

Hazleton Area SD

**Special Education Plan Report**

07/01/2015 - 06/30/2018

# District Profile

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## Demographics

1515 W 23rd St  
Hazle Twp, PA 18202  
(570)459-3111  
Superintendent: Francis Antonelli  
Director of Special Education: Carl Manfredi

## Planning Committee

Name	Role
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# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 1380

### *Identification Method*

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

The Hazleton Area School District supports the “discrepancy model” in all schools for the identification of students with Specific Learning Disabilities. A discrepancy is determined when there is a significant difference between a child’s cognitive abilities and standardized achievement. Measurement of cognitive abilities is gained through valid and highly reliable tests of intellectual ability, such as the Wechsler Intelligence Scale for Children — Fifth Edition (WISC-V), Wechsler Adult Intelligence Scale — Fourth Edition (WAIS IV), Wechsler Preschool and Primary Scale — Fourth Edition (WPPSI-IV), or Stanford-Binet — Fifth Edition (SB-V). Achievement is measured through the use of an individually norm-referenced achievement test such as the Wechsler Individual Achievement Test — Second Edition, Woodcock-Johnson Test of Achievement-IV, or other valid and highly reliable norm-referenced tests of achievement. In addition to demonstrating a statistically significant discrepancy in one or more areas of academic achievement, the student must also be deficient in one or more areas as defined by the Federal regulations: (oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, mathematics problem-solving). Deficient is defined as either: 1) at or below the 10th percentile when using individually norm-referenced achievement tests as defined above, or 2) two or more grade levels below a student’s age or grade level standards. Lastly, the following disabilities or conditions must be ruled out through record review, observational data, medical documentation, screening data, or as reported by the student’s parent or caregiver before a Specific Learning Disability may be considered: visual, hearing, or motor disability, intellectual disability, emotional disturbance, environmental or economic disadvantage, lack of appropriate instruction in reading or mathematics, and limited English proficiency.

### *Enrollment*

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

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

Based on data, identification of students with disabilities is not disproportionate with regard to race and ethnicity when compared to all students.

### *Non-Resident Students Oversight*

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
  2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
  3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?
1. Students residing within the boundaries of the Hazleton Area School District are provided FAPE. Based on the student's most recent IEP, an educational placement is determined. A liaison working with these students informs the District of new students and assists with registration.
  2. Student placement is based on the most recent active NOREP. Within 30 days, the student's program is evaluated to determine if his/her needs are being met. Revisions are made based on data. If the student is transferred from outside PA, an evaluation is completed to determine eligibility.
  3. Based on the need for a specialized educational environment, students may at times attend a school other than the neighborhood school. Identifying home districts, persons holding educational rights, as well as fiscal responsible entities are at times difficult to locate.

### *Incarcerated Students Oversight*

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

The Hazleton Area School District attends monthly meetings of all Special Education Director's from IU#18. This forum provides an excellent opportunity to share information and remain current with regard to local, state, and federal regulation changes. Two of the district representatives in attendance at the monthly sessions include Wilkes-Barre Area and Tunkhannock Area School Districts, locations where county prisons are housed. The Directors from these districts have developed protocol for updating IU member schools on the status of incarcerated students. They are also accessible for dialog about individual cases. In addition, the Hazleton Area School District Child Accounting Coordinator receives on-going correspondence and billing for students who are incarcerated. Every incarcerated student is reviewed by the Coordinator with the Director

of Special Education to determine present or past eligibility. If necessary, contact can be made with the host district of the correctional facility to inform them of the student's right to special education services. When appropriate, Hazleton can participate in the evaluation and IEP process.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1. The Hazleton Area School District (HASD) follows a protocol to ensure that all students with disabilities are educated in the Least Restrictive Environment (LRE). Prior to identification for special education services, teachers, students, guidance and/or parents are involved in pre-referral services that include: School-wide Title 1, Child Study Teams, CAASP and CARE teams. With collaboration from IU 18, teachers have been trained to use the SAS toolkit. The district employs paraprofessionals to assist with providing implementing specially designed instruction in the gen ed classroom.. The district also welcomes the involvement of behavioral supports in the classroom from outside agencies. Collaborative meeting times are arranged for team meetings. The following Supplementary Aids and Services are utilized in the district:

- personnel
- Kurtzweil System
- PLATO
- specialized reading and math programs
- behavioral consults
- sign language interpreters
- bilingual interpreters
- modified curriculum

- assistive technology ( laptops, ipads)

2.The following initiatives have been successful in the HASD, promoting inclusive opportunities for students:

- The PA Autism Initiative
- Include Me From the Start
- School Based Behavioral Health Programs
- On site professional counseling component
- Licensed social worker
- Diversity training (IU)
- RTII (IU)
- Training on Accommodations and Modifications (IU)
- SAS toolkit
- Mini grant initiative (Membership, Participation, and Learning)
- New teacher induction sessions
- Administration training (legal perspective)

3.Hazleton exceeds the federal requirements for two areas of LRE:

a) Inside gen ed classroom 80% or more (federal goal is at least 65%, Hazleton is 69.6%).

b )Special Ed in other settings (federal goal is 3.3%, Hazleton is 2.9%)

Hazleton does not meet the SPP goal Inside gen ed classroom <40% of the school day (federal goal is 8% or fewer , Hazleton is 13.5%)

Rationale: Hazleton has experienced a great transition of new students coming in from out of state and out of country. We follow the previous IEP and NOREP until a new Evaluation or Reevaluation is completed.

For those students who require more intensive interventions, careful consideration is given to their placements so that their individual needs will be addressed. The HASD utilizes a school/family liaison to interact and communicate with the families of students who are currently educated outside the school district. Transportation is provided. The HASD is proposing to add licensed social workers to the professional staff to ensure students have a successful transition back to their home school when the time is appropriate.

### *Behavior Support Services*

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

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

Behavior Support Plan or Behavior Intervention Plan - plan for students with disabilities 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 behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.

Positive techniques - methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards. De-escalation techniques are reviewed with all administrators, special education teachers, and security annually. The HASD utilizes training events offered at IU 18 and PaTTAN.

Nothing in this policy shall be construed to require the development of a separate behavior support or intervention plan when appropriate positive behavioral interventions, strategies, and supports, consistent with the requirements of this policy, can be incorporated into body of the IEP. HASD maintains a partnership with Northeast Counseling Inc. to support positive behavior initiatives.

Psychological services are offered to students for counseling, evaluations, and referrals to various agencies.

Trainings:

- School Wide Behavior Training (PaTTAN)
- Crisis Prevention Intervention (IU, District)
- Safety Care training (IU)
- High- functioning Autism (IU)

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

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

1. When an IEP team identifies a student who is experiencing difficulty accessing the curriculum, supplemental supports and services are considered, implemented, and progressed monitored for effectiveness. In extreme situations, a CASSP team is organized where representatives of various agencies come together to discuss areas of need and offer support for the students.

2. For those students who are experiencing difficulty accessing regular education, the following programs/ supports are currently in place:

- Highly qualified paraprofessional staff
- Support in regular education classrooms
- School-based mental health
- Built-in collaboration time
- PLATO web-based interactive curriculum for interventions
- Alternative education program
- Credit recovery program
- District run cyber school
- Truancy Elimination Plan

3. Expansion of Services and Programs

- Service Learning
- Increased vocational opportunities
- Community based transition programs
- Interagency collaboration



## *Strengths and Highlights*

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

The Hazleton Area School District offers a full continuum of special education services, most in neighborhood schools. Continuum of scientifically-researched based reading programs, interventions, and strategies, K-12.

- Summative and formative assessments aligned with district assessments
- Progress monitoring
- Daily staff development time for collaboration
- Continuum of placement options for students with mental health issues
- School Based Behavioral Health programs
- School-wide Positive Behavior Support program K-3
- Model Verbal Behavior classrooms
- Verbal Behavior Support
- Applied Behavior Specialist support
- Life Skills curriculum aligned to Alternate Standards
- Community Based Instruction
- Community recreational opportunities for students with multiple disabilities
- Standards based IEP development
- VITAL House- Vocational Independent Training for Adult Living -school operated facility in the community for adult training
- Data Analysis for IEP development and intervention strategies
- PreK Counts
- Early Intervention Services
- Response to Intervention model in place
- Child Study Teams

Trainings:

- IU collaboration
- Parent Transition meetings
- Literature and brochures
- Newspaper articles
- Web sites
- PaTTAN
- District inservices
- New teacher induction activities
- local universities and colleges

# Assurances

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## Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

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

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

Facility Name	Facility Type	Services Provided By	Student Count
United Charities	Nonresident	Hazleton Area School District	8

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Behavioral Health Associates	Other	Mental Health with educational component	4
Alternative Learning Center - LIU 18	Other	Behavioral support - grades 6-12	4
New Story - Wyoming, PA	Other	Day treatment program operated by non-profit - Behavioral and Autistic support	1
New Story - Berwick, PA	Other	Day treatment program operated by non-profit - Behavioral and Autistic support	10
HMS	Approved Private Schools	5 day residential facility for students with cerebral palsy	1
Western School for the Deaf - Scranton Facility	Approved Private Schools	APS - Day program for students with deafness	4
Pressley Ridge	Approved Private Schools	Residential facility for students with primary diagnosis of ES and secondary DHIS	1
Devereux	Approved Private Schools	Residential facility for students with primary diagnosis of ES	3
Childrens Service Center	Other	Day program- mental health placement	2
Royer-Greaves	Approved Private Schools	Full time residential program for students diagnosed with Visual Impairments/Blindness and ID	1
Kids Peace	Other	Residential facility for students with primary diagnosis of ES	1
Opportunities for Learning Alternative Education	Other	Alternative Education	11
Graham Academy	Special Education Centers	Autistic Support	1
The Woods	Approved Private Schools	Behavioral Support	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* September 5, 2014

*Reason for the proposed change:* update the special education plan

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arthur Street	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	9	0.95
Justification: Specialized class to meet severe behavioral needs.							
Arthur Street	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 7	1	0.05

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

*Type:*

*Implementation Date:*

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arthur	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	5 to 8	5	1

### Program Position #3

*Operator:* School District

#### PROGRAM DETAILS

*Type:*

*Implementation Date:*

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arthur	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 13	24	1
Justification: Speech and language services are delivered on an individualized basis where the age range would							

not exceed 3 years.
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**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Special Ed plan update**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arthur Street	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	4	0.6
Arthur Street	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 6	1	0.2
Arthur Street	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 8	1	0.2

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Special Ed plan update**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Drums	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	6 to 8	2	0.15
Freeland	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	7 to 7	1	0.07
Arthur	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	6 to 6	1	0.07
Heights-Terrace	An Elementary	A building in which General	Itinerant	Deaf and Hearing	7 to 7	1	0.07

	School Building	Education programs are operated		Impaired Support			
Valley	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	8 to 8	1	0.07
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	15 to 17	7	0.5
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 16	1	0.07

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Drums	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	20	0.91
Justification: Speech and language services are provided on an individualized basis where the age range does not exceed 3 years.							
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	13 to 15	2	0.09

**Program Position #7***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Update Special Ed plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Drums	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	12	0.95
Drums	An	A building in	Supplemental	Learning	10 to	1	0.05

	Elementary School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	11		
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**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Update Special Ed plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Drums	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	15	0.8
Drums	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 14	1	0.05
Drums El/Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	2	0.15

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Update Special Ed plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Drums	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	6 to 9	6	1

**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014



*Reason for the proposed change: Update Special Ed plan*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Drums	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	6 to 9	8	1
Justification: Self contained program that delivers specialized instruction, including but not limited to ABA and Verbal Behavior Project.							

**Program Position #11**

*Operator: School District*

**PROGRAM DETAILS**

*Type: Class*

*Implementation Date: September 4, 2014*

*Reason for the proposed change: Update Special Ed plan*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Drums	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 10	12	0.65
Justification: Case management in an inclusive environment where the students are not grouped together for instruction.							
Drums	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	2	0.15
Drums El/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 10	2	0.15
Drums El/Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 9	1	0.05

**Program Position #12**

*Operator: School District*

**PROGRAM DETAILS**

*Type: Class*

*Implementation Date: September 4, 2014*

*Reason for the proposed change: Update Special Ed plan*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freeland	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	11 to 14	4	0.2
Justification: Student are being introduced to gen ed environments							
Freeland	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 14	9	0.7
Freeland	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 13	2	0.1

**Program Position #13***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Update Special Ed plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freeland	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	14	1

**Program Position #14***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Update Special Ed plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freeland	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	4	0.7
Freeland El/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 7	2	0.2
Freeland El/Middle	An	A building in	Supplemental	Learning	7 to 8	1	0.1

School	Elementary School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support			
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**Program Position #15***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Update Special Education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freeland	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 14	40	1

Justification: Speech and Language services are delivered on an individualized/small group basis where the age range does not exceed 3 years

**Program Position #16***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Update Special Ed plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Freeland	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	14	0.95
Freeland	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	10 to 10	1	0.05

**Program Position #17***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Update Special Ed plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Freeland	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	14	1
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**Program Position #18***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2014*Reason for the proposed change:* Special Ed Plan Update**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	19 to 19	1	0.3
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	17 to 18	2	0.7

**Program Position #19***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2014*Reason for the proposed change:* Update special ed plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	13	0.8
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	17 to 18	1	0.05
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	5	0.15
Justification: Itinerant level							

**Program Position #20***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	14	0.82
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	18 to 18	1	0.06
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	17 to 17	1	0.06
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 16	1	0.06

**Program Position #21***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	16	0.94
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 16	1	0.06

**Program Position #22***Operator:* School District**PROGRAM DETAILS***Type:* Class

Implementation Date: September 4, 2014

Reason for the proposed change: New school year

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	14	0.8
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	4	0.1
Justification: Error							
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	16 to 18	1	0.1

**Program Position #23**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: September 4, 2014

Reason for the proposed change: New school year

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	11	0.5
Justification: Specialized class							
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	15 to 18	3	0.1
Justification: Specialized class							
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	18 to 18	1	0.05
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	15 to 18	3	0.35
Justification: Specialized instruction							

**Program Position #24**

Operator: School District

**PROGRAM DETAILS**

Type: Position

Implementation Date: September 4, 2014

Reason for the proposed change: New school year

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	13	0.6
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 16	2	0.3
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	17 to 17	2	0.04
Justification: Specialized Instruction							
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	15 to 17	1	0.06

**Program Position #25**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: September 4, 2014

Reason for the proposed change: New School year

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	13	0.86
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 16	2	0.04
Justification: Specialized							

Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	17 to 20	2	0.06
Justification: Specialized Class							
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	15 to 17	1	0.04

**Program Position #26***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* New School Year**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	13	0.78
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	2	0.18
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	14 to 15	1	0.02
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	17 to 20	2	0.02
Justification: Specialized Class							

**Program Position #27***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* New school year**PROGRAM SEGMENTS**



Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	6	0.3
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 17	2	0.05
Justification: Students are included in gen ed classes with push-in support							
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	10	0.65
Justification: Students are included in gen ed classes with push-in support							

**Program Position #28***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 4, 2014**Reason for the proposed change: New school year***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 20	5	0.4
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	3	0.3
Justification: Specialized Class							
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	15 to 16	2	0.15
Justification: Specialized Class							
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 17	2	0.15

Justification: Specialized class

**Program Position #29**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* ClassandPosition

*Implementation Date:* September 4, 2014

*Reason for the proposed change:* The 9th grade students were incorporated in the high school.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	19	0.8
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 16	2	0.15
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 17	1	0.05

**Program Position #30**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 4, 2014

*Reason for the proposed change:* Special Ed plan update

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	3	1

**Program Position #31**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 4, 2014

*Reason for the proposed change:* Update Special Ed plan

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	16	0.7
9th Grade Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 17	5	0.3

**Program Position #32**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class and Position

*Implementation Date:* September 4, 2014

*Average square feet in regular classrooms:* 500 sq. ft.

*Square footage of this classroom:* 1000 sq. ft. (40 feet long x 25 feet wide)

*Reason for the proposed change:* 9th Grade building closed

*Present Class Location:* 9th Grade Center

*Proposed Class Location:* Classroom Hazleton Area High School

*Length of time class has been in present location:* Beginning 2014- 2015

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
9th Grade Center	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	15 to 19	6	1

**Program Position #33**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 4, 2014

*Reason for the proposed change:* Update Special Ed plan.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	14 to 18	9	1

**Program Position #34**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

Implementation Date: September 4, 2014

Reason for the proposed change: Special Ed plan update

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	13	0.6
9th Grade Center	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	6	0.25
Justification: Case manager is not delivering instruction.							
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 15	2	0.1
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 15	1	0.05

**Program Position #35**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: September 4, 2014

Reason for the proposed change: Update Special Ed plan

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	14	0.5
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	11	0.4
Justification: Case Manager does not provide instruction							
Hazleton Area High School	A Senior High School Building	A building in which General Education	Itinerant	Emotional Support	15 to 16	1	0.1

		programs are operated					
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**Program Position #36***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Update Special Ed plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	17	0.8
9th Grade Center	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	6	0.2
Justification: Case manager does not provide instruction							

**Program Position #37***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Update Special Ed plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	12	0.86
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	2	0.14

**Program Position #38***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Update Special Ed plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE
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		Type		Type	Range		
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 17	3	0.3
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 16	2	0.03
Justification: Case manager does not instruct							
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 18	3	0.4
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	2	0.07
Justification: Case manager does not provide instruction							
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	17 to 17	1	0.03
Hazleton Area School District	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	16 to 16	1	0.07

**Program Position #39***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 4, 2014*Reason for the proposed change:* Update Special Ed plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	1	0.1
Hazleton Area High School	A Senior High School	A building in which General	Itinerant	Emotional Support	15 to 18	4	0.3

	Building	Education programs are operated					
Hazleton Area School District	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 17	3	0.3
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	15 to 17	4	0.3

**Program Position #40***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 4, 2014**Reason for the proposed change: Special Ed plan update***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	1	0.05
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 20	4	0.4
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	15 to 15	1	0.05
Hazleton Area School School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	4	0.4
Justification: Case manager does not provide instruction							
Hazleton Area High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	17 to 18	2	0.1
Justification: Case manager does not provide instruction							

**Program Position #41***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 4, 2014**Reason for the proposed change: Update Special Ed plan***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area Alternative Opportunities for Learning	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 18	4	0.56
Hazleton Area Alternative Opportunity for Learning	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 16	1	0.14
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 16	1	0.17
Hazleton Area Alternative Opportunities for Learning	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	16 to 16	1	0.13

**Program Position #42***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 4, 2014**Reason for the proposed change: Special Ed Plan update***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	4	0.3
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	10	0.7



**Program Position #43***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 4, 2014**Reason for the proposed change: Update Special Ed plan***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	17 to 20	11	0.9
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	18 to 19	1	0.1
Justification: Self							

**Program Position #44***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 4, 2014**Reason for the proposed change: Update Special Ed plan***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	4	0.3
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	9	0.6
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	17 to 17	1	0.1

**Program Position #45***Operator: School District***PROGRAM DETAILS***Type: Class*

Implementation Date: September 4, 2014

Reason for the proposed change: Update Special Ed plan

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	19 to 20	4	1

**Program Position #46**

Operator: School District

**PROGRAM DETAILS**

Type:

Implementation Date:

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	10	0.66
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 16	3	0.2
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 15	1	0.07
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	14 to 14	1	0.07

**Program Position #47**

Operator: School District

**PROGRAM DETAILS**

Type:

Implementation Date:

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Elementary/Middle School	An Elementary School	A building in which General Education	Itinerant	Learning Support	8 to 10	12	1

	Building	programs are operated					
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**Program Position #48***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	11 to 13	6	1

**Program Position #49***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	10 to 12	5	0.83
Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	10 to 10	1	0.17

**Program Position #50***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 12	17	1

Justification: Speech and Language therapy is delivered individually and/or in small groups. There is never

more than a 2-3 year age difference.
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**Program Position #51***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	10	0.84
Hazleton Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 13	1	0.08
Hazleton Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 12	1	0.08

**Program Position #52***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	3	0.27
Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 13	8	0.73

**Program Position #53***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	13	0.93
Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 11	1	0.07

**Program Position #54***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	10	0.9
Hazleton Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 13	1	0.1

**Program Position #55***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Heights Terrace Elementart/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	6	0.67
Heights Terrace Elementart/Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	3	0.33

**Program Position #56***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Heights Terrace Elementart/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	10	0.9
Heights Terrace Elementart/Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	1	0.1

**Program Position #57***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Heights Terrace Elementart/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	10	0.83
Heights Terrace Elementart/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 14	2	0.17

**Program Position #58***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Heights-Terrace Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	9	0.82

Heights-Terreace Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 13	1	0.09
Heights-Terrace Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 14	1	0.09

**Program Position #59***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Heights-Terrace Elementary /Middle	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	6	0.6
Heights-Terrace Elementary /Middle	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	3 to 5	3	0.3
Heights-Terrace Elementary /Middle	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 5	1	0.1

**Program Position #60***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Heights-Terrace Elementary /Middle	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	8	0.68
Heights-Terrace Elementary /Middle	An Elementary	A building in which	Supplemental (Less Than	Learning Support	12 to 12	2	0.16

	School Building	General Education programs are operated	80% but More Than 20%)				
Heights-Terrace Elementary /Middle	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 12	2	0.16

**Program Position #61***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Heights-Terrace Elementary /Middle	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	29	1

Justification: Speech and language services are delivered individually or in small groups. The age range is not more than 3 years.

**Program Position #62***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McAdoo-Kelayres Elementary/Middle	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	37	1

Justification: Speech and Language services are delivered individually and/or in small groups. The age range for these groups does not exceed 3 years.

**Program Position #63***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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McAdoo-Kelayres Elementary/Middle	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 13	19	0.83
McAdoo-Kelayres Elementary/Middle	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 11	1	0.04
McAdoo-Kelayres Elementary/Middle	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 11	1	0.04
McAdoo-Kelayres Elementary/Middle	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 11	2	0.09

**Program Position #64***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 29, 2012*Average square feet in regular classrooms:* 870 sq. ft.*Square footage of this classroom:* 870 sq. ft. (29 feet long x 30 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McAdoo-Kelayres Elementary/Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	11	0.86
McAdoo-Kelayres Elementary/Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 14	1	0.07
McAdoo-Kelayres Elementary/Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 14	1	0.07

**Program Position #65**

Operator: School District

**PROGRAM DETAILS**

Type: Position

Implementation Date: August 29, 2012

Average square feet in regular classrooms: 864 sq. ft.

Square footage of this classroom: 864 sq. ft. (27 feet long x 32 feet wide)

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McAdoo-Kelayres Elementary/Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	13	0.93
McAdoo-Kelayres Elementary/Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 12	1	0.07

**Program Position #66**

Operator: School District

**PROGRAM DETAILS**

Type:

Implementation Date:

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McAdoo-Kelayres Elementary/Middle	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 10	10	0.77
Justification: The type of service is itinerant. The student are included in the general ed curriculum, The special education services are delivered individually and/or small group so the age range does not exceed 3 years.							
McAdoo-Kelayres Elementary/Middle	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 10	3	0.23
Justification: The type of service is itinerant. The students are included in the general ed classroom.. Special education services are delivered individually and/or in small groups. The age range does not exceed 3 years.							

**Program Position #67**

Operator: School District

**PROGRAM DETAILS**

Type:

Implementation Date:

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Valley Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 14	3	0.6
Valley Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	14 to 14	1	0.2
Valley Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 12	1	0.2

**Program Position #68***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	9	0.9
Valley Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 8	1	0.1

**Program Position #69***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	7	0.78
Valley Elementary/Middle	An Elementary	A building in which	Supplemental (Less Than	Learning Support	9 to 9	1	0.11

School	School Building	General Education programs are operated	80% but More Than 20%)				
Valley Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	9 to 9	1	0.11

**Program Position #70***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 12	6	1

**Program Position #71***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Elementary Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	13	0.93
Valley Elementary Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 12	1	0.07

**Program Position #72***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE
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		Type		Type	Range		
Valley Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	9	1

**Program Position #73***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	16	1

Justification: Speech and Language services are delivered on an individual and/or small group basis. The age range for these small groups are not more than 3 years.

**Program Position #74***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	13	0.87
Valley Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 12	2	0.13

**Program Position #75***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Valley Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 12	9	1
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**Program Position #76***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2014*Reason for the proposed change:* New case load**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	17	0.8
Justification: The students are included in the general ed curriculum and with age appropriate peers. Special education services are delivered in the general ed classrooms.							
West Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 9	1	0.05
West Hazleton	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	2	0.15

**Program Position #77***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2014*Reason for the proposed change:* New Caseload**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 11	1	0.2

West Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 12	2	0.2
West Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	9 to 11	4	0.6

**Program Position #78***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: September 4, 2014**Reason for the proposed change: New school year***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 14	15	1
Justification: Speech and Language services are delivered on an individual and/or small group basis. Age range for small group does not exceed 3 years.							

**Program Position #79***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: September 4, 2014**Reason for the proposed change: New school year***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	1	0.1
West Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	10 to 11	2	0.2
West Hazleton	An	A building	Supplemental	Emotional	10 to	2	0.2

Elementary/Middle School	Elementary School Building	in which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	12		
West Hazleton	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	10 to 12	5	0.5

**Program Position #80***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2014*Reason for the proposed change:* New school year**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	15	0.9
West Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 11	1	0.1

**Program Position #81***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2014*Reason for the proposed change:* New school year**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	11	0.7
West Hazleton Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	9 to 12	3	0.29

**Program Position #82**



Operator: School District

**PROGRAM DETAILS**

Type: Position

Implementation Date: September 4, 2014

Reason for the proposed change: New school year

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Hazleton Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	9	0.8
West Hazleton Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	2	0.15
West Hazleton	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 15	1	0.05

**Program Position #83**

Operator: School District

**PROGRAM DETAILS**

Type: Position

Implementation Date: September 4, 2014

Reason for the proposed change: New school year

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Hazleton Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	6	0.9
West Hazleton Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 13	1	0.05
West Hazleton	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	11 to 12	1	0.05

**Program Position #84**

Operator: School District

**PROGRAM DETAILS**

Type: Position

Implementation Date: September 4, 2014

Reason for the proposed change: New School year.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Hazleton Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	13 to 14	1	0.2
Justification: Related services provided on an itinerant basis.							
West Hazleton Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Blind or Visually Impaired Support	12 to 14	1	0.2
Heights Terrace	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	12 to 14	1	0.2
Hazleton Area HS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	16 to 18	1	0.2
McAdoo Kelayres	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	6 to 8	1	0.2

**Program Position #85**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: September 4, 2014

Reason for the proposed change: Update Special Ed plan

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are	Itinerant	Learning Support	14 to 16	7	0.5

		operated					
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	16 to 17	2	0.07
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	15 to 15	1	0.03
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 16	4	0.4

**Program Position #86***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	16 to 17	2	1

**Program Position #87***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 3, 2014*Average square feet in regular classrooms:* 600 sq. ft.*Square footage of this classroom:* 600 sq. ft. (30 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazle Township Early Learning Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	6	1

**Program Position #88***Operator:* School District**PROGRAM DETAILS**

Type: ClassandPosition

Implementation Date: September 3, 2014

Average square feet in regular classrooms: 660 sq. ft.

Square footage of this classroom: 660 sq. ft. (30 feet long x 22 feet wide)

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	17 to 20	6	1

**Program Position #89**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: September 3, 2014

Average square feet in regular classrooms: 999 sq. ft.

Square footage of this classroom: 1000 sq. ft. (40 feet long x 25 feet wide)

**PROGRAM SEGMENTS**

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

**Program Position #90**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: September 4, 2014

Average square feet in regular classrooms: 400 sq. ft.

Square footage of this classroom: 400 sq. ft. (20 feet long x 20 feet wide)

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 10	8	1

**Program Position #91**

Operator: School District

**PROGRAM DETAILS**

Type: Position

Implementation Date: September 4, 2014

*Average square feet in regular classrooms: 400 sq. ft.*

*Square footage of this classroom: 400 sq. ft. (20 feet long x 20 feet wide)*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazle Township Early Learning Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	3	0.4
Hazle Township Early Learning Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	7 to 9	1	0.1
Hazle Township Early Learning Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	5	0.5

**Program Position #92**

*Operator: School District*

**PROGRAM DETAILS**

*Type: Position*

*Implementation Date: September 4, 2014*

*Average square feet in regular classrooms: 600 sq. ft.*

*Square footage of this classroom: 600 sq. ft. (20 feet long x 30 feet wide)*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Maple Manor Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	24	0.9
Maple Manor Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	2	0.08
Maple Manor Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	10 to 12	1	0.01

**Program Position #93**

Operator: School District

**PROGRAM DETAILS**

Type: Position

Implementation Date: September 4, 2014

Average square feet in regular classrooms: 400 sq. ft.

Square footage of this classroom: 400 sq. ft. (20 feet long x 20 feet wide)

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hazleton Area Career Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 20	60	1
Justification: Speech and language is delivered on an individual and/or small group basis.							

## Special Education Support Services

Support Service	Location	Teacher FTE
Hearing Support	All schools	1
Director of Special Education	All schools	1
Assistant Director of Special Education	All Schools	1
Supervisor of Special Education	All Schools	1
Supervisor of Special Education	All Schools	1
Psychologist	All Schools	1
Psychologist	All Schools	1
Psychologist	All Schools	1
Psychologist	All Schools	1
Licensed Social Worker	All Schools	1
106 Paraprofessionals	All Schools	1
16 Paraprofessionals	All Schools	0.5
Student Case Manager	All Schools	1
3 Physical Therapists	All Schools	1
4 Occupational Therapists	All Schools	1
Vision Therapist	All Schools	1
O&M - Vision Therapist	All Schools	1
Assistive Technology Paraprofessional	All Schools	1

## Special Education Contracted Services

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amt of Time per Week</b>
Art/Music Therapy	Outside Contractor	10 Hours
Avenues	Outside Contractor	5 Days
ARCIL Anthracite Region for Independent Living	Outside Contractor	5 Days
Bucks County Independent Living	Outside Contractor	5 Days
ReDC0	Outside Contractor	5 Days
Bayada Nursing Agency	Outside Contractor	5 Days
Royer-Greaves School for the Blind - Paraprofessional Services	Outside Contractor	5 Days
Speech Therapist	Outside Contractor	2 Days
Licensed Social Worker - LIU 18	Intermediate Unit	2 Days
ParaProfessional - United Charities	Outside Contractor	5 Days
YMCA -therapeutic swim	Outside Contractor	2 Hours
Bowl Arena - therapeutic phys.ed.	Outside Contractor	1 Hours
CTC Employment training	Outside Contractor	3 Days
Behavioral Associates	Outside Contractor	2 Days
Assistive Technology	Outside Contractor	2 Days
Physical Therapist Assistant	Outside Contractor	2 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	Data collection through intensive ABA (Applied Behavior Analysis), competency check list, ABA Skills tracking sheets, and ABLLS (Assessment of Basic Language and Learning Skills) checklist to enhance learning and communication of students with autism.
<b>Person Responsible</b>	Special Education Administration
<b>Start Date</b>	7/1/2015
<b>End Date</b>	6/30/2018
<b>Program Area(s)</b>	Professional Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	72
<b># of Participants Per Session</b>	8
<b>Provider</b>	Consultants
<b>Provider Type</b>	PaTTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Based on methodology of Applied Behavior Analysis (ABA), classroom teachers and paraprofessionals will be versed in teaching and data collection procedures. The Verbal Behavior strategies will improve communication and social skills for students diagnosed with Autism.
<b>Research &amp; Best Practices Base</b>	Verbal Behavior Project is supported by PDE, based on researched based strategies.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>



<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Department Focused Presentation</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>Related Service Personnel</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p>
<b>Follow-up Activities</b>	<p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Review of written reports summarizing instructional activity</p> <p>Basic Language Assessment Form; Assessment of Basic Language and Learning Skills; ABA Site Review forms</p>

## Behavior Support

<b>Description</b>	IEP teams, utilizing data from Functional Behavior Analysis, will support behavior plans and promote social skills, meeting individualized needs.
<b>Person Responsible</b>	Special Education Administration

<b>Start Date</b>	7/1/2015
<b>End Date</b>	6/30/2018
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	5.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	85
<b>Provider</b>	HASD
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Teachers and staff will acquire successful positive support strategies for the purpose of decreasing undesirable behavior that may impede student learning .
<b>Research &amp; Best Practices Base</b>	Positive Behavior Support plans are recognized and mandated by PDE. Information is gained from the PaTTAN website.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	Department Focused Presentation
<b>Participant Roles</b>	Classroom teachers

	Principals / Asst. Principals School counselors Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Journaling and reflecting
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

### Paraprofessional

<b>Description</b>	Paraprofessionals will become familiar with assistive technology- low, medium, and high tech forms and devices and choose appropriate means for students to enhance receptive and expressive skills.
<b>Person Responsible</b>	Special Education Administration
<b>Start Date</b>	7/1/2015
<b>End Date</b>	6/30/2018
<b>Program Area(s)</b>	Professional Education, Special Education, Educational Technology

### Professional Development Details

<b>Hours Per Session</b>	5.0
<b># of Sessions</b>	2
<b># of Participants Per Session</b>	115
<b>Provider</b>	IU 18
<b>Provider Type</b>	IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Paraprofessionals will utilize various technology to appropriately support students with disabilities in the general classroom

	environment.
<b>Research &amp; Best Practices Base</b>	The list of available resources are identified on the PaTTAN website.
<b>For classroom teachers, school counselors and education specialists</b>	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	Series of Workshops School Whole Group Presentation
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Consultation with professional staff
<b>Evaluation Methods</b>	Classroom student assessment data

### Reading NCLB #1

<b>Description</b>	Progress monitoring reports through a uniformed system of data analysis. The reports will determine individualized strategies and interventions as well as appropriate reading programs.
<b>Person Responsible</b>	Special Education Administration
<b>Start Date</b>	7/1/2015
<b>End Date</b>	6/30/2018

<b>Program Area(s)</b>	Professional Education, Special Education
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### Professional Development Details

<b>Hours Per Session</b>	5.0
<b># of Sessions</b>	2
<b># of Participants Per Session</b>	16
<b>Provider</b>	LIU 18
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Accurate diagnosis of reading deficits and process to ensure methods and interventions are appropriate.
<b>Research &amp; Best Practices Base</b>	Programs are researched based based.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p>

<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of written reports summarizing instructional activity

## Transition

<b>Description</b>	Students will become more proficient in determining their post secondary outcomes and the steps necessary to achieve their outcomes. Special education teachers will have the knowledge and resources available to guide parents and students in IEP conferences to implement good decision making for future placement.
<b>Person Responsible</b>	Special Education Administration; Transition Liaisons
<b>Start Date</b>	7/1/2015
<b>End Date</b>	6/30/2018
<b>Program Area(s)</b>	Professional Education, Special Education

## Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	12
<b># of Participants Per Session</b>	50
<b>Provider</b>	Transition Liaisons; consultants
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Special Education teachers will become proficient with the

	requirements for post school placements.
<b>Research &amp; Best Practices Base</b>	Transition activities are highlighted on the PaTTAN website.
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Provides leaders with the ability to access and use appropriate data to inform decision-making. Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Series of Workshops Department Focused Presentation
<b>Participant Roles</b>	Classroom teachers Paraprofessional Other educational specialists Related Service Personnel Parents
<b>Grade Levels</b>	High (grades 9-12)
<b>Follow-up Activities</b>	Journaling and reflecting
<b>Evaluation Methods</b>	Participant survey Portfolio

# Special Education Affirmations

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*