rights, such as withholding meals, water or fresh air.
- (6) Suspensions constituting a pattern under § 14.143(a) (relating to disciplinary placement).
- (7) Treatment of a demeaning nature.
- (8) Electric shock.

The Abington Heights School District will ensure that positive behavior support programs are in accordance with Chapter 14 Special Education Services and Programs, including the training of personnel for the use of specific procedures, methods and techniques, and for having a written policy and procedures on the use of positive behavior support techniques and obtaining parental consent prior to the use of restraints or intrusive procedures as provided in subsection (c).

#### Informed Parental Consent for Use of Restraints or Intrusive Procedures

Informed consent is when the identified student and his/her parent(s)/guardian(s) give their explicit permission before the use of restraints or intrusive procedures are used with their child. Further, the IEP team should fully disclose the potential effects that the use of restraints or intrusive procedures may have on the student as well as any side effects. To give consent, the person must (a) demonstrate the capacity to decide, (b) do so voluntarily, and (c) have adequate knowledge of all salient aspects of the proposed treatment. The designated IEP team member will obtain written consent prior to the use of restraints or intrusive procedures.

#### Law Enforcement Referrals

Subsequent to a referral to law enforcement, for students with disabilities who have positive behavior support plans, an updated functional behavior assessment and positive behavior support plan shall be required.

#### Human Rights Committee

In accordance with this policy, Abington Heights School District may convene a review, including the use of human rights committees, to oversee the use of restrictive or intrusive procedures or restraints.

#### Delegation of Responsibility

The Superintendent and/or his/her designee(s) is authorized to carry out the requirements of this policy and is responsible for ensuring that this policy is implemented in compliance with the IDEA and its implementing regulations. The Superintendent and/or his/her designee(s) shall develop administrative guidelines to implementing this policy and appropriate behavior support activities.

#### References

Pennsylvania State Board of Education Regulation — 22 PA Code Section 14.133  
Individuals With Disabilities Education Act — 20 U.S.C. Section 1400 et seq.

## **Interagency Collaboration (11 P.S. §875.304)**

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

The AHSD recognizes the importance of providing special education programming for all of our students within its geographical boundaries and their home schools. With that goal in mind we have taken back and/or opened three programs in the past three years and are planning to open a fourth during the 09/10 school year. The AHSD is only limited by the number of classrooms available in each building and recognize class size in accordance with fiscal responsibility.

Any student needing services that are unavailable within the school district are insured an appropriate program by highly qualified staff in a variety of settings. These settings include but are not limited to Intermediate Units, neighboring school districts, approved private schools, residential treatment facilities, private schools, partial hospitalization programs, both school and centered based. These programs offer a full continuum of services from the least to most restrictive based on individual need. Least restrictive environment with supplementary and services are the AHSD are primary.

AHSD is working closely with neighboring school districts to fill identified gaps for students in need of emotional support placements. The hiring of a Behavior Specialist has reduced the need for alternative placements.

## Local Continuum of Supports and Services

At this time there are no identified gaps regarding a continuum of services for students in the AHSD. LEA's meet monthly to discuss programming opportunities to enhance or improve current offerings. These coordinated efforts seek to insure a continuum of services as close to the students home school as possible. AHSD works with numerous agencies to support and/or secure appropriate use of educational, residential and fiscal resources. The AHSD staff continually optimize our efforts to secure funds through medical assistance to enhance our programs and services provided to disabled students.

We have expended our programs in the past three years and continually look for opportunities for further expansion in meeting our children's needs with FAPE. We contract with many agencies to provide related services such as occupational therapy, physical therapy, vision services, mobility training. AHSD staff work closely with BSC's, TSS workers and mobile therapists in a collaborative and coordinated manner.

## Expansion of Continuum of Supports and Services

During the 2008-09 school year the AHSD hired staff to expand the continuum of supports and services and educational placement options available within the school district to students with disabilities. The positions are behavior specialist and clinical social worker. These two individuals provided another level of support which in the past had to be provided by other agencies or intermediate units on a limited basis or contracted privately, many times in an alternative placement.

The AHSD works very closely with the IU, public service providers and other state operated programs for non-traditional educational placements. We enjoy an excellent relationship working collaboratively with numerous agencies including but not limited to Friendship House, NHS, Family Enrichment, Scranton Counseling Center, Parents Loving Children Through Autism, Youth Advocate and Advocacy Alliance. Interagency collaboration occurs frequently with Office of Vocational Rehabilitation, Career Technology Center and Office of Mental Health and Mental Retardation.

## Program Profile

ID	OPR	Location / Building Name	Bldg Grade	Bldg Type	Type of Support	Type of Service	Low Age	High Age	Case load	Tchr FTE
-	SD	Clarks Summit Elementary	E	GE	S	LS	7	8	13	1
-	SD	Clarks Summit	E	GE	S	LS	7	8	6	1



		Elementary								
-	SD	Clark Summit Elementary	E	GE	S	LS	8	10	8	1
T	SD	Clarks Summit Elementary	E	GE	S	AS	5	9	7	1
-	SD	Waverly/South Abington	E	GE	I	LS	5	9	7	1
-	SD	Newton Ransom Elementary	E	GE	S	LS	6	8	9	1
-	SD	Newton Ransom Elementary	E	GE	S	LS	8	9	7	1
-	SD	Newton Ransom Elementary	E	GE	S	LS	8	10	7	1
-	SD	AH Middle	M	GE	I	LS	9	12	20	1
-	SD	AH Middle	M	GE	S	LS	9	11	20	1
-	SD	AH Middle	M	GE	S	LS	10	12	13	1
-	SD	AH Middle	M	GE	S	LS	12	13	13	1
-	SD	AH Middle	M	GE	S	LS	12	15	17	1
-	SD	AH Middle	M	GE	I	LS	11	14	39	1
N	SD	AH Middle	M	GE	S	AS	10	14	7	1
-	SD	AH High School	S	GE	I	LS	13	15	29	1
-	SD	AH High School	S	GE	I	LS	15	17	30	1
-	SD	AH High School	S	GE	I	LS	15	17	25	1
-	SD	AH High School	S	GE	I	LS	17	18	19	1
-	SD	AH High School	E	GE	I	LS	17	18	16	1
-	SD	AH High School	E	GE	S	AS	15	20	7	1
-	SD	AH High School	E	GE	I	ES	17	18	4	1
M	IU	AH Middle	M	GE	FT	LSS	12	15	14	1
-	SD	SouthA/Middle/HS	E	GE	I	SLS	8	20	26	1
-	SD	CSE/Waverly Elementary	E	GE	I	SLS	6	11	22	1
-	SD	Newton Ransom	E	GE	I	SLS	7	11	18	.4
-	IU	Clarks Summit Elementary	E	GE	S	LSS	6	8	14	1

**Justification:** Two of three AHSD Speech provide services to multiple schools. There are no students in groups which exceed the mandated age ranges either at the elementary, middle or secondary levels.

The IU operated Life Skills Support Class provides programming to students transitioning out of EI programs and supports those students through fourth grade. Most of these students are included in general education classrooms to the maximum extent possible, and therefore are out of the class at different times of the day in general education classes. The elementary AS class transferd to the AHSD during the 2008-09 school year and services students from K-4th grade. Students in this class are also included to the maximum extent possible in general education classes and therefore are out of the class at different times of the day. The middle school Autisitc Support class moved to the High School for the 2008-09 school year as the students appoached high school age. AHSD is opening another Middle School Autisitc Support program to fill the gap left vacant by the HS move and will provide services for students currently receiving programming

outside the school district by the IU. AHSD is displacing the Middle School LSS class operated by the IU to make room for the new AS class.

## Support Staff (District)

### School District: Abington Heights SD

<b>ID</b>	<b>OPR Title</b>	<b>Location</b>	<b>FTE</b>
- SD	Director Special Education	Central Office	1.0
- SD	Asst. Dir Special Ed	All Schools	1.0
- SD	Behavior Specialist	All Schools	1.0
- SD	IST	Elementary	2.0
- SD	Personal Care Aide (14)	All Schools	1.0
- SD	Classroom Para's (22)	All Schools	1.0
- SD	Social Worker	High School	1.0
T SD	School Psychologist	All schools	1.0

## Contracted Support Services

<b>ID</b>	<b>IU / Agency</b>	<b>Title / Service</b>	<b>Amount of Time per Week</b>
T	AHSD	School Psychologist	5 Days
-	NEIU	Speech Therapist	2 Days
-	NEIU	Hearing Therapist	5 Hours
-	NEIU	Occupational Therapist	4 Days
-	NEIU	Physical Therapist	6 Hours
-	NEIU	Vision Therapist	30 Minutes

# **Assurance for the Operation of Special Education Services and Programs**

## **School Years: 2009 - 2012**

The Abington Heights SD within Northeastern Educational IU 19 assures that the school district will comply with the requirements of 22 Pa. Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education reports will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104:

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

**This assurance must be signed by the School Board President and the Superintendent for the school district to operate services and programs.**

---

**Board President**

**Date**

---

**Superintendent**

**Date**