

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 362
School District Total Student Enrollment 3280
Percent of Students Receiving Special Education 11

Steering Committee

Name	Position/Role	Building	Email
Kirsten Scheurich	Director of Special Education	Derry Township SD	kscheurich@hershey.k12.pa.us
Angela Persing	Other	Derry Township SD	apersing@hershey.k12.pa.us
Stacy Winslow	Superintendent	Derry Township SD	swinslow@hershey.k12.pa.us
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Lindsey Schmidt	Building Principal	Hershey HS	lschmidt@hershey.k12.pa.us
Jena Funck	Building Principal	Hershey Intrmd El Sch	jfunck@hershey.k12.pa.us
Caitlin Clark	General Education Teacher	Hershey Early Childhood Ctr	clark@hershey.k12.pa.us
Rob Finkill	General Education Teacher	Hershey MS	rfinkill@hershey.k12.pa.us
Jessica Capitani	Parent	Derry Township SD	cadenrox@verizon.net
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Cara Garner	Special Education Teacher	Hershey Intrmd El Sch	cgarner@hershey.k12.pa.us
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Jason Pedersen	Other	Derry Township SD	jpetersen@hershey.k12.pa.us
Kristina Hershey	General Education Teacher	Hershey HS	khershey@hershey.k12.pa.us

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Improvement and Planning Activity
Annual review of student specific data of students with disabilities by race/ethnicity/disability.
Review of math and reading RTII and MTSS programs and procedures for equitable access for all students.
SEL training and monitoring for all staff K-12

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Improvement and Planning Activity
The district's SEDR report comparing 20-21 and 21-22 school years shows a positive trend in an increase in all LRE related indicators. We will continue to review of student programming and placement for all students in categories 70-79% in general education setting. Revise IEPs to target services to less restrictive environment (80% or more).

Addition of instructional coaches at secondary level (22-23 school year) and elementary level (23-24 school year) to train and strengthen general education teachers in modified curriculum for successful inclusion.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

RTI (only if state approved)

Building Name	AUN	Branch Number	RTI	Approved RTI Use
Hershey Early Childhood Ctr	115221753	7731	Reading, Math	x
Hershey Primary El Sch	115221753	1749	Reading, Math	x
Hershey Intrmd El Sch	115221753	7186	Reading, Math	x
Hershey MS	115221753	6678	Reading	x

Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
Higher than expected rate of black students identified as having a specific learning disability.	Review of curricular materials for equity in general education and RTII. CCEIS funds used to support training and staffing.

Non-Resident Students Oversight

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

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Merakey	Group Home		District	1

- Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)
 As part of Child find obligations, the district maintains a relationship with the group home within its borders. Maintaining a point of contact allows the district to work cooperatively with the group home as well as the family to ensure a Free Appropriate Public Education in the Least Restrictive Environment with IEPs in accordance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400 et seq.) and for qualified handicapped students with Service Agreements in accordance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 701 et seq.) and 22 PA Code Chapter 15. The resident school district (where the student's parent(s) resides) has a financial obligation, a duty to cooperate regarding transfer of records, and a role in student monitoring and educational planning. Under 22 PA Code § 11.11(b), the resident school district must cooperate with the host school district to ensure that education records are transferred with 10 (ten) business days of a request from the host school district, if the resident school district is the last school of record. These records must include the name and contact information for the child's parent as defined by state law and the IDEA. All special education services are provided by appropriately certified special education teachers. The host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21.
- Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school? When transition is known, the district participates in any meetings offered by the facility to receive up to date information about discharge, transition, and needs. The special education teacher is included to have necessary information for programming and services and the school works with the family to identify an appropriate start date at school. The school considers the family's input prior to determining a start date to give consideration of settling into the home before starting school or engaging community agency services. The goal is to minimize the stressors on all stakeholders to set efficiently and effectively prepare the student for a successful transfer back to their previous services. Counselors, building administrators, psychologists, and the school social worker as applicable to the student are included in meetings and discussions. To facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host school district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least two weeks prior to the student's planned discharge from the residential program, if possible.

Incarcerated Students Oversight

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

No

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

Least Restrictive Environment

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

Over the last few years, the district has shown a decrease in the number of students receiving services inside the regular class 80% or more. During cyclical monitoring, the district committed to careful analysis and targeted strategies to improve these numbers. The district analyzed teacher calculations, created instructional coaching positions, provided professional development around inclusion and modified instruction. The 2021-2022 school year indicated a 2% improvement jumping from 55.8% to 57.3% in this area. While still below the state average, the district plans to maintain these efforts to continue to improve LRE. The district has shown a consistent trend below the state average for students inside the regular class >40%. For SE in other settings, the district has been consistently below the state average until this year. The state average is at 4.4% and the district is at 4.7%. While a small population could account for the minor difference, the district has looked carefully at all placements for SE in other settings, along with potential district supports that could continue to improve the number of students able to remain in the district. The district is exploring partnership with a community agency to potentially provide supportive services to students who require more support for mental health and behavioral needs. The district has also applied for and been accepted to receive supports from Pattan for its comprehensive autism support. This will enable us to provide a strong framework for our students with autism to delay or prevent the need for out of district placements.

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

The school district engages in School Wide Positive Behavior Support (SWPBS) practices at the elementary and middle schools. There are special education teachers on the teams at both levels. Additionally, the district is proud to have a strong MTSS program and is state approved to use RTII for both reading and math at the elementary level and reading at the secondary level. The district also created a Social Emotional Learning team who has delivered multiple hours of mandatory professional development to the staff over the last 1.5 years. All of these have served to strengthen teacher understanding and support of students and include special education staff on teams. All three buildings have also created SEL coaching positions who are able to provide ongoing professional development to staff along with support to at risk students. This layer of support has served to decrease discipline needs across the district along with SWPBS.

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

In 2022-2023 school year, the district added a position of Instructional Coach - Special Education focus. The purpose of this role is to provide direct, targeted support to secondary staff on meaningful inclusion, data collection and analysis, best practice instructional strategies, and when needed, individual student consultation. In 2023-2024, the district will be adding an elementary level coach. The primary function of these roles will be to monitor and promote the least restrictive environment for all students receiving special education. The district has also added a paraprofessional coach position who works collaboratively with our instructional coaches to provide comprehensive support to all staff.

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

Special education teachers make sure to be aware of extracurricular participation by the students on their caseloads. When this occurs, the special education teacher reaches out to Coaches and advisors and ensures they have access to IEPs and are familiar with the impact of the IEP

in their particular area. We have had special education teachers and paraprofessionals who have participated or attended student activities as an additional support and to observe the student and identify any additional accommodations or modifications that may be necessary for successful inclusion. Several students have been given time during their day to work on targeted skills that will also promote successful inclusion.

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

The district ensures that parents are informed members of the IEP team so that they can contribute meaningfully to any discussion where the team is considering an alternative placement. This includes training videos available on the district website along with educational resources posted on the district website. These resources are shared with families via email as well. Derry Township shares regular updates with parents and offers a survey for the submission of question related to special education. If a student is placed in an alternative program and wishes to participate in extra-curricular activities, the district provides transportation and any necessary supplementary aids and services to promote that participation. Utilizing the continuum of least restrictive environment, the district also works to include students in classroom-based programs within public schools before utilizing a separate facility. Data regarding progress and educational benefit is considered prior to a recommendation of an alternative placement. This data is shared with the family, and they are offered the opportunity to visit/tour proposed placements in conjunction with the recommendation. Criteria for transition to return to district is shared with the parents and facility to ensure all are knowledgeable about, and in support of, the data needed to show a transition plan is ready to be developed.

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

The district is currently being directly supported by Patten's Comprehensive Autism supports to build capacity within autistic support programming. Additionally, the district is pursuing a contract with Laurel Life, an agency that provides trauma informed staff to support children with dysregulation and behaviors of concern. This service would provide direct support to students and collaboration with both general and special education teachers. To support families with the need for services outside the school, the district is also in process to contract with Care Solace, an independent agency that supports families in accessing mental health supports outside of school. School Based Outpatient Therapy is also offered within the school. The special education department has created committees dedicated to improvement of autistic support and emotional support programming. These committees meet regularly to analyze data, review practices, and collaborate for students at risk of placement. The department holds routinely scheduled IEP data reviews, collaboration meetings between BCBA and school psychologists, and monthly as well as quarterly meetings with various department leaders to ensure collaboration and shared knowledge are provided. In the 2022-2023 school year, the district created an Instructional Coach position staffed by a special education teacher. In 2023-2024, the district will be adding a second Instructional Coach position. The purpose of these positions is to provide training and consultation to IEP teams to promote and improve inclusive opportunities for all students.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Vista	Approved Private School (APS)		Vista	Autistic Support	3
Yellow Breeches	Licensed Private Academic		Yellow Breeches	Emotional Support	2
New Story	Licensed Private Academic		New Story Schools	Autistic Support	2
Capital Academy	Licensed Private Academic		SESI	Emotional Support	4
Manheim Central Middle School	Other	IU class in public school	IU13	Autistic Support	1
Hilltop Academy	Other	IU class in public school	IU15	Emotional Support	2
Conewago Elementary School	Other	Intermediate Unit in Public school	IU15	Autistic Support	3
Western PA School for the Deaf	Approved Private School (APS)		Western PA School for the Deaf	Deaf and Hard of Hearing Support	1
Cumberland Valley High School	Other	IU class in public school	IU15	Emotional Support	2
Cougar Elementary	Other	IU class in public school	IU15	Multiple Disabilities Support	1

Positive Behavior Support

Date of Approval
2015-04-27

Uploaded Files

113_2 BehaviorSupports.pdf

1. How does the district support the emotional, social needs of students with disabilities?
District policy 113.2 on Behavior Supports has been uploaded to this site. This policy outlines the district's commitment to providing appropriate behavioral supports to students, FBAs for PBSP, teaching replacement behaviors and positive consequences in the plans for all staff, teaching de-escalation strategies to staff. Students can access psychological counseling as a related service as deemed appropriate through the IEP process.
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.
Special education teachers are strongly encouraged to attend Safe Crisis Management Training each school year. Paraprofessionals and other professional staff are required to participate in Safe Crisis Management Training each school year. This program focuses on de-escalation and crisis prevention as well as providing safe techniques should the restraint of students be necessary if they are a danger to self and/or others. Additional professional development opportunities have occurred on the topics of positive behavioral supports and how to respond to behaviors of concern.
3. Describe the district positive school wide support programs.
The district implements school wide Positive Behavior Intervention Support (PBIS) through school wide lessons and systems at each level. The current district comprehensive plan focuses on 3 goals, one of which states "The District will establish systems, structures and supports to ensure all students are provided with opportunities to grow in self-awareness, self-management, responsible decision-making, social awareness and relationship skills. SEL is a powerful lever for equity in supporting all individuals to reach their fullest potential and it is through this lens that the district will embark on this work."
4. Describe the district school-based behavior health services.
The district has a Student Assistance Program for intervention and referrals and has also contracted with a local agency to provide school based mental health services at all levels. Recently, the district signed a contract to add mental health supports for families to access through Care Solace which is a mental health care coordination service available to school districts. Additionally, the district is exploring a contract with Laurel Life for the 2023-2024 school year to address the mental health needs of students receiving special education services through a trauma-informed care approach.
5. Describe the district restraint procedure.
The use of physical restraints is outlined in Board Policy 113.2 attached above. Restraints may only be used "when a student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and

techniques have proven to be or are less effective." Title 22 Sec. 14.133. Derry Township staff are trained in Safe Crisis Management and utilize the Emergency Safety Physical Interventions when a restraint is deemed necessary following the guidelines outlined above. If a restraint occurs, the parents/guardians are notified, and an IEP meeting is scheduled within 10 days of the use of restraint unless the parent signs a waiver agreeing to waive the IEP meeting. At the meeting, the IEP team determines if the IEP needs revised in any way to reflect additional supports or services needed, if a Functional Behavioral Assessment is warranted, if the Positive Behavior Support Plan needs revised, or if any program or placement changes need to occur.

Intensive Interagency

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

The district has and will continue to utilize the Intensive Interagency system to access support for finding appropriate placements for students who are unable to make progress using current and available resources. The district reports student placed on Instruction Conducted in the Home using the SES Reporting System.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS/AS	Secondary	Full-time (1.0)	01/17/2023 12:49 PM

Building Name		
Hershey HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
na		0.3

Building Name		
Hershey HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
na		0.5

Building Name

Hershey HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
na		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS 10-12 LS/AS	Secondary	Full-time (1.0)	01/17/2023 12:45 PM

Building Name		
Hershey HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
na		0.3

Building Name		
Hershey HS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
na		0.2

Building Name		
Hershey HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
na		0.17

Building Name		
Hershey HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18

Age Range Justification	FTE %
na	0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS 10-12 LS/ES	Secondary	Full-time (1.0)	01/17/2023 11:13 AM

Building Name		
Hershey HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
na		0.2

Building Name		
Hershey HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
na		0.15

Building Name		
Hershey HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
na		0.04

Building Name		
Hershey HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
na		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS 11-12 LS	Secondary	Full-time (1.0)	01/17/2023 12:42 PM

Building Name		
Hershey HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
na		0.3

Building Name		
Hershey HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
na		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS 9-10 LS	Secondary	Full-time (1.0)	01/17/2023 11:13 AM

Building Name

Hershey HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
na		0.2

Building Name		
Hershey HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
na		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS ES	Secondary	Full-time (1.0)	01/17/2023 11:48 AM

Building Name		
Hershey HS		

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
na		0.2

Building Name		
Hershey HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
na		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS MDS	Secondary	Full-time (1.0)	03/06/2023 01:57 PM

Building Name		
Hershey HS		
Support Type		
Multiple Disabilities Support		

Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Students require this type and level of support to receive to FAPE. The team agrees the placement is appropriate and an age waiver is provided to the parents.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LSS	Secondary	Full-time (1.0)	01/17/2023 12:39 PM

Building Name		
Hershey HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 21
Age Range Justification		FTE %
na		0.3

Building Name		
Hershey HS		
Support Type		

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 21
Age Range Justification		FTE %
na		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LSS	Secondary	Full-time (1.0)	01/17/2023 10:40 AM

Building Name		
Hershey MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
na		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS 6-7	Secondary	Full-time (1.0)	01/17/2023 10:37 AM

Building Name		
Hershey MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
na		0.12

Building Name		
Hershey MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
na		0.3

Building Name		
Hershey MS		
Support Type		
Autistic Support		
Support Sub-Type		

Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
na		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS 8	Secondary	Full-time (1.0)	01/17/2023 10:33 AM

Building Name		
Hershey MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
na		0.12

Building Name		
Hershey MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
na		0.3

Building Name		
Hershey MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
na		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS 7	Secondary	Full-time (1.0)	01/17/2023 10:31 AM

Building Name		
Hershey MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
na		0.2

Building Name		
Hershey MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
na		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS 6	Secondary	Full-time (1.0)	01/17/2023 10:29 AM

Building Name		
Hershey MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range

School District	Secondary	11 to 12
Age Range Justification		FTE %
na		0.2

Building Name		
Hershey MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
na		0.3

Building Name		
Hershey MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
na		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS AS	Secondary	Full-time (1.0)	01/17/2023 09:39 AM

Building Name		
Hershey MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
na		0.75

Building Name		
Hershey MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
na		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS ES	Secondary	Full-time (1.0)	01/17/2023 09:39 AM

Building Name		
Hershey MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
na		0.16

Building Name		
Hershey MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
na		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SL AT	Multiple	Full-time (1.0)	01/17/2023 09:21 AM

Building Name		
Derry Township SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Multiple	8 to 10
Age Range Justification		FTE %
na		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4-5 & HS SL	Multiple	Full-time (1.0)	01/17/2023 09:12 AM

Building Name		
Hershey Intrmd El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
na		0.31

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3 & MS SL	Multiple	Full-time (1.0)	01/17/2023 09:12 AM

Building Name		
Hershey Primary El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
na		0.23

Building Name		
Hershey MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
na		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2 SL	Elementary	Full-time (1.0)	01/17/2023 09:11 AM

Building Name		
Hershey Primary El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
na		0.31

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3-5 ES/AS	Elementary	Full-time (1.0)	01/17/2023 08:59 AM

Building Name		
Hershey Intrmd El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range

School District	Elementary	8 to 11
Age Range Justification		FTE %
na		0.25

Building Name		
Hershey Intrmd El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
na		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3-5 AS	Elementary	Full-time (1.0)	01/17/2023 08:57 AM

Building Name		
Hershey Intrmd El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11

Age Range Justification	FTE %
na	0.75

Building Name		
Hershey Intrmd El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
na		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3-5 LSS	Elementary	Full-time (1.0)	01/17/2023 08:54 AM

Building Name		
Hershey Primary El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
na		0.4

Building Name		
Hershey Primary El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
na		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3-4	Elementary	Full-time (1.0)	01/17/2023 08:51 AM

Building Name		
Hershey Intrmd El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.1

Building Name		
Hershey Intrmd El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
na		0.5

Building Name		
Hershey Intrmd El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
na		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K-5	Elementary	Full-time (1.0)	03/06/2023 01:58 PM

Building Name

Hershey Primary El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
Students are itinerant level support and are not grouped for instruction with students beyond a 2-year age range. The team agrees the placement is appropriate and an age waiver is provided to the parents.		0.2

Building Name		
Hershey Primary El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
na		0.1

Building Name		
Hershey Primary El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		

Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
na		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5th Grade B	Elementary	Full-time (1.0)	01/17/2023 08:44 AM

Building Name		
Hershey Intrmd El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
na		0.2

Building Name		
Hershey Intrmd El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5

Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
na		0.25

Building Name		
Hershey Intrmd El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
na		0.42

Building Name		
Hershey Intrmd El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
na		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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5th Grade	Elementary	Full-time (1.0)	01/16/2023 02:31 PM
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Building Name		
Hershey Intrmd El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
na		0.5

Building Name		
Hershey Intrmd El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
na		0.25

Building Name		
Hershey Intrmd El Sch		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
na		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4th Grade	Elementary	Full-time (1.0)	01/16/2023 02:28 PM

Building Name		
Hershey Intrmd El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
na		0.2

Building Name		
Hershey Intrmd El Sch		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
na		0.4

Building Name		
Hershey Intrmd El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
na		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3rd Grade	Elementary	Full-time (1.0)	01/16/2023 02:26 PM

Building Name		
Hershey Primary El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
na		0.2

Building Name		
Hershey Primary El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
na		0.25

Building Name		
Derry Township SD		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
na		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2nd Grade	Elementary	Full-time (1.0)	01/16/2023 02:23 PM

Building Name		
Hershey Primary El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
na		0.14

Building Name		
Hershey Primary El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
na		0.35

Building Name		
Hershey Primary El Sch		
Support Type		

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
na		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1 SL	Elementary	Part-time (0.5)	01/16/2023 02:19 PM

Building Name		
Hershey Early Childhood Ctr		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
na		0.31

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K SL	Elementary	Full-time (1.0)	01/16/2023 02:18 PM

Building Name		
Hershey Early Childhood Ctr		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
na		0.31

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1st grade	Elementary	Full-time (1.0)	01/16/2023 02:31 PM

Building Name		
Hershey Early Childhood Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
na		0.1

Building Name		
Hershey Early Childhood Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
na		0.15

Building Name		
Hershey Early Childhood Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
na		0.5

Building Name		
Hershey Early Childhood Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load

Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
na		0.06

Building Name		
Hershey Early Childhood Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
na		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Kindergarten	Elementary	Full-time (1.0)	01/16/2023 02:36 PM

Building Name		
Hershey Early Childhood Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 6
Age Range Justification		FTE %
na		0.1

Building Name		
Hershey Early Childhood Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
na		0.2

Building Name		
Hershey Early Childhood Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
na		0.25

Building Name		
Hershey Early Childhood Ctr		
Support Type		
Autistic Support		

Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
na		0.33

Building Name		
Hershey Early Childhood Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
na		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K and 1	Elementary	Full-time (1.0)	01/16/2023 02:37 PM

Building Name		
Hershey Early Childhood Ctr		
Support Type		
Autistic Support		
Support Sub-Type		

Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
na		0.5

Building Name		
Hershey Early Childhood Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
na		0.38

Building Name		
Hershey Early Childhood Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
na		0.02

Special Education Facilities

Building Name		Room #
Hershey Early Childhood Ctr		29
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 3 inches x 28 feet, 10 inches	1045sqft	37
Implementation Date		
2023-01-11		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Hershey Early Childhood Ctr		26
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 3 inches x 16 feet, 7 inches	435sqft	15
Implementation Date		
2023-01-17		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Hershey Early Childhood Ctr		23
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 10 inches x 25 feet, 9 inches	974sqft	34
Implementation Date		
2023-01-17		
Uploaded Files		

3 Assurance Check

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

Building Name		Room #
Hershey Early Childhood Ctr		5
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 14 feet, 1 inch	253sqft	9
Implementation Date		
2023-01-17		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Hershey Early Childhood Ctr		3
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 14 feet, 1 inch	253sqft	9
Implementation Date		
2023-01-17		
Uploaded Files		

5 Assurance Check

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

Building Name		Room #
Hershey Primary El Sch		21
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 10 inches x 23 feet, 11 inches	785sqft	28
Implementation Date		
2023-01-17		
Uploaded Files		

6 Assurance Check

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

Building Name	Room #
Hershey Primary El Sch	22

School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 10 inches x 23 feet, 11 inches	785sqft	28
Implementation Date		
2023-01-17		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Hershey Primary El Sch		33
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 5 inches x 22 feet, 8 inches	802sqft	28
Implementation Date		
2023-01-17		
Uploaded Files		

8Assurance Check

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

Building Name		Room #
Hershey Primary El Sch		7
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 9 inches x 23 feet, 0 inches	799sqft	28
Implementation Date		
2023-01-17		
Uploaded Files		

9Assurance Check

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

Building Name		Room #
Hershey Primary El Sch		35B
School Building		Building Description
Elementary		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 8 inches x 17 feet, 5 inches	412sqft	14
Implementation Date		
2023-01-17		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Hershey Primary El Sch		35A
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 8 inches x 17 feet, 5 inches	412sqft	14
Implementation Date		
2023-01-17		
Uploaded Files		

11Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Hershey Primary El Sch		36A
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 10 inches x 28 feet, 3 inches	503sqft	17
Implementation Date		
2023-01-17		
Uploaded Files		

12Assurance Check

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

Building Name		Room #
Hershey Intrmd El Sch		10
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 4 inches x 23 feet, 3 inches	798sqft	28

Implementation Date
2023-01-17
Uploaded Files

13 Assurance Check

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

Building Name		Room #
Hershey Intrmd El Sch		8
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 10 inches x 23 feet, 2 inches	806sqft	28
Implementation Date		
2023-01-17		
Uploaded Files		

14 Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
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Building Name		Room #
Hershey Intrmd El Sch		9
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 23 feet, 2 inches	810sqft	28
Implementation Date		
2023-01-17		
Uploaded Files		

15Assurance Check

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

Building Name		Room #
Hershey Intrmd El Sch		68
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
44 feet, 5 inches x 26 feet, 8 inches	1184sqft	42
Implementation Date		
2023-01-17		

Uploaded Files

16 Assurance Check

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

Building Name		Room #
Hershey Intrmd El Sch		36B
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 2 inches x 28 feet, 3 inches	484sqft	17
Implementation Date		
2023-01-17		
Uploaded Files		

17 Assurance Check

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

Building Name		Room #
Hershey Intrmd El Sch		next to 28
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 0 inches x 22 feet, 8 inches	294sqft	10
Implementation Date		
2023-01-17		
Uploaded Files		

18Assurance Check

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

Building Name		Room #
Hershey Intrmd El Sch		44
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 1 inch x 23 feet, 0 inches	622sqft	22
Implementation Date		
2023-01-17		
Uploaded Files		

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19 Assurance Check

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

Building Name		Room #
Hershey MS		A138
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 5 inches x 24 feet, 9 inches	579sqft	20
Implementation Date		
2023-01-17		
Uploaded Files		

20 Assurance Check

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

Building Name		Room #
Hershey MS		C165
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 7 inches x 29 feet, 5 inches	840sqft	30
Implementation Date		
2023-01-17		
Uploaded Files		

21Assurance Check

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

Building Name		Room #
Hershey MS		G15
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 4 inches x 27 feet, 8 inches	728sqft	26
Implementation Date		
2023-01-17		
Uploaded Files		

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22 Assurance Check

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

Building Name		Room #
Hershey MS		G07
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 8 inches x 24 feet, 9 inches	660sqft	23
Implementation Date		
2023-01-17		
Uploaded Files		

23 Assurance Check

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

Building Name		Room #
Hershey MS		A133
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 10 inches x 28 feet, 2 inches	699sqft	24
Implementation Date		
2023-01-17		
Uploaded Files		

24Assurance Check

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

Building Name		Room #
Hershey MS		G09
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 9 inches x 23 feet, 4 inches	577sqft	20
Implementation Date		
2023-01-17		
Uploaded Files		

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25 Assurance Check

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

Building Name		Room #
Hershey MS		B103
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 5 inches x 26 feet, 9 inches	626sqft	22
Implementation Date		
2023-01-17		
Uploaded Files		

26 Assurance Check

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

Building Name		Room #
Hershey MS		C167
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 3 inches x 28 feet, 7 inches	836sqft	29
Implementation Date		
2023-01-17		
Uploaded Files		

27Assurance Check

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

Building Name		Room #
Hershey MS		G59
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 8 inches x 22 feet, 11 inches	290sqft	10
Implementation Date		
2023-01-17		
Uploaded Files		

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28 Assurance Check

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

Building Name		Room #
Hershey HS		G141
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 8 inches x 27 feet, 8 inches	793sqft	28
Implementation Date		
2023-01-17		
Uploaded Files		

29 Assurance Check

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

Building Name		Room #
Hershey HS		G143
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 11 inches x 27 feet, 8 inches	744sqft	26
Implementation Date		
2023-01-17		
Uploaded Files		

30Assurance Check

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

Building Name		Room #
Hershey HS		G149
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 3 inches x 25 feet, 5 inches	718sqft	25
Implementation Date		
2023-01-17		
Uploaded Files		

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31 Assurance Check

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

Building Name		Room #
Hershey HS		G147
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 7 inches x 27 feet, 8 inches	458sqft	16
Implementation Date		
2023-01-17		
Uploaded Files		

32 Assurance Check

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

Building Name		Room #
Hershey HS		E120
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 6 inches x 27 feet, 4 inches	806sqft	28
Implementation Date		
2023-01-17		
Uploaded Files		

33Assurance Check

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

Building Name		Room #
Hershey HS		F131
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 2 inches x 26 feet, 4 inches	715sqft	25
Implementation Date		
2023-01-17		
Uploaded Files		

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34 Assurance Check

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

Building Name		Room #
Hershey HS		F229
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 4 inches x 13 feet, 5 inches	353sqft	12
Implementation Date		
2023-01-17		
Uploaded Files		

35 Assurance Check

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

Building Name		Room #
Hershey HS		F231
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 4 inches x 13 feet, 5 inches	353sqft	12
Implementation Date		
2023-01-17		
Uploaded Files		

36Assurance Check

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

Building Name		Room #
Hershey HS		Foreign Language IPR
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
11 feet, 4 inches x 13 feet, 4 inches	151sqft	5
Implementation Date		
2023-01-17		
Uploaded Files		

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37 Assurance Check

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

Special Education Support Services

38Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	2	District Wide	District
Transition Coordinator	1	Secondary	District
Paraprofessionals	42	District Wide	District
School Psychologist	3	District Wide	District
Occupational Therapist	2	District Wide	District
Occupational Therapist	1	District Wide	Contractor
Physical Therapist	.5	District Wide	Contractor
Social Worker	.5	District Wide	District
Behavior Specialist	1	District Wide	District
Other	2	District Wide	Contractor
Other	1	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
Autism Comprehensive Supports - The District will engage in personnel development to increase the understanding of the needs of students with autism and engage in best instructional practices.			
Lead Person/Position		Year of Training	
Pattan Autism Consultants			
Hours Per Training	Number of Sessions	Provider	Audience
2	12	PaTTAN	Paraprofessionals Special Education Teachers Other

Description of Training			
Social Cognition Training - Training on the topic of social cognition will be provided to staff working with students with autism either as refresher or initial training for staff.			
Lead Person/Position		Year of Training	
DTSD			
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District PaTTAN Other	Special Education Teachers

Positive Behavior Support

Description of Training	
Components of a Successful Classroom - Engineering the classroom environment for student success, including setting routines, work stations, visual supports, communication and no-tech modifications to increase student independence/empowerment in performing routine tasks while utilizing best instruction practices. .	
Lead Person/Position	Year of Training

School Psychologists and Special Education Coaches			
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Data Collection Methods - Provide supports to paraprofessional for how to collect data through determination of type of data and use of data collection tools in order to avoid over prompting and supporting and increasing student independence.			
Lead Person/Position		Year of Training	
School Psychologists, Special Education Coaches and Paraprofessional Coach			
Hours Per Training	Number of Sessions	Provider	Audience
2	8	District	Paraprofessionals Special Education Teachers Other

Description of Training			
Best instructional practices using scripted interventions for reading and math - Paraprofessionals will be trained on specific research based instructional strategies to be utilized with students for fluency and mastery of skills.			
Lead Person/Position		Year of Training	
School Psychologists, Paraprofessional Coach			
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District	Paraprofessionals Special Education Teachers

Transition

Description of Training			
PAES Implementation - Continued implementation and expansion of on-site vocational training program - Practical Assessment Exploration System (PAES)			
Lead Person/Position		Year of Training	
Transition Coordinator, Special Education Teacher			
Hours Per Training	Number of Sessions	Provider	Audience
3	4	District Other	Parents Paraprofessionals Special Education Teachers

Description of Training			
Indicator 13 Training - Refresher Training on a yearly basis for all secondary special education teachers			
Lead Person/Position		Year of Training	
Transition Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Special Education Teachers

Science of Literacy

Description of Training			
Professional Development of research-based literacy programs			
Lead Person/Position		Year of Training	
Instructional Coaches			
Hours Per Training	Number of Sessions	Provider	Audience

3	4	District Intermediate Unit PaTTAN Other	Special Education Teachers
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Description of Training			
Literacy Assessments - Overview of all reading assessment tools available and purpose of each - IRI, Spelling inventory, PAST, CORE Phonics, Really Great Reading, etc.			
Lead Person/Position		Year of Training	
Instructional Coaches, Special Education Coaches			
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Special Education Teachers

Parent Training

Description of Training			
Parent Training Opportunities - Ongoing parent trainings in response to parent surveys indicating topics of interest			
Lead Person/Position		Year of Training	
Director of Special Education, Assistant Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	10	District	Parents

Description of Training			
Post-Secondary Outcomes for Students - Parent training on post-secondary and disability disclosure, accessing supports in college, reach out to Office of Disabilities and former students			
Lead Person/Position		Year of Training	
Transition Coordinator, School Psychologist			
Hours Per Training	Number of Sessions	Provider	Audience

2	2	District	Parents Special Education Teachers
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IEP Development

Description of Training			
Overview of the IEP - Veteran and novice special education teachers will receive professional development on the contents of the IEP and how to write a legally defensible IEP.			
Lead Person/Position		Year of Training	
Director of Special Education, Assistant Director of Special Education, Special Education Coaches			
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District	Special Education Teachers Other

Description of Training			
IEP Goal Development and Progress Monitoring - Teacher will receive professional development on how to develop a goal following the CBNC method, progress monitoring tools and usage, and how to interpret data and revise IEP goals if needed.			
Lead Person/Position		Year of Training	
Director of Special Education, Assistant Director of Special Education, Special Education Coaches			
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District PaTTAN	Special Education Teachers Other

Description of Training

Matching Identified Needs with Instructional Programming Recommendations - An increasing number of students have identified needs in social cognition, executive function, self-regulation, and social skills. This training will support staff with understanding evaluation recommendations in order to design programming that best meets the

Lead Person/Position		Year of Training	
School Psychologists and Special Education Coaches			
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Special Education Teachers Other

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

