

Susquehanna Township SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

2579 Interstate Drive
 Harrisburg, PA 17110-
 717-657-5100
 Superintendent: Tamara Willis
 Director of Special Education: David Depew

Planning Committee

Name	Role
Jacqueline Wapinsky	Administrator : Special Education
Dr. Tamara Willis	Administrator : Professional Education Special Education
Pat Rough	Data Coordinator : Professional Education Special Education
Carrie Martin	Ed Specialist - Other : Special Education
Rebecca Slavinsky	Ed Specialist - Other : Special Education
Denise Short	Ed Specialist - School Counselor : Professional Education Special Education
Jennifer Halfond	Ed Specialist - School Nurse : Professional Education Special Education
Cara Klinger	Elementary School Teacher - Regular Education : Special Education
Courtney Egal	Elementary School Teacher - Special Education : Special Education
Joan Tracy	High School Teacher - Special Education : Special Education
Michele Worley	Parent : Special Education
David Depew	Student Services Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 468

Identification Method

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

Identifying Students With Specific Learning Disabilities

Susquehanna Township School District continues to use the discrepancy model, a process that examines whether a child exhibits a pattern of strengths and weakness, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade, to identify students with specific learning disabilities at all levels and for any private school request for evaluation.

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>

The following chart contains the data reviewed by the Special Education Planning Sub Committee. The data review was extensive and included data from BSER reports dated 2011 through the most current report available in 2017. The committee noted that in the Disability Category area, the Speech and Language category is slightly higher than the State average. The committee also noted that in the Race/Ethnicity area, the Asian subcategory has been consistently higher than the state average. The District believes that this is based on a higher than state average incidence of Asian families relocating into the School District. No other significant disproportionalities were noted with respect to state averages as listed in Penn Data.

	11.12	12.13	13.14	14.15	15.16	16.17	State
% Enr. Special Ed	13.8	14.6	14.1	14.3	15.6	15.0	16.5
Autism	7.5	9.8	9.9	10.1	12.7	12.8	10.7
Deaf/Blind	0	0	0	0	0	0	0
Emotional	10.6	10.5	10.8	8.1	7.8	6.5	8.5

<i>Hearing Impaired</i>	0	0	0	0	0	0	1.0
<i>Intellectual Disability</i>	9.6	6.3	6.2	5.6	5.5	5.6	6.5
<i>Multiple Disability</i>	0	0	0	0	0	0	1.1
<i>Ortho Impairment</i>	0	0	0	0	0	0	0.2
<i>OHI</i>	7.5	8.2	11.8	12.6	9.2	11.2	14.9
<i>SLD</i>	47.1	41.5	39.7	39.6	37.6	38.4	41.8
<i>Speech & L</i>	14.1	20.1	18.2	19.9	23.3	21.2	14.7
<i>TMI</i>	0	0	0	0	0	0	0.2
<i>Visual Impairment</i>	0	0	0	0	0	0	0.4
RACE/ETHNICITY	Sp. Ed/LEA	Sp. Ed/LEA	Sp. Ed/LEA	Sp. Ed/LEA	Sp. Ed/LEA	Sp. Ed/LEA	Sp. Ed/State
Americal Indian/ Alaska Native	0/0	0/0	0/0	0/0	0/0	0/0	0.2/0.2
Asian	3.1/5.7	3.0/6.0	3.0/6.1	3.5/6.8	3.7/8.1	4.2/8.7	1.5/3.8
Black or African American	51.8/40.7	48.5/40.1	45.6/38.8	44.9/40.2	42.4/39.4	44.9/39.6	17.2/14.8
Hispanic	6.6/6.9	6.8/7.5	9.9/9.6	11.6/10.2	12.0/10.4	11.9/11.9	11.8/11.0
Multiracial	0/4.2	0/5.6	6.2/6.7	7.6/8.1	9.4/9.0	7.7/9.7	4.2/3.6
Native Hawaiian/ Other Pacific Islander	0/0	0/0	0/0	0/0	0/0	0/0	0.1/0.1
White	38.4/42.3	41.2/40.2	34.7/38.1	31.6/34.2	31.3/32.3	30.2/29.4	65.0/66.6

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?

Child find information is published in the district calendar and posted in district buildings. This includes Special Education and Protected Handicapped student information. Should STSD be the host school district, we are aware that we need to report 1306 children on PIMS and Penn Data. Note: The host school district is the LEA for 1306 students residing in a facility within school district boundaries. Questions asked when students are enrolled are:

- *Is the child living with foster parents or host home parents in a foster home?*

- *Was the child placed for "treatment" (is the child in substitute care), or is the child placed as a foster child for care and supervision.*
- *How long will the student remain in the host or foster home status?*

When a child is classified as a 1306 student the "Request for Information" forms are completed and sent to the child's self-disclosed school district. Once records are received they are reviewed to determine if all required documents are present and Evaluation Report (ER) or Reevaluation Report (RR) and Individualized Education Program (IEP) are current. If current, the IEP is implemented and a Notice of Recommended Placement (NOREP) offered.

If the ER/RR and/or IEP are not current STSD will immediately implement the last agreed upon IEP to the extent possible until a reevaluation report can be generated and a new IEP developed. A permission to reevaluate is issued and the reevaluation process initiated, culminating in a Reevaluation Report, IEP and NOREP. The student will not be without special education programs and services while the special education process is completed.

When the District receives appropriate and timely communication from the educating district or entity, District personnel attend evaluation and Individual Education Program (IEP) meetings either in person or by phone. Input is provided into the education plan in order to plan for a smooth transition back to a district school.

One barrier that the District faces is timely and adequate communication from the educating entity. Notification that a District student is in another location as a Section 1306 student often arrives several weeks after the student has been enrolled in the other entity. Occasionally, the student has already returned to his/her neighborhood school before the notification occur. Despite these barriers, the District continues to meet all obligations in reporting and servicing students with disabilities under section 1306

Based on the new requirements for Foster Care, the District has established an MOU with the County Children and Youth agency. In the MOU the District agrees to participate in a BID (Best Interest Determination) meeting, with Children and Youth and the other District that is involved.

Incarcerated Students Oversight

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

The Susquehanna Township School District (STSD) recognizes our operational responsibility to offer a Free Appropriate Public Education (FAPE) to each student who is eligible for special education until the student or students who turn 21 during the school term are entitled to finish that school term, whichever occurs first.

Although no correctional institution is located in the district, if one did exist, the district would comply fully with the requirements of IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed therein. Eligible students would be entitled to receive special education both when charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense. Specifically, school districts providing special education services to incarcerated school-aged individuals are required to:

1. *Comply with the "child-find" obligations of IDEIA*
2. *Utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates:*
3. *Implement timely review and/or develop Individualized Education Programs (IEP's) for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and*
4. *Provide FAPE in conformity with the IEP.*

Further, if a correctional institution were located in the STSD, the district would have a responsibility to adopt and use a system to locate and identify all students within the district's jurisdiction who were thought to be eligible and to determine those students' needs through a screening and evaluation process which meets the requirements of Chapter 14. Part of this responsibility would be to provide annual public notices under Section 14.121. The district would send their annual public notice to the warden of each county jail or prison within their jurisdiction. Furthermore, we would develop a systematic, on-going means of communicating with these institutions to ensure that all incarcerated students who may be eligible for special education were located, identified, evaluated and if deemed eligible, offered FAPE. In addition, we would obtain information from the Department's Penn Data to determine whether school age inmates had been previously identified as eligible for special education by contacting the Records Center at 717-541-8575 or 1-800-945-7854.

Although at this time we do not have a correctional facility within the Susquehanna Township School District it is understood that placement in a correctional facility outside of our district is not a permanent placement. Further, the District prepares, looks forward to, and desires the return of that student to our district and community. Therefore, as stakeholders committed to the education of all Susquehanna Township students it is our ethical and financial responsibility to ensure that those students who are placed in correctional facilities outside of our district continue to receive educational services.

Finally, Section 614(d)(6)(B) provides that if a child with a disability is convicted as an adult under state law and incarcerated in an adult prison, the child's IEP team would modify the child's IEP or placement notwithstanding the requirements of section 612(a)(5)(A) and 614(d)(1)(A) (least restrictive environment) if a bona fide security or compelling penological interest that cannot otherwise be accommodated was demonstrated. Where the continued delivery of services in a student's

IEP is superseded by the duty of the local correction institution to maintain and control security the school district would conduct an IEP meeting and revise the IEP accordingly, following the usual procedural safeguards provided for under Chapter 14.

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.

The Susquehanna Township School District (STSD) is committed to providing a free appropriate public education to each student identified with disabilities in the least restrictive environment as determined by the IEP team. The district advocates education in the least restrictive environment (LRE) which is defined as the environment in which the student can be satisfactorily educated and is not disruptive to the education other students. This is determined by the student's educational team through data analysis of the performance of all of the students in the environment. Co-teaching in grades K-12, supports education in the LRE. The district believes that students with disabilities should have the opportunity to be taught with non-disabled peers. A full range of supplementary aids and services are provided to students within the general education classroom before any thought is given to removing a student with a disability from regular education. The district supports all federal and state mandates which indicate that placement decisions be made by a team of educators, parents and when appropriate the student, with the focus being on the strengths of the student. The determination of how a child is educated will be made on an individual basis.

During the IEP meetings participation in regular education is considered as the first placement and the placement of choice. The IEP team considers what supplemental aids, services and accommodations are needed to enable that student to participate in the regular education environment to the maximum extent possible. The level of support needed and the location to deliver that support within the educational program are determined after the IEP goals have been developed. Removal from part of the regular education program occurs only when it has been demonstrated based on data over a period

of time that even with supplemental aids and services, education in that setting cannot be achieved satisfactorily. This is not dependent on the failure of the student but on unsatisfactory gains made based on data as determined by the student's educational team. The IEP team always discusses the gains that each student makes in connection to the IEP goals in each content area as well as how those goals are being met in each content area during the IEP meeting.

Extensive efforts have been made throughout the district special education program to educate students ensuring maximum integration. Many students spend their entire day within a regular education setting with either a special education teacher providing specially designed instruction or para educator providing support on a frequent basis. Special education teachers are co-teaching lessons in the regular education setting, and providing accommodations, adaptations or modifications to tests, quizzes or study guides. Students who demonstrate a need as determined by the educational team are provided one-to-one support assistance during the school day. Data is reviewed to develop targeted skills groups designed to meet individual learning needs which are utilized for students above, at or below grade level expectations. These groups are taught by either special or general education teachers and contain both general and special education students. Leveled resources in core subjects, allow previewing/acceleration for students needing instruction to participate more fully in general education discussions and classroom activities. Additionally, the use of specially designed instruction and accommodations are used to ensure meaningful educational benefit and progress on the goals. Accommodations include services such as (but not limited to); extended time on tests and quizzes, chunking of information, one-on-one assistance etc. and modifications/ changes such as; adjusted vocabulary, specialized content adjustments etc.. Collaborative team meetings, intervention teams, and data review provide a venue for sharing student progress or concerns. The district employs and contracts with professional development specialists who provide training to staff in district and state initiatives as well as research based best practices.

The District also participates in the Verbal Behavior Project which is an inclusive project developed and supported by PaTTAN. PaTTAN consultants work with school teams to provide ongoing training in verbal behavior techniques. Verbal Behavior Classes exist at the Primary, Jr. Elementary, and the Middle School.

A CAIU assistive technology (AT) team supports the development of a District based team to provide assessment of needs and the selection of appropriate devices which allow students to participate with their general education peers. The district uses PaTTAN's short-term loan program for AT trials. Short term loan trials allow IEP teams to determine the AT needs of students with disabilities and to provide long term AT solutions for students as determined appropriate by the IEP team.

The district continues to support ways to facilitate collaborative planning time to improve educational programming. Further, ongoing discussions, planning and in-servicing will continue to promote the concept and practice of maximum integration. Our district-wide induction program addresses this issue yearly. Smaller sized workshops are offered to teachers having problems providing services to all students when using an integrated delivery model. The district will continue to provide in-service

trainings to all regular and special staff along with administrators on information about the requirements of IDEA, Chapter 14, and Chapter 15/section 504

For students with autism that require specially designed instruction with respect to social skills instruction the District also contracts with Autism consultants that assist school teams in creating programming for students with autism. School teams work together to ensure that students with autism have access to the general education curriculum.

In addition to the services described above, the District also hosts a CAIU vision support teacher, an Orientation and Mobility specialist and a materials specialist support students who are blind or visually impaired to remain in the least restrictive environment. Similarly, the District hosts two Deaf/Hard of Hearing classrooms through the CAIU within its' buildings. In addition, a teacher of the Deaf/Hard of Hearing provides support for students with hearing loss who are placed in general education classrooms. The district contracts service providers for occupational and physical therapies as well as counseling services for students who demonstrate such needs as determined by the IEP team. In addition, the District partners with Dauphin County Children and Youth to provide outreach and county services that can be accessed from within the School District. The District also has created a transitional program for students with disabilities that focuses on all areas listed in the SPP Indicator 13 framework. Students benefit from health and wellness instruction, career training, job coaching, and are exposed to situations that are aimed at garnering competitive employment opportunities that will foster independence post-graduation. The District has established a PAES (Practical Assessment Exploration System) lab at the High School to be used by both High School and Middle School students, to develop employment skills and independence.

The inclusion of students in private institutions will be addressed within their IEP to determine how to ensure, to the maximum extent appropriate, how they will be educated with non-disabled peers. The district ensures that a district LEA participates in IEP meetings for students who are placed out of the district. Each IEP team discusses the student's readiness to return to his/her home school. As appropriate, the team develops a transition plan to successfully support the student's return to the district.

The District continues to attempt to replicate successful programs and evidenced based models. The verbal behavior project was started in the Primary building, extended to the Jr. Elementary building and then to the Middle School. This model was developed by PaTTAN and has been supported by PaTTAN as an inclusive project that ensures opportunities for students with autism. Students in the program/classrooms have made progress and continue to make progress. Teachers receive training from PaTTAN at off-site trainings as well as side by side training provided in partnership with PaTTAN and the Intermediate Unit. In addition to the evidenced based programs/strategies described above, the District has placed a strong emphasis on providing teacher and paraprofessional training in evidenced based reading strategies. The evidenced based practices were highlighted in a position statement put forth by the IRA (International Reading Association) and include: "teaching reading for authentic meaning-making literacy experiences (for pleasure, to be informed and to perform a task),

use of high quality literature, integrating a comprehensive word study/phonics program into reading and writing instruction, use of multiple texts that link and expand concepts, balancing student and teacher discussion, building a whole-class community that emphasizes important concepts and builds background knowledge, working with students in small groups while other students read and write about what they have read, giving students plenty of time to read in class, giving students direct instruction in decoding and comprehension strategies that promote independent reading, balancing direct instruction, guided instruction and independent learning, and using a variety of assessments to inform instruction". The District is proud of the success in reading that has occurred for students with disabilities because of the attention and implementation of evidenced based practices. The District has a goal that by 2021, 90% of all third grade students will be reading on grade-level at the end of the school year. The District math committee (K-12) spent time researching math resources that included evidenced based instructional strategies including the use of manipulatives, instruction in the math core foundational skills of math calculation and fluency. The math committee chose to implement a curriculum that was built on and infused evidenced based instruction into daily lessons. These evidenced based practices include: using visual and graphic description of problems, systematic and explicit instruction (including the use of scaffolding), student-think-alouds, and use of structured peer assisted learning activities involving heterogeneous groupings. These evidenced based practices as described above have all been found to have moderate to large effect sizes in student achievement of students with disabilities. Teachers receive specific professional development in the curriculum that was chosen to include these measures. The careful selection of professional development and resources is important to note as over forty percent of the students with disabilities being served are classified as students with a specific learning disability (SLD) with a substantial percentage being in reading or math. The District does not endorse the generalization of programs across disability groups, but leaves decisions on instructional resources and stand-alone programs to the deference of the IEP team that determines specificity in programming. There are many research based stand-alone programs that IEP teams have determined necessary in individualized educational programming.

The Susquehanna Township School District is providing appropriate Secondary Age Transition Services to Susquehanna Township School District students with disabilities who need career development, job training services and wellness activities as a component of their Individualized Education Programs (IEPs). Students participate in a Transition Program, learning about work opportunities and preparing for employment. The Wellness Program focuses on recreation and leisure activities, community service and life skills. During the Job Training component of the program, students will work with local employers to learn the specific job responsibilities in various fields of employment.

SPP Target Indicator 5 focuses on Educational environments. Specifically, SPP Indicator 5 requires that schools provide services for school-aged students with disabilities in the least restrictive environment. From 2011- 2017 the District has not met the SPP target for students in the category of "other settings" i.e. alternative education settings, therapeutic settings, detention settings etc. The District percentage of student place in other settings has exceeded the state average in each year. The District has also not met the SPP Target for the category of students inside the regular education classroom 80% or more of the day during the year of 2016, but has met the target in the years of 2011, 2012, 2013, 2014, and 2015. Despite the fact that the District has not met the SPP target each year, in each year from 2011 -

2015, the District has increased the number of students served in the general education setting 80% or more of the day. The District continues to make supplemental supports and services available to students so that students with disabilities have access to the general education classroom. The District has also partnered with PaTTAN in various inclusive education projects to ensure access to the general education classrooms.

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.

The Susquehanna Township School District believes in the use of positive behavior support. The policy is designed to enable children with individualized educational programs (IEPs) who need a behavior management program, to benefit from their free appropriate education program (FAPE) within the least restrictive environment (LRE) in accordance with the requirements in PA's Regulation and Standards. New provisions in 22 Pa. Code Chapter 14.133 and Chapter 711.46 effective 2008 require that behavior support programs and plans be based on a functional assessment of behavior. Restraints are only to be considered as a measure of last resort, after other less restrictive measures have been used. The use of prone restraints is prohibited in educational settings. Therefore, effective techniques will be employed to modify the contextual influences of behavior, teach socially appropriate alternate skills and reduce problem behavior.

The Positive Behavior Support Plan will be part of the student's IEP. Physical restraints should be avoided and may only be used as a crisis intervention to control acute aggressive behavior when the student is acting in a manner as to be a clear and present danger to him/her, to other students, to employees, or others. Should physical restraint be needed, the event must be documented, the IEP reviewed and parents notified and IEP team meeting conducted within 10-school days unless the parent waives the need in writing. Teachers and staff utilizing physical restraint as a protective procedure must be certified in safe crisis management interventions. The District will not employ aversive techniques of intervention such as corporal punishment, locked rooms, deprivation of human rights, demeaning behaviors, etc.

The revised language in Section 14.133 and Section 711.46 provide that subsequent to a referral to law enforcement for those who already have a positive behavior support plan that an updated functional behavior assessment be performed and the plan updated. The District has a behavioral coach on staff as well as contracting with the Capital Area Intermediate Unit to provide a behavior coach that work with

teachers in classroom management techniques. The coaches work to provide teachers and paraprofessionals, Professional Development training that supports the IEP team members as they prepare and/or support instruction for students who require specially designed instruction for emotional supports and needs, so that students are able to remain engaged and productive in general education classes. District assigned and certified staff also provide de-escalation techniques and training in Safe Crisis Management for select staff across the district. In situations where the students are not making progress and the team determines that behaviors are impeding the progress of the student, the District conducts Functional Behavioral Analysis. In instances where the student is so disruptive as to significantly impair the education of other students in the class, the IEP team meets to determine what program or placement changes are necessary to ensure the appropriate education of all 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.

STSD is able to ensure FAPE for all individual students and disability categories. The most challenging groups are those with a combined disabilities. By cultivating relationships with multiple educational service providers, placements have occurred for all students.

The District operates a FOCUS program that is a modified school program to meet the unique needs of at risk and credit deficient students. This program is a flexible, blended environment which combines direct instruction and online course work.

Work experience programs and the Transition classes support programs for students needing this component in their educational plan. The program has created competitive employment opportunities for students with significant disabilities and provides job training and job coaching. The District has expanded the program to include students with disabilities that are receiving itinerant services as well. For students who must be educated outside of STSD, a variety of program choices create an educational setting tailored to a student's specific needs. Programs specifically designed for students with autism, such as the VISTA School and New Story School, are used for students who display needs beyond those which can be met in a district classroom. A relationship with Capital Area Intermediate Unit (CAIU) has allowed for students with very unique and low incidence needs to be educated appropriately through various settings. In addition to the CAIU, alternative education placement providers are available depending on the specific needs of the student.

There are no gaps in current programs, services or educational placements for students who must be educated outside of STSD. The district's goal is to bring back and develop internal resources/services for difficult to place students currently serviced in out of district placements. The current number of Special Education students placed outside the District is 71.

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 Susquehanna Township School District (STSD) takes great pride in the highly qualified staff that makes up the special education department. Special education teachers hold valid certificates and are currently highly qualified for all subjects in which they are the teacher of record. Our department is committed to educating all of its students with disabilities in quality programs. The District is committed to educating students in the Least Restrictive Environment (LRE). Supplementary aids and services are used K-12 to ensure that students are accessing and deriving meaningful educational benefit from the general education curriculum. The District provides a full continuum of service for each student based on the Individualized Education Plan (IEP), through both in District and off-site programs.

Para educators support the classroom instruction provided to students. Para educators participate in professional development opportunities at the building and district level and are trained in specific programs used in various buildings/grade levels.

- *The District has 5 speech/language clinicians who provide both direct instruction and consultative support to teachers for students in grades K-12.*
- *The District has instituted a K-12 Multi-Tier System of Supports (MTSS) process in both academic and behavioral areas to ensure that all students are making appropriate academic and emotional growth.*
- *A District Social Worker provides direct and consultative services to our students who need emotional counseling supports. The Social Worker also connects students and families to appropriate services.*
- *The District contracts with the Intermediate Unit to staff educational specialists who conduct functional behavior analysis and then provide positive behavior management plans to help students develop the social and emotional competencies that positively impact their academic progress.*
- *Reading Specialists/ Literacy Coaches are employed at each building to assist students and provide professional support for teachers.*
- *Occupational/Physical Therapists who provide direct and consultative services to students and staff with emphasis on sensory diets for our autistic population.*

- *The District has two full time psychologists who serve students with disabilities and the teams that support them.*
- *The District supports three verbal behavior classrooms to meet the needs of students with Autism*
- *The District supports DHH students in two DHH classrooms that are located at the Middle and High Schools.*
- *The District engages in the use of evidenced based practices in the areas of reading and math.*
- *The District has a Behavior Coach to support staff with challenging behaviors.*
- *The District contracts with a School Based Mental Health provider to support our students and families.*
- *The District has a CSN in each of the buildings to support student health plans and needs.*
- *The District provides a contracted service to support the behavioral needs of students with emotional and mental health issues.*
- *The District provides for Behavioral Professional Learning Groups (PLG) for the support and professional staff.*
- *The District partners with the local community college to provide dual enrollment and transition opportunities*

Special Education services are overseen by the case managers in each building who report and collaborate with Principals at each building. Principals are responsible for specific grade levels or district feeder patterns, to better assure continuity of programs and services to meet needs of its students. Building principals also serve in the capacity of Local Education Agency (LEA) representatives at their respective schools.

To guide professional development opportunities and provide additional support to staff in a particular disability or subject areas, District Level Administrators have been assigned to assist building teams in maintaining program integrity. In-service days that occur during the school year are dedicated to either building-level activities or district-wide special education training by district or consultative staff. Special Education staff may attend professional development sessions conducted at the Capital Area Intermediate Unit (CAIU), Pennsylvania Training and Technical Assistance Network (PaTTAN), Council for Exceptional Children (CEC) and/or workshops offered through the Pennsylvania Department of Education (PDE), such as "Making a Difference: Educational Practices that Work". Special education staff is encouraged to attend summer training institutes, such as the Low Incidence Conference or the Autism Conference, typically held at Penn State University. Special Education teachers are included in all general education literacy trainings and math trainings.

The department also has a transition coordinator who helps in the transition of special needs students from school to work. This person coordinates a program that is aligned with PA State Standards for our

secondary age students. Additional vocational programming is provided through the PAES lab, planned community based trips, job shadowing opportunities, work study and work experience programs and attendance at Dauphin County Technical School if students so desire. Transition staffing is done in the spring to bring together community based agencies to identify supports and services available to students' pre and post-graduation.

Parents are also involved in the special education process through the participation in the Multi-disciplinary (MDE) and Individualized Education Program (IEP) team meetings, informational meetings, and volunteer opportunities. When available, workshops for parents are posted on the district website. These sessions include information on specific topics so parents can have an additional forum for discussing concerns with others sharing similar challenges in raising a child with special needs.

Strengths of the special education program lies in the ability of the general and special education staff to work together in providing services to students in the least restrictive environment using collaborative efforts. Special educators and para educators support and supplement general educators in inclusive environments, through the use of flexible skills groups, small group instruction or co-teaching models. Both general and special education teachers are receiving training at developing accommodations and modifications for students in order that they can maintain attendance in a general education setting. Teachers receive training in evidenced based instructional strategies in reading and math. Communication and collaboration is on-going for students to be supported before, during and after instructional lessons. Membership, Participation and Learning training has further enhanced collegiality among staff members in an "our students' philosophy. Emphasis has been placed on staff development with on-going coaching, appropriate resources, and frequent evaluation of the instructional practices and student data review. The District expects that the continued professional development in evidenced based strategies will be evidenced in student achievement as it has over the past several years. The Special Education program understands that each student with a disability has a team that has determined the individualized programming that is necessary for that child to make progress. This understanding has been demonstrated in the results listed above. In response to the individuality of each plan, teachers create classroom schedules that ensure that students receive individualized instruction in frequency and method as depicted in each student plan. Students with disabilities often require and are given more frequent instruction, and as depicted in the IEP may receive a delivery of instruction that differs from the general education population. Doing such may involve the use of different instructional resources or additional instructional supports. As such, the District does not endorse specific programs, but does endorse resources and evidenced based practices.

All special education caseloads are within the required guidelines provided by the Pennsylvania Department of Education. Scheduling ensures that natural proportions are observed within individual classrooms. For students with the most significant disabilities, para educator support is present in greater numbers to ensure a small staff-to-student ratio. When needed consultative services are provided to staff through the district. The district has access to an assistive technology consultant as well as behavioral specialists through the Capital Area Intermediate Unit.

Community-Based training Instruction is provided for elementary, middle and high school students requiring functional skills as part of their curriculum. These students participate in co-curricular activities and if needed an interpreter or a mobility specialist is provided.

The district calendar, website, and special education procedure booklet is available to staff, parents and the community for additional information about special education. Our district continues to cultivate sensitivity and a respect/appreciation of human diversity.

Assurances

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
---------------	------------------	-----------------	---------------------------

Capital Area Intermediate Unit	Special Education Centers	Emotional Support, Multiple Disability Support	4
Capital Area Intermediate Unit, Derry Middle School	Neighboring School Districts	Autistic Support	3
Capital Success Academy	Other	Emotional Support	3
Yellow Breeches	Other	Emotional Support, Other Health Impaired Support	3
New Story	Other	Autistic Support, Multiple Disabilities Support	3
Vista School	Approved Private Schools	Autistic Support	3
Harrisburg School District	Neighboring School Districts	Multiple Disabilities	1
Derry Township	Neighboring School Districts	Multiple Disabilities Support	1
Northwestern Human Services	Other	Autistic Support	1
Northwestern Human Services	Other	Autistic Support	1
Hoffman Homes	Other	Emotional Support	1
Scranton School of the Deaf	Approved Private Schools	Deaf and Hard of Hearing	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: Teacher Caseload change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	9	0.52
Locations:				
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 19	7	0.4
Justification: N/A				
Locations:				
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
Full-Time Special Education Class	Learning Support	15 to 19	1	0.08
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #2*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2016*Reason for the proposed change:* Teacher caseload change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	2	0.17
Justification: N/A				
Locations:				
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%)	Emotional Support	15 to 19	8	0.66
Justification: N/A				
Locations:				
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 19	2	0.17
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2016*Reason for the proposed change:* Teacher caseload change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 18	8	0.57
Locations:				
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	17 to 18	6	0.43
Justification: N/A				
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2016*Reason for the proposed change:* Teacher caseload change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 19	7	0.78
Locations:				
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%)	Emotional Support	16 to 19	1	0.11
Locations:				
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
Itinerant	Learning Support	16 to 19	1	0.11
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2016*Reason for the proposed change:* Teacher caseload change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	6	0.28
Locations:				
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
Itinerant	Emotional Support	15 to 18	2	0.1
Locations:				
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	4	0.21
Locations:				
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
Full-Time Special Education Class	Autistic Support	15 to 18	1	0.13
Locations:				
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
Full-Time Special Education Class	Emotional Support	15 to 18	1	0.08
Locations:				
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
Full-Time Special Education Class	Learning Support	15 to 18	1	0.08
Locations:				
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%)	Emotional Support	15 to 18	2	0.12
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2016*Reason for the proposed change:* Teacher caseload change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	7	0.5
Justification: N/A				
Locations:				
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 19	7	0.5
Justification: N/A				
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2016*Reason for the proposed change:* Teacher caseload change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 17	2	0.12
Locations:				
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
Itinerant	Emotional Support	16 to 17	6	0.35
Locations:				
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
Itinerant	Autistic Support	16 to 17	3	0.25
Justification: N/A				
Locations:				

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%)	Emotional Support	16 to 17	1	0.07
Locations:				
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
Full-Time Special Education Class	Emotional Support	16 to 17	1	0.08
Locations:				
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%)	Autistic Support	16 to 17	1	0.13
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2016*Reason for the proposed change:* Teacher caseload change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	9	0.18
Locations:				
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	7	0.28
Justification: N/A				
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

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

Implementation Date: August 29, 2016

Reason for the proposed change: Teacher caseload change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 20	9	1
Justification: N/A				
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: Teacher caseload change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 14	1	1
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: Teacher caseload change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	3	0.25
Locations:				
Middle School	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	11 to 14	9	0.75
Justification: N/A				
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District

PROGRAM DETAILS*Type: Position**Implementation Date: August 29, 2016**Reason for the proposed change: Teacher caseload change***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	11	0.79
Locations:				
Middle School	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	11 to 12	3	0.21
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #13*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: August 29, 2016**Reason for the proposed change: Teacher caseload change***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	2	0.14
Locations:				
Middle School	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 15	12	0.86
Justification: Teacher caseload change				
Locations:				
Susquehanna Township Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #14*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: August 29, 2016**Reason for the proposed change: Teacher caseload change***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	11	1
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2016*Reason for the proposed change:* Teacher caseload change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 14	3	0.25
Locations:				
Middle School	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%)	Autistic Support	11 to 14	1	0.13
Locations:				
Middle School	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	11 to 14	2	0.13
Locations:				
Middle School	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	11 to 14	6	0.41
Locations:				
Susquehanna Township Middle School	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%)	Emotional Support	11 to 14	1	0.08
Locations:				
Susquehanna Township Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #16

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: Teacher caseload change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	5	0.42
Locations:				
Middle School	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%)	Life Skills Support	11 to 14	5	0.45
Locations:				
Middle School	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%)	Multiple Disabilities Support	11 to 14	1	0.13
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #17

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 28, 2017

Reason for the proposed change: Teacher Caseload changed

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	9	0.64
Justification: Teacher Caseload changed				
Locations:				
Thomas Holtzman	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	10 to 11	5	0.36
Locations:				
Thomas	An Elementary School	A building in which General Education		

Holtzman	Building	programs are operated		
----------	----------	-----------------------	--	--

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* Teacher Caseload changed**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	4	0.27
Locations:				
Thomas Holtzman	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	9 to 11	5	0.42
Justification: N/A				
Locations:				
Thomas Holtzman	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	9 to 11	4	0.31
Locations:				
Thomas Holtzman	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* Teacher Caseload changed**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	11	0.73
Locations:				
Thomas Holtzman	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	8 to 9	4	0.27
Locations:				

Thomas Holtzman	An Elementary School Building	A building in which General Education programs are operated		
-----------------	-------------------------------	---	--	--

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* Teacher Caseload changed**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	1	0.11
Locations:				
Thomas Holtzman	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 11	6	0.67
Locations:				
Thomas Holtzman	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%)	Emotional Support	9 to 11	1	0.11
Locations:				
Thomas Holtzman	An Elementary 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	Emotional Support	9 to 11	1	0.11
Locations:				
Thomas Holtzman	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* Teacher Caseload changed**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	8	0.67
Locations:				
Thomas	An Elementary School Building	A building in which General Education programs are operated		

Holtzman	Building	programs are operated		
----------	----------	-----------------------	--	--

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 10	4	0.33
Locations:				
Thomas Holtzman	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* Teacher Caseload changed**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 12	3	1
Locations:				
Thomas Holtzman	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* Teacher Caseload changed**PROGRAM SEGMENTS**

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

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Teacher caseload changed from previous year**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	6	1
Locations:				
Sara Lindemuth	An Elementary	A building in which General		

	School Building	Education programs are operated		
--	-----------------	---------------------------------	--	--

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* Teacher caseload change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	1	0.06
Locations:				
Sara Lindemuth	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	6 to 8	8	0.5
Justification: N/A				
Locations:				
Sarah Lindemuth	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 8	3	0.17
Locations:				
Sarah Lindemuth	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%)	Emotional Support	6 to 8	3	0.18
Locations:				
Sarah Lindemuth	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	5 to 8	1	0.08
Locations:				
Sarah Lindemuth	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016

Reason for the proposed change: Teacher Caseload changed

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	12	0.62
Justification: Change in teacher caseload				
Locations:				
Sara Lindemuth	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	6 to 8	4	0.33
Justification: Teacher caseload change				
Locations:				
Sara Lindemuth	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	5 to 8	1	0.05
Locations:				
Sarah Lindemuth	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	31	1
Locations:				
Sara Lindemuth	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
Itinerant	Speech and Language Support	5 to 7	26	1
Locations:				

Sara Lindemuth	An Elementary School Building	A building in which General Education programs are operated		
----------------	-------------------------------	---	--	--

Special Education Support Services

Support Service	Location	Teacher FTE
Transition Coordinator	High School	1
Psychologists	Various Buildings	2
Social Worker	Various buildings within the District	1
Personal Care Assistants/ Support Staff	Various Buildings	46
Speech Pathologists	Various Buildings	5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
OT	Outside Contractor	5 Days
PT	Outside Contractor	3 Days
Vocational Evaluations	Intermediate Unit	15 Days
Vocational Evaluations	Intermediate Unit	15 Days
Orientation & Mobility	Intermediate Unit	2 Hours
Behavioral Support Services	Intermediate Unit	10 Hours
DHH Consultative	Intermediate Unit	30 Minutes
Capital Academy	Outside Contractor	5 Days
Dauphin County Consortium	Multiple LEA (School Districts or Charter Schools)	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	The PaTTAN Autism Initiative, Applied Behavior Analysis Supports is a collaborative effort to expand provision of effective science-based interventions for children with autism in the PA Public Education system
Person Responsible	Carrie Martin
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	2.0
# of Sessions	8
# of Participants Per Session	6
Provider	PaTTAN
Provider Type	PaTTAN
PDE Approved	No
Knowledge Gain	This training will address how to teach children to ask for what they want. It will attempt to provide simple descriptions of teaching procedures. The complexity of the topic, the development of human language, will require presentation and understanding of technical terminology. The training also encompasses applied behavior analysis.
Research & Best Practices Base	<p>The PaTTAN Autism Initiative, Applied Behavior Analysis Supports is a collaborative effort to expand provision of effective science-based interventions for children with autism in the PA Public Education system.</p> <p>Collaborating participants include the Tuscarora Intermediate Unit #11 who administers the Project, local school agencies as the providers of direct service to children, the Pennsylvania Training and Technical Assistance Network (PaTTAN) as a source of technical advice, and importantly, parents as partners. The PaTTAN Autism Initiative, Applied Behavior Analysis Supports is funded through the Pennsylvania Department of Education,</p>

	<p>Bureau of Special Education.</p> <p>The PaTTAN Autism Initiative, Applied Behavior Analysis Supports is committed to applying the theoretical constructs of B. F. Skinner’s model of verbal behavior and current verbal behavior research to design language interventions across participating sites. The Project seeks to expand provision of effective science-based interventions for children with autism in the PA Public Education/Special Education system, and to establish a core set of classrooms incorporating Applied Behavior Analytic-based treatments.</p>
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Parents</p>

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data

Behavior Support

Description	Each building will continue the training and implementation of a school wide positive behavior support system. Schools will use PaTTAN to assist in training and professional development. The District will improve training on the MTSS process and the development of a wide variety of interventions to support the tiers of the system.
Person Responsible	Building Principals, Behavior Coach, School Psychologists
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	6
# of Participants Per Session	30
Provider	PaTTAN
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Teachers and school personnel will learn the following: <ul style="list-style-type: none"> differentiated instructional practices

	<ul style="list-style-type: none"> • improved instructional delivery • consistent, non-punitive discipline practices • opportunities to learn prosocial and self-management skills • consistent, clear rules and high performance expectations
Research & Best Practices Base	<p>School Wide positive behavior interventions and supports (SWPBIS) is a proactive approach to discipline that promotes appropriate student behavior and increased learning. Traditionally, models of school discipline tend to be reactive (i.e., student misbehavior results in punitive consequences). The word “approach” is key in that SWPBIS provides direction, not a canned program, for developing a comprehensive system of behavior support tailored to individual school needs.</p> <p>The MTSS system is based upon a three-tiered model. The first tier (universal) serves as the foundation upon which the other two tiers are built. This tier provides a system of supports to all students in a school based on preventative practices which emphasize teaching and reinforcing expected student behaviors. Tier two (secondary) provides targeted interventions to support students classified as “at risk,” who require more intervention than is typically provided within tier one universal support. Supports offered in tier three (tertiary) require the most intensive level of intervention for students with the most significant behavioral/emotional support needs.</p> <p>:</p>
For classroom teachers, school counselors and education specialists	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p>

	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Classified Personnel</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<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>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p>

Paraprofessional

Description	Paraprofessionals will be provided with 20 hours of training in selected PaTTAN training topics. Paraprofessionals will participate in the on-line trainings offered by PaTTAN and will demonstrate completion by presentation of their certificate issued by PaTTAN.
Person Responsible	Building Principals
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	30
# of Participants Per Session	20
Provider	PaTTAN
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Paraprofessionals will gain knowledge in selected PaTTAN topics including positive behavioral support, topics in autism, and strategies for working with students with disabilities
Research & Best Practices Base	The trainings offered are research based trainings developed and presented on line by PaTTAN..
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<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>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

Training Format	Live Webinar Online-Asynchronous
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Reading NCLB #1

Description	Regular Education and Special Education teachers will continue to receive professional development in reading. Literacy coaches will provide 30 sessions during each school year. Evidence of completion will be a table of dates with accompanying sign ins, certified by the building principal. Both Elementary programs will receive Professional Development from the 95% Group to support reading instruction.
Person Responsible	Building Principals
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	30
# of Participants Per Session	6

Provider	School Entity
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Teachers will learn the skills necessary for students to master at each grade level of reading. Teachers will also learn strategies for teaching the PA Core standards at each level. In addition, teachers will continue to receive instruction in evidenced based practices in each of the five areas of reading including: phonemic awareness, decoding, fluency, vocabulary, and reading comprehension. The District expects that the implementation of this professional development plan which addresses each of the five areas of reading, will result in the increased reading achievement in students with disabilities.
Research & Best Practices Base	Reading instruction will be focused on the PA Core standards and will include a focus on researched based instruction in phonemic awareness, fluency, vocabulary, decoding, and comprehensions. Teachers have received instruction in evidenced based reading practices and will continue to receive 30 days of professional development. The professional development will now be provided by the reading specialists in each building. In a position statement released by the IRA (International Reading Association) the following list of 10 research based practices were named: Teaching reading for authentic meaning-making literacy experiences, using high quality literature, using multiple texts to link and expand concepts, balancing teacher and student led discussions, building a whole-class community that emphasizes important concepts and builds background knowledge, using high quality literature, integrating comprehensive word study/ phonics program into reading and writing instruction, working with students in small groups while other students read and write about what they have read, giving students time to read in class, giving students direct instruction in decoding and using comprehension strategies that promote independent reading, balancing direct instruction, guided instruction and independent learning. The District has been successful in providing this instruction and professional development for students and student assessment results reported by the Commonwealth indicate an increase in reading proficiency for students with disabilities. The District plan for professional development Including, "The 95% Group", vendor provided trainings and staff coaching opportunities, has proven successful and the success is demonstrated by the state reported standardized test score improvement.

For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	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.
Training Format	Series of Workshops
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

	Review of written reports summarizing instructional activity
--	--

Transition

Description	Special Education Teachers will receive training in transition planning and the incorporation of the goals based on indicator 13. Evidence will be submission of the certificate presented at the conclusion of each training.
Person Responsible	Building Principals
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	1.0
# of Sessions	15
# of Participants Per Session	20
Provider	District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Teachers will learn to administer various transition assessments to students. Teachers will also learn to use the assessment to identify transition goals that lead to post-secondary outcomes.
Research & Best Practices Base	The Professional Development will support teachers in their development of lesson plans that include career exploration and identification of student interests and the connection to post-secondary planning.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	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. Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format	Series of Workshops
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Special Education Affirmations

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

Board President

No signature has been provided

Superintendent/Chief Executive Officer