

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 59
School District Total Student Enrollment 259
Percent of Students Receiving Special Education 22.8

Steering Committee

Name	Position/Role	Building	Email
Ken Jubas	Superintendent	Harmony Area SD	kjubas@harmonyowls.com
Doug Martz	Building Principal	Harmony Area SD	dmartz@harmonyowls.com
Jason Boring	Director of Special Education	Harmony Area SD	jboring@harmonyowls.com
Lindsey Prasko	Special Education Teacher	Harmony Area JSHS	lprasko@harmonyowls.com
Deb McAfoose	Special Education Teacher	Harmony Area El Sch	dmcafoose@harmonyowls.com
Siena Burk	Special Education Teacher	Harmony Area El Sch	sburk@harmonyowls.com
Sherry Hughes	General Education Teacher	Harmony Area El Sch	shughes@harmonyowls.com
Jason Emerson	General Education Teacher	Harmony Area JSHS	jemerson@harmonyowls.com
Nancy Oaks	Board Member	Harmony Area SD	
Jessica Keener	Parent	Harmony Area SD	jkeener@harmonyowls.com

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
FSA 15 Parent Training	<p>1) The Harmony Area School District will survey parents throughout the school year to identify areas of wanted/needed training. This will be completed during IEP meetings and through parent communication. Parents and families will have the option to complete an online survey, email responses for verbally communicating with the teacher or classroom representative. 2) Information Tables will be set-up at School-Wide Events, including Parent/Teacher Conferences and Open House. Parent/Family Information Pamphlets and Packets from PaTTAN will be distributed. This will be completed in conjunction with the Federal Programs Title 1 Department. 3) Parent Information area will be set-up in the Special Education Conference Room for all parent/family members to have access during meetings. 4) Parents may be invited to attend staff training within the Harmony Area School District, if they are deemed to be appropriate. 5) The Harmony Area School District will work collaboratively with the Central Intermediate Unit to identify training opportunities in which parents and families can participate. 6) The Harmony Area School District will continue to improve the Special Education Section of the district website. This will include presentations, videos, district information and pertinent articles. Visitors to the website will be encouraged to supply feedback through a Google Form, results will be sent to the Special Education Coordinator. Evidence of Change: The LEA will submit the following documents to the BSE adviser for review prior to the due date of February 28, 2023: 1) Results of Parent Surveys 2) Spreadsheet of parent communication regarding training information 3) Sign-in sheets from any Parent Training 4) Results of Feedback from HASD district website.</p>

Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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

The district provides annual public notice on school web page and in local newspaper annually. At this time, no barriers exist which limit the Harmony Area School District to meet obligations under Section 1306. If a facility would locate within the District, HASD will fully comply with requirements of IDEA 2004 and PA Chapter 14 to meet obligations under Section 1306. The Harmony Area School District recognizes that school-age children are sometimes placed in residential programs for reasons not related to the child's educational needs, as outlined in Basic Education Curricular (BEC): Educational Programs for Students in Non-Educational Placements 22 Pa. Code Section 14.102. This may occur through a Mental Health/Intellectual Disabilities agency, children and youth agency or through a local court. When a non-educational placement is made, such a placement is presumed to determine where the child lives and where the child may receive non-educational services. In the case of children with a disability, this determination is made through the Individualized Education Program (IEP) process or through a Service Agreement, unless a court order explicitly prescribes how educational services are to be provided.

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

In the event the Harmony Area School District would become a host district, all provisions and services would be offered to students with disabilities assigned to a 1306 program. The District would ensure that FAPE is offered, either in the school itself or in the most appropriate, but least restrictive program, in accordance with the Individual Education Plan. The Director of Special Education would be in contact with any program providing FAPE on a bi-weekly basis to ensure all programs and services are implemented as prescribed in the IEP. If the student would attend the neighborhood school, all programs and services would be monitored by school special education staff, regular education teachers and the Director of Special Education. Any barriers, progress and plans would be addressed through continued collaborative efforts between the District and 1306 facilities to ensure child find and provision of FAPE for students with disabilities. (improve communications & networking with outside agencies/programs, interagency collaboration). This would include a plan to ensure a successful transition back to school.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

1. 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 Harmony Area School District works with the Clearfield Area School District, which hosts the county correctional facility. When children/ adolescents become incarcerated, the Clearfield Area School District contacts our district to obtain necessary records and documentation in regard to the the individual child.

Least Restrictive Environment

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

The Harmony Area School District recognizes that the percentage of students receiving Special Education services is slightly above that of the state average. These placement recommendations are IEP team decisions and the district continues to work on meeting student needs as identified through formal, multi-disciplinary procedures, child-study team meetings, progress monitoring, data team meetings and parent meetings. The district's percentage of students receiving Speech and Language services is also higher than the state average. Factors that have impacted the elevated rates include an intensive Kindergarten through Sixth grade level of intervention that has been highly successful for students who move into less restrictive environments. The district considers all factors relevant to placement of students, however the primary factor continues to be student need and where the student can best achieve academic, social and emotional success.

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

The Harmony Area School District recognizes that, to the maximum extent appropriate, students with disabilities need to be educated in the regular education setting with full consideration of Least Restrictive Environment. Our primary effort is to provide support to maintain the child in regular education to the greatest degree. This is done through the efforts of the Child Study Team, using the Response to Intervention model. This allows the students to receive intervention strategies early on to avoid failure. Depending on the needs of each student, the frequency and intensity of services are provided to help students be successful prior to the consideration of special education. If special education is deemed necessary, the multidisciplinary evaluation process is completed. If a student is found in need of special education, the IEP team follows these general principles: Determine a Free and Appropriate Public Education (FAPE) and design the IEP; determine whether FAPE can be delivered in the regular classroom with the use of supplementary aids and services; or if not, move to the next step along the continuum of placement options to determine where FAPE can be delivered.

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

Through the IEP team, the educational setting is determined using a continuum of supports and services. Regular education is always considered first, as to whether the goals in the student's IEP can be implemented in the regular education classroom with supplementary aids and services by developing a profile of the general education classroom. The IEP team collaboratively gathers and analyzes information about the student in the regular education classroom before the IEP meeting by looking at learning styles, instructional environments, instructional methods, and sensory, motor, and processing characteristics. This process allows the team to decide the student's strengths and weaknesses in these areas. Next, a profile of the classroom environment is completed by looking at the use of technology, instruction, information presentation methods, assessment format, project/presentation format, classroom management, and social activities. Potential barriers are identified for instruction and curriculum access and strategies are developed to help eliminate these barriers. Regular and special educators work collaboratively, along with the district's highly qualified instructional aides, to coordinate the necessary modification in materials and content to support learning disabled students within the regular education curriculum.

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

All supplementary aids and services are discussed and information is used to make the best decision possible at an individual level to meet the educational needs of the student. Within the Harmony Area School District currently, students with supports actively participate within the regular education curriculum specialty classes, electives, physical education, art, music, band, chorus, activity periods, class elections, clubs, field trips, sports and musical. Students who require these types of supports participate in all settings and environments to the maximum extent possible. When the type and level of support are

determined, each team member will make recommendations on specific services and roles they will fulfill to ensure appropriate programming. Supplementary aids and services shall be available to all students who need them, designed to provide meaningful educational benefit and be provided in a manner that avoids stigmatizing students. The full range of supplementary aids and services will fall into one of the following categories: Collaborative (Adults working together to support students), Instruction (Development and delivery of instruction that addresses diverse learning needs), Physical (Adaptations and modifications to the physical environment) and/or Social-Behavioral (Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior). Further examples can be found through PaTTAN at the following link: [Supplementary aids and services shall be available to all students who need them, designed to provide meaningful educational benefit and be provided in a manner that avoids stigmatizing students. The full range of supplementary aids and services will fall into one of the following categories: Collaborative \(Adults working together to support students\), Instruction \(Development and delivery of instruction that addresses diverse learning needs\), Physical \(Adaptations and modifications to the physical environment\) and/or Social-Behavioral \(Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior\). Further examples can be found through PaTTAN at the following link: PaTTAN - Supplementary Aids and Services](#)

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

The Harmony Area School District will coordinate with any private institution, in which a student is placed, to ensure that they are being educated with non-disabled children. The Director of Special Education will be the point of contact for the district to plan for participation in any district lead extra-curricular activity. This will include offering supplementary aids and services, as well as working with coaches, directors, advisors and paraprofessionals to plan and implement needed accommodations.

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

The Harmony Area School District is working to implement additional Co-Teaching opportunities between Special Education and Regular Education Teachers to accommodate increased inclusion practices. This will occur at the Elementary and Jr./Sr. High Level. The district will also be working to increase transition opportunities for students who are aged 14 or older. This will include partnering with local business, offering OVR services, job shadowing experiences and the implementation of a PAES lab in the district. Students will also be taught resume and interview skills as part of their curriculum.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed

Positive Behavior Support

Date of Approval
2016-01-05

Uploaded Files
Behavior Support Policy.docx

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

The Harmony Area School Districts Behavior Support Policy (113.2) specifies the use of positive behavior support and is aligned with all provisions of IDEA 2004 and PA 22 School Code 14.333. The policy is designed to enable students with special needs who need behavioral supports, "to benefit from their free appropriate education program within the least restrictive environment (LRE)" Guidelines include techniques to modify the contextual influences of behavior, teach socially appropriate alternative skills, reinforcement of desired behaviors, utilizing least to most hierarchy of strategies, development of behavior support plans, conducting functional behavior assessments, and evaluating positive interventions.

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

The Harmony Area School District will require specific staff members to attend CPI training at the Central Intermediate Unit. Staff members have been trained in de-escalation methods and will continue to receive training in this area. The elementary staff was trained by the Central Intermediate Units SW-PBIS team previously. The Universal team trains any new staff annually. The Universal team will meet monthly review data.

3. Describe the district positive school wide support programs.

Harmony Area Elementary school initiated a School Wide Positive Behavior Support (SW-PBIS) program in 2009. Harmony Elementary has been a banner school for the past ten years. The Harmony Area School District recognizes the responsibility for ensuring that positive behavior, rather than negative behavior techniques are used to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. Behavior support programs and plans are based on a functional assessment of behavior and will include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning.

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

Services offered by community agencies in district schools shall be coordinated by and be under the general direction of the school district. The following categories of services shall be provided by the district and included in the student services plan: *Developmental services that address students' needs throughout their district enrollment, which include: guidance counseling, psychological services, health services, home and school visitor services, and social work services that support students in addressing academic, behavioral, health, personal and social development issues. *Diagnostic, intervention and referral services for students experiencing problems attaining educational achievement appropriate to their learning potential. *Consultation and coordination services for students who are experiencing chronic problems that require multiple services by teams or specialists. The district shall plan and provide for a Student Assistance Program (SAP) in accordance with applicable law and regulations. The district's student services shall: *Be an integral part of the instructional program at all levels of the school system. *Provide information to students and parents/guardians about the educational opportunities

of the school's instructional program and how to access those opportunities. *Provide career information and assessments to inform students and parents/guardians about work and career options available to individual students. *Provide basic health services required by law for students and provide information to parents/guardians about the health needs of their children.

5. Describe the district restraint procedure.

Behavior support plans developed must be designed and implemented with PDE guidelines for Effective Behavior Support. The types of interventions chosen are to be as least intrusive as necessary, and, aversive techniques, restraints, or discipline procedures may not be used as a substitute for a behavior management program. Staff does have training in CPI (de-escalation and restraint) Intervention and renewal/refresh courses will continue to be offered in conjunction with CIU 10. The use of restraints shall be considered as a last resort and shall only be used after other less restrictive measures including de-escalation have been used.

Intensive Interagency

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

The Harmony Area School District has not had difficulties in locating appropriate programming options, or ensuring FAPE for any disability category. Currently, there are no students receiving Homebound/Instruction conducted in the home or Intensive Inter-Agency Reporting. The district will begin placement discussion at the IEP team meeting. The district collaborates with outside agencies, CenClear, CIU consultants, New Story and Ignite to address how to meet students' needs. The procedure is to always consider the least restrictive environment first, beginning with supplemental aids and services in the regular education classroom. If an appropriate education cannot be provided in the regular education classroom, progressively more restrictive placements are considered, until an effective learning environment is found. As a last resort, the Harmony Area School District will place students in other private facilities (non-residential). The Harmony Area School District does not have in-house classrooms in our facility.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5	Multiple	Full-time (1.0)	03/31/2022 12:47 PM

Building Name		
Harmony Area SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		40
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Multiple	5 to 20
Age Range Justification		FTE %
Grouping of students complies with age range requirements		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4	Multiple	Full-time (1.0)	03/31/2022 12:49 PM

Building Name		
Harmony Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4

Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
Grouping of students complies with age range requirements		0.08

Building Name		
Harmony Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3	Secondary	Full-time (1.0)	03/31/2022 12:31 PM

Building Name		
Harmony Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 19

Age Range Justification	FTE %
Grouping of students complies with age range requirements.	0.16

Building Name		
Harmony Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.35

Building Name		
Harmony Area JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 20
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2	Elementary	Full-time (1.0)	03/31/2022 12:11 PM

Building Name		
Harmony Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.08

Building Name		
Harmony Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.2

Building Name		
Harmony Area El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1	Elementary	Full-time (1.0)	03/31/2022 12:03 PM

Building Name		
Harmony Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.06

Building Name		
Harmony Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9

Age Range Justification	FTE %
	0.1

Building Name		
Harmony Area El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.2

Special Education Facilities

Building Name		Room #
Harmony Area El Sch		122
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 5 inches x 25 feet, 5 inches	798sqft	28
Implementation Date		
2021-08-26		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Harmony Area El Sch		121
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 1 inches x 30 feet, 1 inches	784sqft	28
Implementation Date		
2021-08-26		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Harmony Area El Sch		127
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 1 inches x 26 feet, 6 inches	797sqft	28
Implementation Date		
2021-08-26		
Uploaded Files		

3 Assurance Check

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

Building Name		Room #
Harmony Area JSHS		200
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
43 feet, 6 inches x 22 feet, 2 inches	964sqft	34
Implementation Date		
2021-08-26		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Harmony Area JSHS		206
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 1 inches x 22 feet, 2 inches	666sqft	23
Implementation Date		
2021-08-26		
Uploaded Files		

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5 Assurance Check

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

Special Education Support Services

6Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	0.5	District Wide	District
School Psychologist	0.2	District Wide	Contractor
Occupational Therapist	0.25	District Wide	Contractor
Physical Therapist	0.1	District Wide	Contractor
Paraprofessionals	10	District Wide	District
Other	0.5	District Wide	District
Other	1.0	District Wide	District
Other	0.1	Secondary	Contractor

Special Education Personnel Development

Autism

Description of Training			
National Autism Conference at Penn State University			
Lead Person/Position		Year of Training	
Penn State University		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	12	District PaTTAN Other	General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
National Autism Conference at Penn State University			
Lead Person/Position		Year of Training	
Penn State University		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	12	Intermediate Unit PaTTAN Other	General Education Teachers Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
School Wide Positive Behavior Support "Give a Hoot" Program Refresher for Staff			
Lead Person/Position		Year of Training	
Jason Boring/ Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Building Administrators

			General Education Teachers Paraprofessionals Special Education Teachers
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Description of Training			
School Wide Positive Behavior Support "Give a Hoot" Program Refresher for Staff			
Lead Person/Position		Year of Training	
Jason Boring/ Director of Special Education		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Highly Qualified Paraprofessionals will complete online trainings through the PaTTAN website (20 Hours per year)			
Lead Person/Position		Year of Training	
Jason Boring/ Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	20	District PaTTAN	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training	
Highly Qualified Paraprofessionals will complete online trainings through the PaTTAN website (20 Hours per year)	
Lead Person/Position	Year of Training

Jason Boring/ Director of Special Education		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	20	Intermediate Unit PaTTAN	Paraprofessionals

Transition

Description of Training			
CIU 10 Transition Council Meetings			
Lead Person/Position		Year of Training	
Ryan Gill/ CIU 10 Educational Consultant		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District Intermediate Unit	Paraprofessionals Special Education Teachers

Description of Training			
CIU 10 Transition Council Meetings			
Lead Person/Position		Year of Training	
Ryan Gill/ CIU 10 Educational Consultant		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District Intermediate Unit	Paraprofessionals Special Education Teachers

Description of Training			
Practical Assessment Exploration System (PAES Lab) Training for Implementation			
Lead Person/Position		Year of Training	
David Cloinger/Talen Assessment Trainer		2022	
Hours Per Training	Number of Sessions	Provider	Audience

6	2	Other	Special Education Teachers
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Science of Literacy

Description of Training			
Strategies to Help Struggling Readers - tips and tricks to use for small group and one on one instruction			
Lead Person/Position		Year of Training	
Jaclyn Miller/ Reading Specialist		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Helping Your Child Learn at Home During Virtual Instruction (With and With out Internet Access)			
Lead Person/Position		Year of Training	
Jason Boring/Director of Special Education, Jaclyn Miller		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training	
Special Education - An Overview of Services offered within the Harmony Area School District	
Lead Person/Position	Year of Training

Jason Boring/Director of Special Education, Special Education Teachers		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents

IEP Development

Description of Training			
IEP Writing and Improvement utilizing the annotated IEP from PaTTAN and other resources.			
Lead Person/Position		Year of Training	
Jason Boring/ Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District Intermediate Unit PaTTAN	Parents Special Education Teachers

Description of Training			
IEP Writing, DaRTS or IEP Program Component Refresher for Special Education Teachers.			
Lead Person/Position		Year of Training	
Jason Boring/ Director of Special Education		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Special Education Teachers

Signatures & Affirmations

Approval Date

2022-06-14

Uploaded Files

As required by the Pennsylvania Department of Education, the School Board President for the Harmony Area School.pdf

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

Superintendent/Chief Executive Officer

Kenneth Jubas

Date

2022-07-07

