

Dallastown Area SD

**Special Education Plan Report**

07/01/2018 - 06/30/2021

# District Profile

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## Demographics

700 New School Ln  
 Dallastown, PA 17313  
 (717)244-4021  
 Superintendent: Ronald Dyer  
 Director of Special Education: Susan Brousseau

## Planning Committee

Name	Role
Ashley Gentzler	Elementary School Teacher - Special Education : Special Education
Jamie Gorseigner	Elementary School Teacher - Special Education : Special Education
Megan Heathcote	Elementary School Teacher - Special Education : Special Education
Rebekah McCauley	High School Teacher - Regular Education : Special Education
Andrew Schneider	High School Teacher - Special Education : Professional Education Special Education
Catherine Ross	Middle School Teacher - Special Education : Special Education
Laura Weller	Parent : Special Education
Susan Brousseau	Special Education Director/Specialist : Special Education
Amy Kostoff	Special Education Director/Specialist : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 1100

### *Identification Method*

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

Prior to identifying a student with a Specific Learning Disability, pre-referral intervention strategies would be provided by the regular education and intervention teachers to any student who is demonstrating needs in the areas of academics, behavior, social and emotional concerns. If a student was not making meaningful progress with the interventions, then the student may be referred for further evaluation to determine the need for specially designed instruction. As part of the referral process, a Prior Written Notice for Initial Evaluation and Request for Consent Form would be issued to the parent/guardian to gain permission to proceed with the evaluation. If the parent/guardian provides permission, then the evaluation process would begin.

During the evaluation process, it would be determined if the student met the eligibility criteria for a Specific Learning Disability. At this time, the Dallastown Area School district uses the Discrepancy Model for identifying students with a Specific Learning Disability. The Discrepancy Model is a “process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade.” (14.125[a][2][ii]) A set of four criteria are examined during this process.

The first criterion for a determination of Specific Learning Disability requires a multidisciplinary evaluation team to address whether the child does not achieve adequately for the child's age or meet state-approved grade-level standards in one or more of the following areas, when provided with learning experiences and scientifically based instruction appropriate for the child's age or state approved grade level standards: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics fluency and problem solving.

The second criterion for a determination of Specific Learning Disability examines whether a child exhibits a pattern of strengths or weaknesses, relative to intellectual ability.

The third criterion for a determination of Specific Learning Disability is that the evaluation team must determine that the findings are not primarily a result of a visual, hearing or orthopedic disability, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency. The evaluation team must determine that the student's academic deficiencies are not the result of these factors which are considered contra-indicators of a Specific Learning Disability.

The fourth criterion for determination of Specific Learning Disability is ensuring that a child's underachievement- which may be related to a Specific Learning Disability is not due to a lack of appropriate instruction in reading and mathematics. In order to rule out this possibility, documentation is collected prior to or as part of the referral process, to verify that the child was provided with scientifically-based instruction in the regular education setting and it was delivered by qualified personnel, as indicated by observations of routine classroom instruction.

Once these four criteria have been established and either ruled in or ruled out, a determination of Specific Learning Disability can be made.

### *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: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

In reviewing the 2016-2017 Special Education Data Report, there were no significant disproportionalities when comparing enrollment data by disability category and race/ethnicity.

### *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. The Dallastown Area School District currently does not host any institutions which meet the definition of a 1306 facility for children such as detention homes, homes for orphans, drug and alcohol treatment centers, or similar types of facilities within the boundaries of the school district.

2. If the Dallastown Area School District would become a host for any children's institutions that would move within the boundaries of the school district, designated school district personnel would work collaboratively with the staff from the institution and with those individuals who hold the educational rights for students placed in such a placement. For students in which a public school placement is appropriate, the school district would allow such students to attend the public schools within boundaries of the school district. For students in which a public school placement may not be

appropriate, the school district may wish to provide an educational program at the institution. The school district may also recommend school placements which are located outside of the institution, but not within the public school setting such as a program operated by the Lincoln Intermediate Unit. Regardless of whether or not a student was a district resident, the Dallastown Area School District would handle the educational placements of such students in the same manner as any other Dallastown student who was in need of special education services.

When the Dallastown Area School District has students placed in facilities which meet the definition of a 1306 facility and are located in other school districts, the director and assistant director of special education participate in child find activities for our resident students in other host school districts. We also attend Individualized Education Program and discharge meetings. The director and assistant director fulfill an active role in determining goals and objectives and monitoring student progress to ensure that the student is making meaningful progress during their placement.

3. Since the Dallastown Area School District does not currently host a children's institution, it is difficult to determine any problems or barriers that may exist which may limit the District's ability to meeting its obligations under Section 1306. Since both the school district of residence and the host district need to work collaboratively regarding the placement of a student, issues may arise regarding the two districts agreeing on the most appropriate placement. Another issue that may prevent a district from meeting its obligations is the inability to obtain up-to-date paperwork in a timely manner to ensure the student is properly placed.

### *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).

Dallastown Area School District has developed a partnership with the host district, where the correctional facility is located, the Lincoln Intermediate Unit and the local facilities that serve incarcerated youth. The district contracts educational services through the Lincoln Intermediate Unit to provide educational services to students who have been incarcerated. When a student from the district is incarcerated, the director of special education for the district is notified regarding the student and educational records are sent to the facility including any records indicating eligibility for special education. When the student is eligible for special education services, the district sends copies of the most recent evaluations and the current Individualized Education Program (IEP). If the staff at the correctional institution feels that the student may be eligible for special education services through "Child Find", the district will work with the Lincoln Intermediate Unit to ensure that an evaluation is completed. For students who are incarcerated and qualify for special education services, the director and assistant director of special education participate in IEP meetings and discharge meetings to assist with future placements. The special education administration

frequently reviews student progress in these settings. At times, we may assist with providing access to curriculum.

### *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 Dallastown Area School District utilizes an Instructional Support Team process at the elementary, intermediate and middle school levels to implement interventions and support for students prior to consideration of special education interventions. Once it is determined that regular education cannot meet the identified needs of the student and a disability is suspected, as well as the need for specially designed instruction, then each disabled student is examined on an individual basis to determine the appropriate level of support required. The placement is based on the needs and supports required by the student, not by the disability category. The Individualized Educational Program (IEP) Team, which includes the parent(s), determines which program and what level of service is required to implement the Individualized Educational Program. The IEP team, with consideration of all appropriate Supplementary Aids and Services, remains the vehicle that guides team members in developing least restrictive placements for all children with disabilities. It is only after exhausting all possible supports, services, and aids along with rigorous documentation and data collection that a more restrictive educational placement be determined appropriate by the IEP team.

2. At the elementary, intermediate, middle and high school levels the district uses a cooperative/collaborative model of instruction for the majority of the special education population. The model is a supportive structure for delivering instructional services. Monitoring of the effectiveness of these services occurs systematically to assure student progress with IEP goals. These students are subsequently monitored to assure they are making progress with this level of supportive intervention. By having the special education teacher work in a collaborative and/or co-teaching partnership with the regular education teacher, the students have the advantage of receiving the skills of both a strong content area teacher and a strong intervention teacher.

Additionally, the students are also well-served in a regular education environment. Only when this is not successful (as evidenced through continual progress monitoring), is the student's program modified to provide service outside of the regular education classroom.

One initiative that the elementary and middle schools have utilized is the "Include Me From the Start" initiative. This program is designed to promote and expand inclusive practices for students with significant disabilities and the schools they attend. The Arc of Pennsylvania, with guidance from the Pennsylvania Department of Education, Bureau of Special Education and the Pennsylvania Training and Technical Assistance Network, is working with student teams to provide training and on-site technical assistance to participating students so they can attend their home school with the supports they need to be successfully and meaningfully included in general education classrooms.

Additionally, all schools utilize the Supplemental Aids and Services Toolkit through the PDE to assess student needs in order to provide students the tools to participate in the regular education programming when appropriate in meeting the educational needs of the student. The team will also make referrals to the Assistive Technology Consultant through the Lincoln Intermediate Unit to meet the student's demonstrated need for appropriate devices and technology to enhance the continuum of support available to the student for their educational program.

Since the 2016-2017 school year, the Dallastown Area School District has participated in the Project MAX Initiative, specifically at Leaders Heights Elementary. During the first two years of this initiative, training has been provided to increase the capacity of our elementary life skills support program to provide all students, including those with complex instructional needs, with maximum access to and learning of the general education curriculum and the PA Core Standards at the kindergarten and first grade levels.

3. District data indicates a positive comparison of our data to the State Performance Plan average. In the category, Inside Regular Education Class 80% or More, Dallastown's percentage is 67.5 and the SPP target is 62.4%. Dallastown met the SPP target in this category. In the category, Inside Regular Education class less than 40% of the time, Dallastown's average is 14.1% and the SPP target is 9.0%. Dallastown did not meet this target, but rather exceeded it because there are students who need more restrictive environments in order to make meaningful progress. In the Other Settings category Dallastown's percentage is 3.0 percent and the SPP target is 4.9%. While we met that SPP target in the last special education plan, the percentage of students educated in other settings has continued to decrease, which means more students are being educated in regular public schools.

Currently, the district has 71 students placed out of the district. Placements are based upon the LEAs continuum of special education services that support the availability of LRE including a continuum of alternative placements to meet the needs of students with disabilities. Special classes, separate schooling or other removal from the regular educational environment occurs only if the nature & severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Some of these options are included within the continuum of services which include IU fair share programs, district-operated programs and private non-residential programs.

Additionally, students in grades 6- 12 may be recommended to attend an Alternative Education for Disruptive Youth (AEDY) placements. AEDY programs are designed for seriously and persistently disruptive students. By law, districts may refer students to AEDY programs only if they

demonstrate, to a marked degree, any of the 6 conditions. The program must enable all students to make normal academic progress and to meet the requirements for graduation in their home school district. Placement in an AEDY program should be considered only after all other options for improving behavior have been exhausted. This includes the use of the school's Student Assistance Program. Some of these placements are public facilities and some are private. In summary, student needs drive the decision making for educational programming.

### *Behavior Support Services*

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
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.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

#### 1. Summary of the District Policy on Behavioral Support Services

The Dallastown Area School District's policy on Behavioral Support Services contains all of the required regulatory components. The District's policy recognizes that behavioral support services shall be based on positive rather than negative behavioral techniques to ensure that students shall be free from demeaning treatment or the unreasonable use of restraints. The policy also recognizes that behavior support programs and plans shall be based on the results of a functional behavioral assessment and should include a variety of research-based strategies to develop and maintain positive behaviors for our students. Also, the policy recognizes that physical restraints are only used as a last resort when the student is a harm to him/herself or others. For staff who may utilize de-escalation strategies or who need to restrain students, the district policy ensures that staff members will receive training in de-escalation and restraint techniques.

In order to provide a safe learning environment for all, the Dallastown Area School District utilizes multiple forms of Positive Behavior Support (PBS). School-wide Positive Behavior Support (SWPBS) Programs are utilized at the elementary and intermediate levels. SWPBS is a process for creating safe and effective learning environments in which a proactive approach is used to teach, monitor, and reinforce appropriate school behavior for all students. When students present with needs that cannot be managed with SWPBS alone, school teams may develop informal behavioral assessments and create individualized positive behavior support plans. If behavioral needs continue after a positive behavior support plan is implemented, the student may be referred for a special education evaluation for further assessment.

#### 2. Description of Training Provided to Staff Regarding Behavioral Supports and De-Escalation



### Techniques

Teachers and support staff are notified of and provided with the opportunity to attend professional development opportunities related to student behavior. Also, trainings have been provided at all building levels for the creation of Functional Behavioral Assessments and Positive Behavior Support Plans. Our school psychologists, special education administrators and consultants for the IU provide technical assistance to teachers who need additional assistance with addressing student behavior. At a minimum, each school has a designated group of individuals who have been trained in Non-Violent Crisis Intervention through the Crisis Prevention Institute, which instructs educators in de-escalation techniques and the proper use of restraints. These designated staff members are trained at least every two years.

Since the implementation of the last special education plan, the district has hired a Behavior Specialist, who has a additional training in Applied Behavioral Analysis. This individual models research-based behavioral interventions, mentors general and special education teachers and is utilized as part of the intervention process when students are experiencing behavioral needs. The implementation of this role within the school district has resulted in less students with behavioral needs being placed in special education programs or in programs outside of the school district.

### 3. School-Based Behavioral Health Services

The Dallastown Area School District partners with a behavioral health agency to provide mental health services within the school setting (specifically Dallastown Area High School, Middle School and Intermediate School) for eligible students.

### *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. At times, the Dallastown Area School District has difficulty ensuring FAPE for students with severe emotional needs. Since we cannot make referrals to mental health facilities, sometimes students need to wait for such placements while the district continues to provide the educational component. The district also has difficulty ensuring FAPE for students who move into non-public or private facilities. Often the district is unaware of these placements until we receive a request to pay for educational services. Sometimes students move between placements and school districts are not informed of these moves. The lack of communication from the non-public and private placements hinders the district's ability to ensure FAPE to students. Due to this issue, the central office administration within the district communicates information contained in the PDE-4605 form to the

special education administrators. This has helped with keeping the special education administrators abreast of any change of placement of students who are in residential facilities.

The Dallastown Area School District works collaboratively with community-based services to fill the gaps within services. In order to identify the gaps in community-based services, the school team meets to determine which factors are affecting student progress. If truancy is affecting student progress, then the school team, including the parent, may complete a Student Attendance Improvement Plan to identify the gaps that may be related to the student missing school and interventions to assist with improved attendance. After identifying the gaps, the district may make a Child and Adolescent Service System Program (CASSP) referral to gain community assistance with students with the greatest level of need. CASSP coordination services bring together MHIDD, the school district and private providers to develop plans for students experiencing difficulties in multiple settings. The LEA ensures, that to the maximum extent appropriate, children with disabilities in public or private institutions or other care facilities, are educated with nondisabled peers and removal from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with supplementary aids/services cannot be achieved satisfactorily.

2. The Lincoln Intermediate Unit has expanded its Therapeutic Emotional Support Services particularly at the secondary level which has assisted the district in ensuring FAPE for students who have been difficult to place in past years. The district has also worked with BRIDGES through the Children's Home of York to meet the mental health needs of some of our students. Their services have been very beneficial to our students and have aided our students in receiving intensive mental health counseling. For students who are diagnosed with Autism and exhibit behaviors that are harmful to themselves or others, we have sought the assistance of New Story and Soaring Heights, which are private schools for students with Autism with severe needs. Many of our students who have attended New Story, Soaring Heights and BRIDGES have been able to return to least restrictive environments after spending a year or more in their programs.

3. The special education department's vision is to educate as many of our students with special needs within their home school district. In conjunction with the Lincoln Intermediate Unit and our district operated classrooms, we currently offer a continuum of services for students with disabilities in grades kindergarten through 12th in the following support programs: Autistic, Deaf/Hard of Hearing, Emotional, Learning, Neurological (full-time learning support) and Life Skills Support. We are in the process of continuing to expand our district-operated, specialized classrooms as the needs arise.

### *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 Dallastown Area School District is extremely fortunate to have a school board and members of our senior staff (including the superintendent, assistant superintendent, business manager and human resources director) who continuously support the work of the special education administrators, teachers and paraprofessionals. One of our greatest strengths is our special education teachers and paraprofessionals who work extremely hard to assist our students with disabilities to make meaningful progress in their educational programs. The district is also fortunate to have experienced school administrators who understand special education programming and utilize their expertise to effectively manage the special education programs within their buildings. As a result of the extraordinary people in our organization, the Dallastown Area School District continuously pursues what is in the best interest of our students' special education needs regardless of the increased needs related to an increasing special education population, poverty, transiency, mental health and concomitant risk factors. The following are highlights of the special education services and programs provided to Dallastown Area School District Students:

1. Over the past seven years, the district has developed and implemented 14 district-operated classrooms for students in need of Autistic, Emotional, Life Skills and Neurological/Learning Support Services. As a result of these classrooms, more special education students have been able to receive the special education services that they need within their home school district. Also, the development and implementation of these district operated programs has led to cost savings for the school district. Similar to our learning support programs, the district has been able to hire exceptional teachers and paraprofessionals for these specialized programs to work with some of our neediest students.
2. In order to keep staff, paraprofessionals and parents abreast of current developments in the area of special education, the district does provide necessary training to each of these stakeholders. The district provides a comprehensive offering of professional development activities for both regular and special education teachers in a variety of relevant topics. In terms of training for paraprofessionals, a variety of training opportunities are offered at either the building or district level and online. The district continues to partner with the LIU and the Parent Education Network to provide training to the parents of our students with disabilities.
3. The Life Skills Program at Leaders Heights Elementary School has participate in Project MAX, which focuses on building capacity for schools in Pennsylvania to meet the complex instructional needs of its students with maximum access to and learning of grade level, general education curriculum and Pennsylvania standards. As a result of our district's participation, our life skills students have been able to have more learning experiences which involve general education curriculum and increased time in the general education setting with their peers. Also, as part of the district's participation in this program, the district has earned money in the form of stipends to purchase additional materials for the special education and general education classrooms participating in this program.
4. The five Autistic Support Classrooms, which are located in buildings across the district, have continued to participate in the Autism Initiative through the Pennsylvania Training and Technical Assistance Network (PaTTAN). The Autism Initiative provides free training and technical assistance to the teachers and paraprofessionals who work within these classrooms. We have received

recognition over multiple years as many of our classrooms have been recognized as "Model Classrooms" by Partan.

5. In our other specialized programs, such as Emotional and Neurological Support, we have been able to transition our more experienced teachers into these classrooms to work with our students with the greatest amount of need. Due to their high levels of expertise, these teachers have been able to work with students so that they are making meaningful progress in their educational placements and in some cases the students are requiring less special education services over time.
6. Since our last special education plan was developed, the special education department has added four subject area leader positions. The special education subject area leaders serve as liaisons between the special education administration and the special education teachers assigned within their building levels. As the number of special education students and their needs continue to increase each year, the need for consistent and timely communication is essential to the progress of our students. The subject area leaders ensure that the special education administration is informed of needs within the buildings/programs and the teachers are aware of important communication regarding departmental needs and changes.
7. With the hiring of our behavior specialist, the school district has been able to work with more students within the public school setting to address their social/emotional/behavioral needs instead of referring these students to costly programs located in settings other than public schools.
8. At all building levels, access to technology has afforded our students with disabilities the ability to obtain different curriculum options to meet their needs, as well as assistive technology tools to allow greater access to the general education curriculum. As a department, we organized an Assistive Technology Committee, which included special education teachers, specialists, administrators and an assistive technology consultant to ensure that teachers were aware of the importance of addressing assistive technology during the IEP development process and increase our knowledge regarding assistive technology tools.
9. As our special education population has continued to grow, our school board and senior staff members have been supportive in providing additional teaching and paraprofessional positions to address the needs associated with a growing number of students in need of special education services.
10. Our middle and high school special education staff take advantage of a comprehensive middle and high school program, which both provide opportunities to research and explore career and college opportunities. At the high school level, our students are provided with experiences for hands-on experience and training, as well as earn credits in a variety of vocational/technical career areas. Both the middle and high school partner with the Office of Vocational Rehabilitation (OVR) as a means of preparing for college, a career and/or independent living. The school district also partners with the Lincoln Intermediate Unit (LIU) to provide individualized work experiences with job coaching, when needed. Also, the school district will partner with other outside agencies when students' transition needs cannot be address through the existing resources.
11. Our entire special education team has been working collaboratively to improve our transition process as students with IEPs transition from one building level to another. Special

education teachers are now being provided with time to facilitate with the next building level teachers regarding students and their needs and they are provided with time to update special education paperwork prior to the students' transition. Also, our teachers are taking into account and making adjustments for parent concerns related to the transition process.

# 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

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
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Soaring Heights	Other	Autistic Support Services with full educational component	2
New Story	Other	Autistic and Emotional Support Services	4
River Rock Academy	Other	Alternative Education	12
Yorkshire Academy at YLC	Special Education Centers	Dual Diagnosis, Life Skills, Multiple Disabilities Support	10
York Learning Center	Special Education Centers	Therapeutic Emotional Support	1
Spring Grove High School	Neighboring School Districts	Autistic Support and Therapeutic Emotional Support	4
Locust Grove Elementary	Neighboring School Districts	Emotional Support	1
Leg Up Farm	Special Education Centers	Life Skills Support	1
Stewartstown Elementary	Neighboring School Districts	Autistic Support	5
York Hospital-Project Search	Other	High School Transition Program	2
Larry J. Macaluso Elementary	Neighboring School Districts	Autistic Support	1
Dover High School	Neighboring School Districts	Therapeutic Emotional Support	1
Eastern York Middle School	Neighboring School Districts	Autistic Support	1
Hayshire Elementary	Neighboring School Districts	Emotional Support	1
Lincolnway Elementary	Neighboring School Districts	Therapeutic Emotional Support	1
Lion's Pride Academy	Special Education Centers	Emotional Support	2
Central York High School	Neighboring School Districts	Emotional Support	1
Central York High School	Neighboring School Districts	Autistic Support	1
Devereux Kanner (CCIU)	Other	Autistic Support	1
Dover Elementary	Neighboring School Districts	Therapeutic Emotional Support	1
Dover Elementary	Neighboring School Districts	Multiple Disabilities Support	1
East York Elementary	Neighboring School Districts	Vision Support	1
Eastern York Middle School	Neighboring School Districts	Life Skills Support	1
Hoffman Homes	Other	Emotional Support	2
North Salem	Neighboring	Neurological/Learning Support	1

Elementary	School Districts		
Northeastern Middle School	Neighboring School Districts	Therapeutic Emotional Support	2
Trimmer Elementary	Neighboring School Districts	Emotional	1
West York Middle School	Neighboring School Districts	Emotional Support	1
Woods Services	Other	Emotional/Autistic Support	2
Wrightsville Elementary	Neighboring School Districts	Life Skills Support	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:*

*Implementation Date:*

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	13	0.68
Locations:				
Dallastown Area High School-KF	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	6	0.32
Locations:				
Dallastown Area High School-KF	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

*Type:*

*Implementation Date:*

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	16	0.8
Locations:				
Dallastown Area High School-MH	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	4	0.2
Locations:				
Dallastown Area High School-MH	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	15	0.94
Locations:				
Dallastown Area High School-HL	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	1	0.06
Locations:				
Dallastown Area High School-HL	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	18	0.95
Locations:				
Dallastown Area High School-SS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	1	0.05
Locations:				
Dallastown Area High School-SS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	22	0.92
Locations:				
Dallastown Area High School-JS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 15	1	0.04
Locations:				
Dallastown Area High School-JS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	18 to 18	1	0.04
Locations:				
Dallastown Area High School-JS	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	14	0.7
Locations:				
Dallastown Area School District-AS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	6	0.3
Locations:				
Dallastown Area High School-AS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #7***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	21	0.95
Locations:				

Dallastown Area High School-WR	A Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 18	1	0.05
Locations:				
Dallastown Area High School-WR	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	6	0.3
Locations:				
Dallastown Area High School-RM	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	14	0.7
Locations:				
Dallastown Area High School-RM	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	6	0.46
Locations:				
Dallastown Area High School-KM	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	7	0.54
Locations:				
Dallastown Area High School-KM	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #10**

*Operator:* School District

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	8	0.62
Locations:				
Dallastown Area High School-CM	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 17	5	0.38
Locations:				
Dallastown Area High School-CM	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #11**

*Operator:* School District

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	21	1
Locations:				
Dallastown Area Middle School-CR	A Middle School Building	A building in which General Education programs are operated		

**Program Position #12**

*Operator:* School District

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	28	1
Locations:				
Dallastown Area Middle School-TF	A Middle School Building	A building in which General Education programs are operated		

**Program Position #13**

*Operator:* School District

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	22	0.92
Locations:				
Dallastown Area Middle School-GB	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	2	0.08
Locations:				
Dallastown Area Middle School-GB	A Middle School Building	A building in which General Education programs are operated		

**Program Position #14***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	13	0.87
Locations:				
Dallastown Area Middle School-CD	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	2	0.13
Locations:				
Dallastown Area Middle School-CD	A Middle School Building	A building in which General Education programs are operated		

**Program Position #15***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	31	1
Locations:				
Dallastown Area Middle School-JM	A Middle School Building	A building in which General Education programs are operated		

**Program Position #16***Operator:* School District**PROGRAM DETAILS**

Type:  
Implementation Date:

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	11	1
Locations:				
Dallastown Area Middle School-AL	A Middle School Building	A building in which General Education programs are operated		

**Program Position #17**

Operator: School District

**PROGRAM DETAILS**

Type:  
Implementation Date:

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	9	0.56
Locations:				
Dallastown Area Middle School-SH	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	7	0.44
Locations:				
Dallastown Area Middle School-SH	A Middle School Building	A building in which General Education programs are operated		

**Program Position #18**

Operator: School District

**PROGRAM DETAILS**

Type:  
Implementation Date:

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	18	1
Locations:				
Dallastown Area Intermediate School-LB	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #19**

Operator: School District

**PROGRAM DETAILS**

Type:  
Implementation Date:

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	31	0.97
Locations:				
Dallastown Area Intermediate School-JG	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 10	1	0.03
Locations:				
Dallastown Area Intermediate School-JG	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 12	1	0.03
Locations:				
Dallastown Area Intermediate School-DR	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	30	0.97
Locations:				
Dallastown Area Intermediate School-DR	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	29	0.97
Locations:				
Dallastown Area Intermediate School-HH	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 13	1	0.03
Locations:				
Dallastown Area Intermediate	An Elementary	A building in which General		

School-HH	School Building	Education programs are operated		
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**Program Position #22***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	25	0.89
Locations:				
Dallastown Area Intermediate School-KS	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	3	0.11
Locations:				
Dallastown Area Intermediate School-KS	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #23***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	28	0.97
Locations:				
Dallastown Area Intermediate School-DS	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 9	1	0.03
Locations:				
Dallastown Area Intermediate School-DS	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #24***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	20	0.8
Locations:				



Dallastown Area Intermediate School-JH	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 12	4	0.2
Locations:				
Dallastown Area Intermediate School-JH	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #25***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 12	15	1
Locations:				
Dallastown Area Intermediate School-JS	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #26***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	11 to 14	5	1
Locations:				
Dallastown Area Intermediate School-HD	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #27***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2016

*Reason for the proposed change:* This classroom was moved from Dallastown Area Intermediate School to York Township Elementary. Initially, there was a need for 2 classrooms at Dallastown Area Intermediate School. But, after 2 years there were not enough students to support the need for 2 classrooms. A need developed at York Township for 2 autistic support classrooms due to students moving into the district and transitioning from pre-school.

*Present Class Location:* 217*Proposed Class Location:* 225

*Length of time class has been in present location: 2 year*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 7	6	0.74
Locations:				
York Township Elementary-AS	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 8	1	0.13
Locations:				
York Township Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 7	1	0.13
Locations:				
York Township Elementary-AS	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #28**

*Operator: School District*

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	6 to 9	7	1
Locations:				
York Township Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #29**

*Operator: School District*

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	6	0.33
Locations:				
York Township Elementary-BR	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Learning Support	6 to 9	12	0.67

but More Than 20%)				
Locations:				
York Township Elementary-BR	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #30***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	3	0.3
Locations:				
Leaders Heights Elementary-MB	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	7	0.7
Locations:				
Leaders Heights Elementary-MB	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #31***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	11	1
Locations:				
Leaders Heights Elementary-JB	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #32***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 8	2	0.14
Locations:				
Dallastown Elementary School-KT	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	12	0.86
Locations:				
Dallastown Elementary-KT	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #33***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	6	0.75
Locations:				
Loganville-Springfield Elementary-MW	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 8	2	0.25
Locations:				
Loganville-Springfield Elementary-MW	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #34***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	8	1
Locations:				
Loganville-Springfield ElementaryAB	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #35***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	12	0.8
Locations:				

Ore Valley Elementary-AG	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	3	0.2
Locations:				
Ore Valley Elementary-AG	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #36***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 10	12	1
Locations:				
Ore Valley Elementary-CB	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #37***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	6 to 9	5	1
Locations:				
York Township Elementary-HG	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #38***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	6 to 8	11	1
Locations:				
York Township Elementary-RS	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #39***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	8 to 11	8	1
Locations:				
Dallastown Area Intermediate School-DW	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #40***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 13	15	1
Locations:				
Dallastown Area Intermediate School-KC	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #41***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	14 to 18	15	1
Locations:				
Dallastown Area High School-MW	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #42***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 21	15	1

Locations:				
Dallastown Area High School-PB	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #43***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 15	12	1
Locations:				
Dallastown Area Middle School-SK	A Middle School Building	A building in which General Education programs are operated		

**Program Position #45***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	3	1
Locations:				
Dallastown Area STRIVE Program-JM	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #46***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 17	12	0.92
Justification: These students participate in cyber school and are not in a classroom together.				
Locations:				
Dallastown Area STRIVE Program-SK	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 15	1	0.08
Locations:				
Dallastown Area STRIVE Program	A Junior/Senior High School Building	A building in which General Education programs are		

		operated		
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**Program Position #47***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 12	1	1
Locations:				
Dallastown Area STRIVE Program	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #48***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	45	0.78
Justification: Itinerant services are provided in a small group or individualized setting within age range.				
Locations:				
Loganville-Springfield-JF	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #49***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	12	0.18
Justification: Itinerant services are provided in either a small group or individualized setting within age limits				
Locations:				
Leaders Heights-SC	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #50***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**



Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	32	0.49
Justification: Itinerant services are provided in a small group or individualized setting within age limits				
Locations:				
York Township-MD	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #51***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	45	0.69
Justification: Itinerant services are provided in a small group or individualized setting within age limits.				
Locations:				
Ore Valley Elementary-MF	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #52***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	23	0.36
Justification: Itinerant services are provided in a small group or individualized setting within age limits.				
Locations:				
Dallastown Elementary-CS	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 18	25	0.42
Justification: Itinerant services are provided in a small group or individualized setting within age limits.				
Locations:				
Dallastown Middle and High School-CS	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #53***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 13	44	0.68
Locations:				
Dallastown Area Intermediate School-LR	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #54***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 13	9	0.14
Locations:				
Dallastown Area Intermediate School-WN	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #55***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 13	4	0.06
Locations:				
Dallastown Area Intermediate School-MDB	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #56***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 11	2	0.02
Justification: Itinerant services are provided in a small group or individualized setting within age limits.				
Locations:				
Dallastown Elementary Buildings-BH	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Blind or Visually Impaired Support	12 to 18	2	0.23
Justification: Itinerant services are provided in a small group or individualized setting within age limits.				
Locations:				
Dallastown Secondary Level Buildings-BH	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #57***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 11	2	0.04
Justification: Itinerant services are provided in a small group or individualized setting within age limits.				
Locations:				
Dallastown Elementary Buildings-KP	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	12 to 18	4	0.07
Justification: Itinerant services are provided in a small group or individualized setting within age limits.				
Locations:				
Dallastown Secondary Buildings	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #58***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 11	9	0.41
Justification: Itinerant services are provided in a small group or individualized setting within age limits.				
Locations:				
Dallastown Elementary Buildings	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #59***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 27, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 15	4	1
Locations:				
Dallastown Area Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #60***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 25, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	13 to 15	4	1
Locations:				
Dallastown Area Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #61***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 25, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	15 to 15	1	0.1
Locations:				
Dallastown Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	9	0.9
Locations:				
Dallastown Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #62***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special	Learning Support	16 to 16	1	0.05

Education Class				
Locations:				
Dallastown Area High School-SC	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	18	0.81
Locations:				
Dallastown Area High School-SC	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	3	0.14
Locations:				
Dallastown Area High School-SC	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #63***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: August 25, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	2	0.11
Locations:				
Dallastown Area High School-BG	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	16	0.89
Locations:				
Dallastown Area High School-BG	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #64***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: August 25, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	18	0.95
Locations:				
Dallastown Area High School-MW	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	14 to 14	1	0.05
Locations:				
Dallastown Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #65***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 25, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	16 to 18	5	0.83
Locations:				
Dallastown Area High School-AL	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	17 to 17	1	0.17
Locations:				
Dallastown Area High School-AL	A Senior High School Building	A building in which General Education programs are operated		

**Special Education Support Services**

Support Service	Location	Teacher FTE
Director of Special Education	Dallastown Area Intermediate School	1
Assistant Director of Special Education	Dallastown Area Intermediate School	1
School Psychologists	Districtwide	3
Paraprofessional-ED*	Leaders Heights Elementary	1
Personal Care Assistant-CR*	Dallastown Area Intermediate School	1
Paraprofessional-NG*	Dallastown Elementary School	0.68
1-1 Learning Support Aide-MB*	Dallastown Area High School	0.68
Paraprofessional-CD*	Dallastown Area High School	0.68
Paraprofessional-BC*	Dallastown Area High School	0.68
Paraprofessional-SS*	Dallastown Area High School	0.68
Paraprofessional-JM*	Dallastown Area High School	0.68
Paraprofessional-CK*	Dallastown Area High School	0.68

Paraprofessional-AD*	Dallastown Area High School	0.68
Personal Care Assistant-JE*	Leaders Heights Elementary	1
Paraprofessional-SLB*	Dallastown Area High School	0.68
Paraprofessional-TM*	Dallastown Area High School	0.68
Personal Care Assistant-MG*	Dallastown Area High School	1
Paraprofessional-TH*	Dallastown Area High School	0.68
Paraprofessional-PV*	Dallastown Area High School	0.68
Paraprofessional-KS*	Dallastown Area High School	0.68
Personal Care Assistant-PS*	Dallastown Area High School	1
Paraprofessional-SE*	Dallastown Area Intermediate School	0.68
Paraprofessional-KM*	Dallastown Area Intermediate School	0.68
Paraprofessional-PL*	Dallastown Area Intermediate School	0.68
Paraprofessional-KB*	Dallastown Area Intermediate School	0.68
Paraprofessional-TG*	York Township	1
Paraprofessional-KG*	Dallastown Area Intermediate School	0.68
Paraprofessional-WD*	Dallastown Area Intermediate School	0.68
Paraprofessional-TC*	Dallastown Area Intermediate School	0.68
Paraprofessional-JC*	Dallastown Area Intermediate School	0.68
Paraprofessional-SG*	Dallastown Area Intermediate School	1
Paraprofessional-HS*	Dallastown Area Intermediate School	0.63
Personal Care Assistant-NL*	Dallastown Area Intermediate School	0.68
Personal Care Assistant-JM*	Dallastown Area Intermediate School	1
Paraprofessional-DE*	Loganville-Springfield Elementary	0.72
Paraprofessional-CB*	Loganville-Springfield Elementary	0.72
Paraprofessional-LR*	Loganville-Springfield Elementary	0.68
Paraprofessional-TB*	Dallastown Area Middle School	0.73
Paraprofessional-AJ*	Dallastown Area Middle School	0.68
Paraprofessional-KL*	Dallastown Area Middle School	0.68
Paraprofessional-SM*	Dallastown Area Middle School	0.5
Personal Care Assistant-AL*	Dallastown Area Middle School	0.68
Paraprofessional-KS*	Dallastown Area Middle School	1
Paraprofessional-SS*	Dallastown Area Middle School	0.68
Paraprofessional-CS*	Dallastown Area Middle School	1
Paraprofessional-DY*	Dallastown Area High School	0.68
Paraprofessional-CB*	Ore Valley Elementary	0.68
Personal Care Assistant-RF*	York Township Elementary	1
Paraprofessional-LK*	York Township Elementary	1
Paraprofessional-JS*	York Township Elementary	0.68
Paraprofessional-KS*	York Township Elementary	0.68
Paraprofessional-AR*	York Township Elementary	0.68
Behavioral Specialist	Dallastown Area Intermediate School	1
Occupational Therapist	York Township, Loganville-Springfield, Leaders Heights, Dallastown Area Intermediate School	1

Personal Care Assistant-LA*	Ore Valley Elementary	1
1-1 Learning Support Aide-CC*	Dallastown Area Intermediate School	0.68
Personal Care Assistant-HB*	Dallastown Area Middle School	0.68
Paraprofessional-TF*	Dallastown Area Middle School	0.68
Personal Care Assistant-IO*	Dallastown Area Intermediate School	0.68
Paraprofessional-DT*	Dallastown Area High School	0.68
Personal Care Assistant-AT*	York Township Elementary	0.68
Paraprofessional-AW*	York Township	0.68
Paraprofessional-DW*	Ore Valley	0.68
Paraprofessional-LW*	Leaders Heights	0.68
Personal care Assistant-LW*	York Township	1
Paraprofessional-CZ*	Loganville-Springfield	0.68

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy-Districtwide	Intermediate Unit	0.3 Days
Occupational Therapy-DAHS, DAMS, Ore Valley, Dallastown Elem.	Intermediate Unit	0.46 Days



# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	All teachers and paraprofessionals, who work with students with autism, will receive training which focuses on addressing the academic, social/emotional, communication and behavioral needs of students with complex needs. The evidence will include sign-in sheets which indicate staff participation, an exit assessment and classroom observations to measure the understanding of instructional techniques to be utilized when working with students with complex needs related to an autism diagnosis.
<b>Person Responsible</b>	Director and Assistant Director of Special Education
<b>Start Date</b>	9/1/2018
<b>End Date</b>	5/1/2021
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	25
<b>Provider</b>	Special Education Administration/School Psychologists/Behavior Specialist/PaTTAN Consultants/Speech Therapists
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	The participants will develop an understanding of the instructional techniques to utilize when addressing students with autism and complex needs.
<b>Research &amp; Best Practices Base</b>	Educational Journals specifically <i>Focus on Autism and Other Developmental Disabilities</i> -the work of various researchers who focus on the area of autism, including the consultants from PaTTAN.
<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.
<b>For school or LEA</b>	Provides the knowledge and skills to think and plan strategically,

<b>administrators, and other educators seeking leadership roles</b>	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.
<b>Training Format</b>	Series of Workshops Department Focused Presentation
<b>Participant Roles</b>	Classroom teachers 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>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Creating lessons to meet varied student learning styles
<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.  Exit assessment

## Behavior Support

<b>Description</b>	Special education teachers and guidance counselors will participate in professional development activities which focus on conducting functional behavior assessments and developing positive behavioral support plans for students whose behaviors interfere with their learning or the learning of others.
<b>Person Responsible</b>	Director and Assistant Director of Special Education
<b>Start Date</b>	9/1/2018
<b>End Date</b>	5/1/2021
<b>Program Area(s)</b>	Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	8.0
<b># of Sessions</b>	5
<b># of Participants Per Session</b>	25
<b>Provider</b>	Special Education Administrators/School Psychologists/Behavior Specialist
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	The participants will increase their understanding of the components of a functional behavior assessment and identify behavioral interventions to utilize with different types of behaviors.
<b>Research &amp; Best Practices Base</b>	Information for each of the sessions will come from <i>The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition</i> , as well as a variety of journals and books which focus on mental health disorders and ways to manage the needs of the students with these conditions. Also, materials from PaTTAN will be utilized with participants.
<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.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	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.
<b>Training Format</b>	Department Focused Presentation
<b>Participant Roles</b>	Classroom teachers School counselors
<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>	Application of new skills to the development of functional behavioral assessments and positive behavior support plans
<b>Evaluation Methods</b>	Participant survey Review of behavioral data and discipline records

## Paraprofessional

<b>Description</b>	Our paraprofessional staff will have the opportunity to participate in professional development activities which will assist them in fulfilling their required 20 hours of professional development. These hours can be obtained through districtwide and school-based inservice activities and online coursework.
<b>Person Responsible</b>	Director and Assistant Director of Special Education
<b>Start Date</b>	9/1/2018
<b>End Date</b>	5/1/2021
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	1
<b># of Sessions</b>	20
<b># of Participants Per Session</b>	50
<b>Provider</b>	Director and Assistant Director of Special Education/School Administrator/District Tech Department Staff/Crisis Prevention Institute Trainers
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	The participants will develop a stronger understanding of how they can utilize professional development activities to enhance the learning of the students with whom they work with each day which are linked to district, school and department initiatives.
<b>Research &amp; Best Practices Base</b>	The professional development activities will be based on research and best practices outlined in the Crisis Prevention Institute Training Materials and PDNow Curriculum.

<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>
<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>
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	Journaling and reflecting
<b>Evaluation Methods</b>	<p>Participant survey</p> <p>End of course assessments</p>

### Reading NCLB #1

<b>Description</b>	<p>Elementary and secondary special education teachers will receive professional development in the area of reading achievement. Professional development will contain reading instructional strategies and interventions that can be used in small group instruction and within the general education classroom. Teachers will implement practices and programs to address areas of need within reading instruction.</p>
<b>Person Responsible</b>	Director and Assistant Director of Special Education
<b>Start Date</b>	9/1/2018

<b>End Date</b>	5/1/2021
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	5
<b># of Participants Per Session</b>	50
<b>Provider</b>	Director and Assistant Director of Special Education/IU Reading Consultant
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	The participants will develop a stronger understanding of the best practices and programs related to reading intervention and instruction.
<b>Research &amp; Best Practices Base</b>	The participants will base decisions on journal articles which focus on the best practices in reading intervention which mainly will be found in the following journals: <i>The Reading Teacher, Journal of Adolescents and Adult Literacy and Reading Research Quarterly.</i>
<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>
<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>
<b>Training Format</b>	<p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>Other educational specialists</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  The team will develop an action plan to outline how the areas of need will be addressed.
<b>Evaluation Methods</b>	Student PSSA data Classroom student assessment data

## Transition

<b>Description</b>	Secondary level special education teachers will participate in professional development activities to review current transition practices and research how our current trends can be enhanced to address student transition needs.  Parent trainings also will be provided to share information regarding various post-secondary programs available to their students.
<b>Person Responsible</b>	Director and Assistant Director of Special Education
<b>Start Date</b>	9/1/2018
<b>End Date</b>	5/1/2021
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	5
<b># of Participants Per Session</b>	20
<b>Provider</b>	IU Transition Coordinator/Office of Rehabilitation
<b>Provider Type</b>	IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	The participants will gain a greater understanding of how to identify effective transition practices that can be utilized with our middle and high school special education students.

<b>Research &amp; Best Practices Base</b>	These sessions will included information from the Indicator 13 training offered by the Lincoln Intermediate Unit.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</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>
<b>Training Format</b>	Department Focused Presentation
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	Creation of a spreadsheet of transition activities
<b>Evaluation Methods</b>	Evidence of application of new learning within the development of the transition section of IEPs



# 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.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*