

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 689
School District Total Student Enrollment 3614
Percent of Students Receiving Special Education 19.1

Steering Committee

Name	Position/Role	Building	Email
Daniel Berra	Director of Special Education	Lower Dauphin SD	dberra@ldsd.org
Robert Schultz	Superintendent	Lower Dauphin SD	rschultz@ldsd.org
Heather Lee	Other	Lower Dauphin SD	hlee@ldsd.org
April Freeman	Other	Lower Dauphin SD	afreeman@ldsd.org
Karee Robinson	Special Education Teacher	Lower Dauphin HS	krobinson@ldsd.org
Carmen Dickerson	Special Education Teacher	Lower Dauphin MS	cdickerson@ldsd.org
Elaine Gross	Special Education Teacher	Nye El Sch	egross@ldsd.org
Todd Neuhard	Director of Curriculum	Lower Dauphin SD	tneuhard@ldsd.org
Stephanie Vaughn	Building Principal	Price	svaughn@ldsd.org
Rebecca Blazi	Parent	Lower Dauphin MS	rblazi@ldsd.org
Kari Lorditch	General Education Teacher	South Hanover El Sch	klorditch@ldsd.org
Aimee Radel	General Education Teacher	Lower Dauphin HS	aradel@ldsd.org
Steve Schoessler	Building Principal	South Hanover El Sch	sschoessler@ldsd.org
Erin Kelly	Other	Lower Dauphin SD	ekelly@ldsd.org
Beth Way	Other	Lower Dauphin SD	bway@ldsd.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Improvement and Planning Activity
Indicator 13 checklist review at secondary department meetings
Availability of checklist and resources on the Special Education CANVAS page
Coaches' review and revision (when needed) of Indicator 13 information during IEP meetings.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Non-Resident Students Oversight

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

No

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

Children with disabilities who are currently in substitute care (including children who are in the legal custody of a county children and youth agency and/or under the jurisdiction of the county juvenile court and supervised by the probation office) are entitled to public school education. This entitlement and requirement to secure enrollment applies equally to resident students living with their parents and to non-resident students living in a facility or to non-resident students living in the home of a resident of the school district (foster home or host home). Under 24 P.S. Sec. #13-1305 in the School Code, a non-resident student may be placed in the home of a resident of any district by order of the court or by arrangement with the agency having care of the dependent student. Under 24 P.S. Sec. #13-1306 in the School Code, a non-resident student may also be placed in a facility located within the boundaries of any district by order of the court or by arrangement with the agency having care of the dependent student. Students who are residing in a "children's institution" whose parents are not residents of the school district in which the institution is located are identified as "1306" students. These students may be in a variety of residential centers, homes or institutions, such as Drug and Alcohol Treatment Centers, homes for orphans or other "institutions for the care and training for orphans or other children." The responsibility to conduct Child Find activities, evaluations for special education services, and educating these students rests on the host district, but the host district may charge the school district where the student's parents live the host districts

tuition rate. FAPE is to be ensured by allowing students the opportunity to attend our public schools. Decisions regarding the goals, programming, and educational placement for each student is based, in part, on advice from the resident school district, the student's family, and other relevant stakeholders. As is the case with any student in the LDS, LRE is pervasive in the conversation and consequent decision making. If other 1306 institutions were to open within the district, LDS would provide an educational and/or alternative education program within the institution if the nature of the program made such an operation prudent. No barriers exist that limit the district's ability to meet its obligation for the students in these foster care homes. Transportation is always established in a timely manner and the students educational needs are always addressed by the school team, frequently through the implementation of the students' IEPs and through receiving supports and services from the district's certified special education teachers.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school? Collaboration with all impacted stakeholders and team members is paramount for successful transition planning and implementation. Although no 1306 facilities exist within the district, if they did, it would be critical to assign a liaison to insure that effective lines of communication were established and maintained, and utilized. By ensuring this communication occurs, service delivery and effectiveness would be assessed and allow for effective transitions.

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). Although no correctional institution is located in the LDS, if one did exist, the LDS would comply fully with the requirements of the 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 are entitled to receive special education both when they are 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-age individuals are required to: 1. comply with the "child-find" obligations of IDEA; 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 ("IEPs") 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 LDS, the district would have a responsibility to adopt and use a system to locate and identify all students within the district's jurisdiction who are 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 is to provide annual public notice under Section 14.121. Districts should send their annual public notice to the warden of each county jail or prison within their jurisdiction. Furthermore, districts in which local correction

institutions are located must develop a systematic, on-going means of communicating with these institutions to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated, and, when deemed eligible, offered FAPE. 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 may 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 is 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 must conduct an IEP meeting and revise the IEP accordingly, following the usual procedural safeguards provided for under Chapter 14. Currently, LDSD does not have any local correction institutions within our boundaries.

Least Restrictive Environment

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

When compared to the state averages, the district has a higher percentage of students inside regular education environments 80% or more of the time, a lower percent of students who are inside regular education environments less than 40% of the time, and a lower percent of special education students who are in other educational settings. From a LRE perspective, these data are indicative of positive practice. Specifically, in the 19-20 school year, 65.6% of special education students were in the general education environment 80% or more of their school day in comparison to the state average of 61.5%. In that same year, only 5.7% of Lower Dauphin special education students were in the general education environment less than 40% of their school day in comparison to a state average of 9.6%. Finally, for the 19-20 school year, 3.0 percent of the district's students were placed out of district in comparison to state average of 34.8%. For the 2020-21 school year, there was a slight decrease (to 63.1%) in the percent of students in general education 80% or more of the time, a slight increase (to 7.0%) in the percent of students who are in general education 40% or less of the time, and a decrease of .5% in the number of students who are educated in other settings. These small changes do not indicate the existence of ineffective practices relative to least restrictive environment.

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 academic and social/emotional needs of all students are identified and accommodated for in a variety of ways. From an academic perspective, curricula are detailed, followed, and frequently assessed with common instruments. Data generated through these common assessments is reviewed frequently by teams of teachers and effective intervention strategies are identified. Students who struggle academically or exhibit concerning behaviors are discussed by these teams comprised of administrators, counselors, nurses, and teachers. Appropriate interventions are identified, implemented, and the result are discussed during subsequent meetings. If students do not respond to interventions, parents are contacted to discuss further supports and pathways to identify disabilities that may impede progress. Lessons designed to support Safe and Supportive schools are developed and taught with fidelity at all levels, including the use of Choose Love lessons at the elementary level.

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

The district provides academic programming at a variety of levels. In most circumstances, supports and services are provided to students in the general education environment. In many cases, classes are co-taught with special education and general education teachers and/or supported by

paraprofessionals. If students require further modification or accommodations that cannot be delivered in the general education environments, direct instruction classes are available at several levels. These classes may be focused on the same skills that are being presented in the regular education class or skills that are included in curriculum at lower grade levels. Further, classes could be focused on skills that support the attainment of IEP goals focused on life skills, emotional or social supports, or executive functioning strategies. The district utilizes a progressive and customized professional development model. Each spring, teachers create an individual plan that is approved by a principal. The plan may include several trainings that are offered by the district. The plan may also include book reviews or online learning opportunities on topics that will be especially beneficial to the teacher and students. Through the completion of these learning activities, the teachers are able to accumulate training hours that fulfill their contractual responsibilities in lieu of attending traditional in-service days. Frequently, these trainings are focused on ensuring meaningful participation of students with disabilities in the general education curriculum.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. Students with disabilities are encouraged to participate in extracurricular activities. When cognitive, behavioral, or physical limitations create challenges related to participation, supports are put in place to ensure meaningful participation. These supports include consultation with administration and case managers, hiring of additional staff to provide support during extracurricular activities, and creation of opportunities for interaction (example: team equipment manager or volunteer coaching) with non-disabled peers and community members.
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?
Students are placed in private institutions after appropriate measures have been enacted to ensure that LRE expectations are met. Many private placements are made for students who need full time services and receive their education in institutions that exclusively educate students with disabilities and similar needs. Through community based instruction activities, interactions and educational opportunities with nondisabled children are incorporated appropriately. In many cases, these students' school days are very demanding and leave little energy for extracurricular activities. However, in all cases, the district encourages interested student and parents to participate in extracurricular activities. Conversations regarding participation occur through parent inquiry to the athletic department and during IEP meetings. Additional information about participation in extracurricular activities is available to families through the district's website.
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 offers several programs and student support services that are not universally available in PA public schools. The following programs, supports, and services are noteworthy: Therapeutic Autistic Support services include an exceptional staff to student ratio, access to a psychiatrist on a weekly basis, and access to therapist on a regular basis. The district's full time emotional support service program offers students an exceptional staff to student ratio, daily access to a LSW, and adventure based instructional strategies that incorporate a variety of community based learning opportunities. Four elementary schools offer a specialized variety of supports and services to support students with supplementary needs in AS, ES, Specialized Learning Support (high functioning AS), and Life Skills programming. In a vast majority of cases, students attend out of district programs for one of two reasons. In many cases, students become residents of the district when they are enrolled in IU and private school placements with their previous district. In cases where students show appropriate growth and benefit from out of district programming and the location of the program is not a concern, the district will review IEPs, ensure that the supports and services are not offered in a district facility, and continue with the out of district placement. In cases where a change of residency is

not involved, students have typically been placed in district programs and have demonstrated that the programs are not able to meet the student's needs. Only after every attempt has been made to utilize district programs is the change to an outside placements considered.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
The Vista School	Approved Private School (APS)		Vista School Staff	Autistic Support	7
Merakey	Licensed Private Academic		Merakey Staff	Autistic Support	1
New Story School	Licensed Private Academic		New Story Staff	Autistic Support	4
Capital Area Intermediate Unit	Other	IU	CAIU Staff	Emotional Support	1
Capital Area IU	Other	IU	CAIU Staff	Deaf and Hard of Hearing Support	1
CAIU	Other	IU	CAIU Staff	Autistic Support	1
Lancaster Lebanon IU 13	Other	Central Education Center	IU 13 Staff	Autistic Support	2
Lancaster Lebanon IU 13	Other	EAHS	IU 13 staff	Multiple Disabilities Support	1
Capital Academy	Licensed Private Academic		SESI	Emotional Support	1

Positive Behavior Support

Date of Approval
2020-01-13

Uploaded Files
LDSB SBP 113.2.pdf

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

The district employs a Board Certified Behavioral Analyst. The BCBA assists teams and students who deal with behaviors that impede the learning of the student or others. Teams are also supported by the district's special education coaches, administrators, school counselors, and the school psychologists. The district has an MTSS targeted on maintaining positive mental health. Supports and services identified include the use of mental health screeners, utilization of a home school visitor and SAP coordinator, professional development (focused on trauma, signs and symptoms of mental health concerns, social media's impact on wellness, and mindfulness), access to school based outpatient therapy, counselors that work in the Therapeutic Autistic Support (TAS) program and ES programs, a district social worker, and consistent collaboration with a psychiatrist.

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

The district acquires knowledge from a variety of sources, ranging from PaTTAN and the CAIU to the district's certified behavior specialist, to conferences (relating to Speech and Language, School Psychology, Special Education, to name a few), to outside of district workshops. Much of the information that comes from PaTTAN and the CAIU, private experts, conferences, or workshops is provided directly to teachers, administrators, and related services personnel. When this information needs to be disseminated to a greater degree, it is done most often through small group presentations or discussions, but is at other times delivered in large group presentations. Outside agencies frequently work with students and staff in the school setting to address behaviors that impact learning and may require immediate intervention. In many cases, concerning behaviors and appropriate interventions are frequently discussed at regularly scheduled meetings. Many staff, including teachers, paraprofessionals, and administrators, receive annual training on Safe Crisis Management and learn to effectively deescalate and address behaviors that jeopardize the student and staff safety. De-escalation skills are emphasized during this training as well as safe and effective physical interventions. Safety teams are established in each school and respond to situations when physical interventions may be required. All emotional support teachers and paraeducators that support ES class receive this annual training.

3. Describe the district positive school wide support programs.

All Lower Dauphin School District elementary students receive direct instruction based on the Choose Love program and curriculum. Secondary students receive lessons developed by the Safe Schools committee. The PRIDE program (Perseverance, Respect, Integrity, Discipline, and Excellence) is utilized in many buildings as well as several other programs that are designed to clearly communicate behavioral expectations and recognize students who meet these expectations. The district's Mental Health Committee meets frequently to discuss ways in which the students need support and the most effective ways that those supports can be provided. The Mental Health MTSS that was described in a previous response is frequently discussed during these meetings.

Small acts and recognition of kindness (recognition of birthdays, Do The Right Thing Awards, presentations and proclamations by the school board, etc.) help to highlight student accomplishments and communicate to students that they are valued and important.

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

The district partners with Team Care and True North to provide school based, outpatient counseling in all buildings. The district also contracts with True North to provide three therapists. Two of the therapists' work to support students identified with emotional disturbance or autism. The third therapist supports students at the high school who have mental health issues that create barriers to their learning. Frequently, the counselor assists students who are returning from hospitalizations. The district has a SAP program at the HS and MS and is currently expanding the program to the elementary level. The district partners with a psychiatrist who supports the Therapeutic Autistic Support Program and the full time ES program at the Price Building. As described in a previous response, the district employs a BCBA to support students and staff throughout the district. An elementary school counselor is designated as the district's community liaison and supports students, parents, and staff as they effort to access and utilize community supports.

5. Describe the district restraint procedure.

Emergency safety physical interventions (ESPI) to manage acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. The use of ESPIs is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques. The use of ESPIs to manage the aggressive behavior of an individual student shall cause the school entity to notify the parent of the use of the ESPI and shall cause a meeting of the IEP team within 10 school days of the unsafe behavior causing the use of ESPIs, unless the parent, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student or eligible young child needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior. Subsequent to a referral to law enforcement, an updated functional behavior assessment and positive behavior support plan shall be required. The Lower Dauphin School District will provide training of personnel for the use of specific procedures, methods and techniques, and procedures on the use of positive behavior support techniques. These trainings are offered throughout the year in the use of safe crisis management and are provided by certified trainers. The use of ESPIs may only be included in a student's IEP when the following conditions apply: (i) The ESPI is utilized with specific component elements of positive behavior support. (ii) The ESPI is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior. (iii) Staff are authorized to use the procedure and have received the staff training required. (iv) There is a plan in place for eliminating the use of ESPI through the application of positive behavior support. Behavioral training over the past few years has included full day in-services on functional behavior assessments, behavior plans, intensive workshops on behavior management through adventure, executive functioning, motivation, and a great deal of focus on safe crisis management. While insinuating a causal effect between such training and the reduction of conduct that might impede student learning would be somewhat quixotic, the district is confident that the training does account for a meaningful amount of the variance in predicting student success.

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.

No concerns currently exist. If, in the future, the District would have difficulty ensuring FAPE for any particular disability category, we would collaborate with the IU Interagency Coordinator as well as with the community child-serving agencies (county MH/ID offices, Children & Youth, Probation and Vocational Rehabilitation). Interagency meetings are requested, such as through CASSP, and are scheduled to include all involved parties, including the family. If the situation is not resolved at this level, we would contact the State Interagency Coordinator. LEAs must also report students with disabilities who are placed on instruction conducted in the home or who receive homebound instruction in accordance with BEC 34 CFR §300.26(a)(1), Instruction Conducted in the Home, in the Special Education Students @ Home Reporting System, so that the Department can determine whether these students require intensive interagency coordination. This system is also aimed at helping students who are at substantial risk of waiting more than 30 days for an appropriate educational placement. The district and is aware of the reporting requirements continue to utilize this system of reporting for active cases.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CON LS	Elementary	Full-time (1.0)	06/16/2022 08:08 AM

Building Name		
Conewago El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS ES 2	Secondary	Full-time (1.0)	06/15/2022 09:26 AM

Building Name		
Lower Dauphin HS		
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	Secondary	15 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Lower Dauphin HS		
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	Secondary	15 to 18
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 7	Secondary	Full-time (1.0)	06/15/2022 09:23 AM

Building Name		
Lower Dauphin HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18

Age Range Justification	FTE %
	0.24

Building Name		
Lower Dauphin 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 %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 6	Secondary	Full-time (1.0)	06/15/2022 09:20 AM

Building Name		
Lower Dauphin 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 %
		0.2

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 5	Secondary	Full-time (1.0)	06/16/2022 11:15 AM

Building Name		
Lower Dauphin HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.45

Building Name		
Lower Dauphin HS		
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	Secondary	15 to 18
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS ES 1	Secondary	Full-time (1.0)	06/16/2022 11:15 AM

Building Name		
Lower Dauphin HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.12

Building Name		
Lower Dauphin 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 %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 4	Secondary	Full-time (1.0)	06/16/2022 11:15 AM

Building Name		
Lower Dauphin HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LSS 2	Secondary	Full-time (1.0)	06/16/2022 11:15 AM

Building Name		
Lower Dauphin HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.33

Building Name		
Lower Dauphin 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 %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 3	Secondary	Full-time (1.0)	06/15/2022 09:08 AM

Building Name		
Lower Dauphin HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.34

Building Name		
Lower Dauphin HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LSS 1	Secondary	Full-time (1.0)	06/15/2022 09:05 AM

Building Name		
Lower Dauphin 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 %
		0.3

Building Name		
Lower Dauphin HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	19 to 21
Age Range Justification		FTE %
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS SLS 1	Secondary	Full-time (1.0)	06/15/2022 09:03 AM

Building Name
Lower Dauphin 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 %
		0.3

Building Name		
Lower Dauphin HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 2	Secondary	Full-time (1.0)	06/16/2022 11:15 AM

Building Name		
Lower Dauphin HS		
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	Secondary	15 to 18
Age Range Justification		FTE %
		0.14

Building Name		
Lower Dauphin 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	15 to 18
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 1	Secondary	Full-time (1.0)	06/15/2022 08:57 AM

Building Name		
Lower Dauphin HS		
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	15 to 18
Age Range Justification		FTE %
		0.12

Building Name		
Lower Dauphin HS		
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	Secondary	15 to 18
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS AS	Secondary	Full-time (1.0)	06/16/2022 11:15 AM

Building Name	
Lower Dauphin HS	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	Case Load
Full-Time (80% or More)	7

Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 21
Age Range Justification		FTE %
This class contains students who will graduate on IEP goals at age 21		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS 62	Secondary	Full-time (1.0)	06/15/2022 08:48 AM

Building Name		
Lower Dauphin 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 14
Age Range Justification		FTE %
		0.2

Building Name		
Lower Dauphin MS		
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	Secondary	12 to 14

Age Range Justification	FTE %
	0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS ES	Secondary	Full-time (1.0)	06/15/2022 08:45 AM

Building Name		
Lower Dauphin MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.35

Building Name		
Lower Dauphin MS		
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	Secondary	12 to 14
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS 6	Secondary	Full-time (1.0)	06/15/2022 08:43 AM

Building Name		
Lower Dauphin MS		
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	Secondary	12 to 14
Age Range Justification		FTE %
		0.14

Building Name		
Lower Dauphin MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS SLS 2	Secondary	Full-time (1.0)	06/15/2022 08:41 AM

Building Name		
Lower Dauphin MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS 82	Secondary	Full-time (1.0)	06/16/2022 11:15 AM

Building Name		
Lower Dauphin MS		
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	12 to 15
Age Range Justification		FTE %
		0.3

Building Name		
Lower Dauphin MS		
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	Secondary	12 to 15
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS Teal LS 2	Secondary	Full-time (1.0)	06/15/2022 08:31 AM

Building Name		
Lower Dauphin MS		
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	Secondary	12 to 14
Age Range Justification		FTE %

	0.4
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS SLS 1	Secondary	Full-time (1.0)	06/15/2022 08:23 AM

Building Name		
Lower Dauphin 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	12 to 14
Age Range Justification		FTE %
		0.12

Building Name		
Lower Dauphin MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS TAS	Secondary	Full-time (1.0)	06/15/2022 08:21 AM

Building Name		
Lower Dauphin MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS AS	Secondary	Full-time (1.0)	06/15/2022 08:20 AM

Building Name		
Lower Dauphin MS		
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	12 to 14
Age Range Justification		FTE %
		0.5

Building Name		
Lower Dauphin MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.08

Building Name		
Lower Dauphin MS		
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	Secondary	12 to 14
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS 8	Secondary	Full-time (1.0)	06/15/2022 08:16 AM

Building Name		
Lower Dauphin MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.35

Building Name		
Lower Dauphin MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS 7	Secondary	Full-time (1.0)	06/16/2022 11:15 AM

Building Name		
Lower Dauphin MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.55

Building Name		
Lower Dauphin MS		
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	Secondary	12 to 14
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LSS	Secondary	Full-time (1.0)	06/16/2022 11:15 AM

Building Name		
Lower Dauphin MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.05

Building Name		
Lower Dauphin MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS Teal LS	Secondary	Full-time (1.0)	06/16/2022 11:15 AM

Building Name		
Lower Dauphin MS		

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	Secondary	13 to 14
Age Range Justification		FTE %
		0.14

Building Name		
Lower Dauphin MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Price HS	Secondary	Full-time (1.0)	06/16/2022 11:15 AM

Building Name		
Price		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.92

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Price MS	Secondary	Full-time (1.0)	06/16/2022 11:15 AM

Building Name		
Price		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
South LS Intermediate	Elementary	Full-time (1.0)	06/15/2022 08:00 AM

Building Name		
South Hanover El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
South LS Primary 5	Elementary	Full-time (1.0)	06/15/2022 07:58 AM

Building Name		
South Hanover 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	6 to 11
Age Range Justification		FTE %
Students receive itinerant services in different groups at different times due to small case load		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
South LSS Intermediate	Elementary	Full-time (1.0)	06/16/2022 11:15 AM

Building Name		
South Hanover El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.5

Building Name		
South Hanover 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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
South LSS Primary	Elementary	Full-time (1.0)	06/15/2022 07:49 AM

Building Name		
South Hanover 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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.25

Building Name		
South Hanover El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Nye SLS Intermediate	Elementary	Full-time (1.0)	06/15/2022 07:46 AM

Building Name		
Nye El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.16

Building Name		
Nye El Sch		
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	8 to 11
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NYE SLS Primary	Elementary	Full-time (1.0)	06/15/2022 07:43 AM

Building Name		
Nye 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	6 to 8
Age Range Justification		FTE %
		0.14

Building Name		
Nye 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	6 to 8
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Nye LS	Elementary	Full-time (1.0)	06/16/2022 11:15 AM

Building Name		
Nye El Sch		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
Students on similar instructional level or receive itinerant services in different sessions/times		0.28

Building Name		
Nye El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Nye LS Intermediate	Elementary	Full-time (1.0)	06/16/2022 11:15 AM

Building Name		
Nye El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.22

Building Name		
Nye El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Lond LS Intermediate	Elementary	Full-time (1.0)	06/14/2022 02:51 PM

Building Name		
Londonderry El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.26

Building Name		
Londonderry El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Lond Primary LS	Elementary	Full-time (1.0)	06/16/2022 11:15 AM

Building Name		
Londonderry 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	6 to 8
Age Range Justification		FTE %
		0.14

Building Name		
Londonderry 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	6 to 8
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Lond AS Intermediate	Elementary	Full-time (1.0)	06/16/2022 11:15 AM

Building Name		
Londonderry 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	9 to 9

Age Range Justification	FTE %
	0.25

Building Name		
Londonderry El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.08

Building Name		
Londonderry 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	11 to 11
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Lond AS Primary	Elementary	Full-time (1.0)	06/14/2022 02:39 PM

Building Name		
Londonderry El Sch		
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 7
Age Range Justification		FTE %
		0.38

Building Name		
Londonderry El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
East LS Grade 5	Elementary	Full-time (1.0)	06/14/2022 02:34 PM

Building Name		
East Hanover 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	11 to 11
Age Range Justification		FTE %
		0.2

Building Name		
East Hanover 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	11 to 11
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
East Intermediate LS	Elementary	Full-time (1.0)	06/16/2022 11:15 AM

Building Name
East Hanover El Sch

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.18

Building Name		
East Hanover 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 10
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
East Primary LS	Elementary	Full-time (1.0)	06/14/2022 02:23 PM

Building Name		
East Hanover 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	6 to 8
Age Range Justification		FTE %
		0.2

Building Name		
East Hanover El Sch		
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	8 to 8
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Con ES Intermediate	Elementary	Full-time (1.0)	06/14/2022 02:16 PM

Building Name		
Conewago El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.25

Building Name		
Conewago El Sch		
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	11 to 11
Age Range Justification		FTE %
		0.05

Building Name		
Conewago El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Con ES Primary	Elementary	Full-time (1.0)	06/16/2022 11:15 AM
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Building Name		
Conewago El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.25

Building Name		
Conewago El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.2

Building Name		
Conewago El Sch		
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	Elementary	6 to 9
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS TAS	Secondary	Full-time (1.0)	04/18/2022 02:29 PM

Building Name		
Lower Dauphin HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		1

Special Education Facilities

Building Name		Room #
Conewago El Sch		105
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 25 feet, 6 inches	790sqft	28
Implementation Date		
2022-06-09		
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 #
Conewago El Sch		201
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

29 feet, 6 inches x 26 feet, 8 inches	786sqft	28
Implementation Date		
2022-06-16		
Uploaded Files		

2Assurance 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 #
Conewago El Sch		202
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 6 inches x 26 feet, 8 inches	786sqft	28
Implementation Date		
2022-06-16		
Uploaded Files		

3Assurance 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 #
Conewago El Sch		203
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 6 inches x 26 feet, 8 inches	786sqft	28
Implementation Date		
2022-06-16		
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 #
Conewago El Sch		205
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 25 feet, 6 inches	790sqft	28

Implementation Date
2022-06-16
Uploaded Files

5Assurance 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 #
Conewago El Sch		111a&B
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, 10 inches x 20 feet, 3 inches	745sqft	26
Implementation Date		
2022-06-16		
Uploaded Files		

6Assurance 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 #
Conewago El Sch		211a
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, 5 inches x 20 feet, 3 inches	372sqft	13
Implementation Date		
2022-06-16		
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 #
Conewago El Sch		224
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 6 inches x 26 feet, 8 inches	786sqft	28
Implementation Date		

2022-06-16
Uploaded Files

8 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 #
Conewago El Sch		310
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 33 feet, 0 inches	726sqft	25
Implementation Date		
2022-06-16		
Uploaded Files		

9 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 #
Conewago El Sch		311
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 33 feet, 0 inches	726sqft	25
Implementation Date		
2022-06-16		
Uploaded Files		

10 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 #
Lower Dauphin MS		604
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, 0 inches x 24 feet, 0 inches	672sqft	24
Implementation Date		
2022-06-16		

Uploaded Files

11 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 #
Lower Dauphin MS		605
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 24 feet, 0 inches	768sqft	27
Implementation Date		
2022-06-16		
Uploaded Files		

12 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 #
Lower Dauphin MS		616
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, 0 inches x 16 feet, 0 inches	384sqft	13
Implementation Date		
2022-06-16		
Uploaded Files		

13Assurance 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 #
Lower Dauphin MS		617
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, 0 inches x 16 feet, 0 inches	384sqft	13
Implementation Date		
2022-06-16		
Uploaded Files		

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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	

Building Name		Room #
Lower Dauphin MS		608
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, 0 inches x 24 feet, 0 inches	672sqft	24
Implementation Date		
2022-06-16		
Uploaded Files		

15 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 #
Lower Dauphin MS		716
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, 0 inches x 16 feet, 0 inches	384sqft	13
Implementation Date		
2022-06-16		
Uploaded Files		

16Assurance 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 #
Lower Dauphin MS		717
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, 0 inches x 16 feet, 0 inches	384sqft	13
Implementation Date		
2022-06-16		
Uploaded Files		

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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 #
Lower Dauphin MS		718
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 22 feet, 0 inches	374sqft	13
Implementation Date		
2022-06-16		
Uploaded Files		

18 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 #
Lower Dauphin MS		816
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, 0 inches x 16 feet, 0 inches	384sqft	13
Implementation Date		
2022-06-16		
Uploaded Files		

19Assurance 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 #
Lower Dauphin MS		817
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, 0 inches x 16 feet, 0 inches	384sqft	13
Implementation Date		
2022-06-16		
Uploaded Files		

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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 #
Lower Dauphin MS		818
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 22 feet, 0 inches	374sqft	13
Implementation Date		
2022-06-16		
Uploaded Files		

21 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 #
Lower Dauphin MS		804
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, 0 inches x 24 feet, 0 inches	672sqft	24
Implementation Date		
2022-06-16		
Uploaded Files		

22Assurance 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 #
Lower Dauphin MS		202
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, 0 inches x 24 feet, 0 inches	672sqft	24
Implementation Date		
2022-06-16		
Uploaded Files		

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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 #
Londonderry El Sch		507
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 26 feet, 0 inches	910sqft	32
Implementation Date		
2022-06-16		
Uploaded Files		

24 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 #
Londonderry El Sch		506
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 26 feet, 0 inches	650sqft	23
Implementation Date		
2022-06-16		
Uploaded Files		

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 #
Londonderry El Sch		505
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 26 feet, 0 inches	650sqft	23
Implementation Date		
2022-06-16		
Uploaded Files		

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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 #
Londonderry El Sch		302
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 12 feet, 0 inches	216sqft	7
Implementation Date		
2022-06-16		
Uploaded Files		

27 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 #
Londonderry El Sch		305
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
47 feet, 0 inches x 26 feet, 0 inches	1222sqft	43
Implementation Date		
2022-06-16		
Uploaded Files		

28Assurance 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 #
Londonderry El Sch		306
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
43 feet, 0 inches x 25 feet, 0 inches	1075sqft	38
Implementation Date		
2022-06-16		
Uploaded Files		

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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 #
Londonderry El Sch		100
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 12 feet, 0 inches	228sqft	8
Implementation Date		
2022-06-16		
Uploaded Files		

30 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 #
Londonderry El Sch		107
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, 0 inches x 25 feet, 0 inches	900sqft	32
Implementation Date		
2022-06-16		
Uploaded Files		

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 #
South Hanover El Sch		114
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 34 feet, 0 inches	816sqft	29
Implementation Date		
2022-06-16		
Uploaded Files		

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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 #
South Hanover El Sch		130
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 24 feet, 0 inches	960sqft	34
Implementation Date		
2022-06-16		
Uploaded Files		

33 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 #
South Hanover El Sch		134
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 34 feet, 0 inches	816sqft	29
Implementation Date		
2022-06-16		
Uploaded Files		

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 #
South Hanover El Sch		153
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, 0 inches x 37 feet, 0 inches	999sqft	35
Implementation Date		
2022-06-16		
Uploaded Files		

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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 #
South Hanover El Sch		148
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-06-16		
Uploaded Files		

36 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 #
East Hanover El Sch		106
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 18 feet, 0 inches	270sqft	9
Implementation Date		
2022-06-16		
Uploaded Files		

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	

Building Name		Room #
East Hanover El Sch		302
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 9 inches x 26 feet, 6 inches	1026sqft	36
Implementation Date		
2022-06-16		
Uploaded Files		

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38 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 #
East Hanover El Sch		109
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, 7 inches x 22 feet, 0 inches	716sqft	25
Implementation Date		
2022-06-16		
Uploaded Files		

39 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 #
East Hanover El Sch		306
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 23 feet, 6 inches	517sqft	18
Implementation Date		
2022-06-16		
Uploaded Files		

40Assurance 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 #
East Hanover El Sch		203
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
9 feet, 0 inches x 27 feet, 6 inches	247sqft	8
Implementation Date		
2022-06-16		
Uploaded Files		

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41 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 #
Price		105
School Building		Building Description
JR/SR High		A special education center where no general education are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2022-06-16		
Uploaded Files		

42 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 #
Price		102
School Building		Building Description
JR/SR High		A special education center where no general education are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 24 feet, 0 inches	792sqft	28
Implementation Date		
2022-06-16		
Uploaded Files		

43Assurance 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 #
Nye El Sch		108
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 22 feet, 0 inches	528sqft	18
Implementation Date		
2022-06-16		
Uploaded Files		

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44 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 #
Nye El Sch		221
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, 0 inches x 22 feet, 0 inches	792sqft	28
Implementation Date		
2022-06-16		
Uploaded Files		

45 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 #
Nye El Sch		219
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 26 feet, 0 inches	754sqft	26
Implementation Date		
2022-06-16		
Uploaded Files		

46 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 #
Nye El Sch		217
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 26 feet, 0 inches	728sqft	26
Implementation Date		
2022-06-16		
Uploaded Files		

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47 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 #
Nye El Sch		209
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 12 feet, 0 inches	240sqft	8
Implementation Date		
2022-06-16		
Uploaded Files		

48 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 #
Nye El Sch		214
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 26 feet, 0 inches	728sqft	26
Implementation Date		
2022-06-16		
Uploaded Files		

49 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 #
Lower Dauphin HS		210
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
24 feet, 0 inches x 22 feet, 0 inches	528sqft	18
Implementation Date		
2022-06-16		
Uploaded Files		

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50 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 #
Lower Dauphin HS		202
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
22 feet, 0 inches x 40 feet, 0 inches	880sqft	31
Implementation Date		
2022-06-16		
Uploaded Files		

51 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 #
Lower Dauphin HS		209
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
24 feet, 0 inches x 22 feet, 0 inches	528sqft	18
Implementation Date		
2022-06-16		
Uploaded Files		

52Assurance 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 #
Lower Dauphin HS		703
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
38 feet, 0 inches x 24 feet, 0 inches	912sqft	32
Implementation Date		
2022-06-16		
Uploaded Files		

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53 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 #
Lower Dauphin HS		707
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
40 feet, 0 inches x 22 feet, 0 inches	880sqft	31
Implementation Date		
2022-06-16		
Uploaded Files		

54 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 #
Lower Dauphin HS		708
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
40 feet, 0 inches x 22 feet, 0 inches	880sqft	31
Implementation Date		
2022-06-16		
Uploaded Files		

55Assurance 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 #
Lower Dauphin HS		710
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
40 feet, 0 inches x 22 feet, 0 inches	880sqft	31
Implementation Date		
2022-06-16		
Uploaded Files		

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56 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 #
Lower Dauphin HS		711
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
40 feet, 0 inches x 22 feet, 0 inches	880sqft	31
Implementation Date		
2022-06-16		
Uploaded Files		

57 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 #
Lower Dauphin HS		803
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
24 feet, 0 inches x 22 feet, 0 inches	528sqft	18
Implementation Date		
2022-06-16		
Uploaded Files		

58Assurance 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 #
Lower Dauphin HS		1004
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
22 feet, 0 inches x 40 feet, 0 inches	880sqft	31
Implementation Date		
2022-06-16		
Uploaded Files		

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59 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 #
Lower Dauphin HS		1002
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
22 feet, 0 inches x 40 feet, 0 inches	880sqft	31
Implementation Date		
2022-06-16		
Uploaded Files		

60 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

61 Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Other	2	District Wide	District
Transition Coordinator	1	District Wide	District
School Psychologist	2	District Wide	District
Occupational Therapist	2	Elementary	District
Behavior Specialist	1	District Wide	District
Paraprofessionals	25	Elementary	District
Paraprofessionals	35	Secondary	District
Physical Therapist	1	District Wide	Contractor
Guidance Counselor	7	Secondary	District
Occupational Therapist	1	Secondary	Contractor
Guidance Counselor	5	Elementary	District
Social Worker	1	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
Executive Functioning / ADHD			
Lead Person/Position		Year of Training	
Michael Mcleod		2022	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Other	Building Administrators General Education Teachers Paraprofessionals

Description of Training			
Special Programming for ES and TAS			
Lead Person/Position		Year of Training	
Dr. Montagnese		2022-25	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District	Paraprofessionals

Description of Training			
LAMP Words for Life			
Lead Person/Position		Year of Training	
H. Reitz (SLP)		2022-25	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	Special Education Teachers

Positive Behavior Support

Description of Training			
Safe Crisis Management			
Lead Person/Position		Year of Training	
SCM staff		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	6	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Frustrating Student Behavior			
Lead Person/Position		Year of Training	
Regan McMinn		2022	
Hours Per Training	Number of Sessions	Provider	Audience
3	1		

Description of Training			
Resilience: the Biology of Stress & The Science of Hope”: Presentation of the above film with discussion of how stress and Adverse Childhood Experiences (ACES) can significantly impact how students function and learn.			
Lead Person/Position		Year of Training	
Erin Kelly will Facilitate		2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals

			Other
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Description of Training			
The New Three Rs: Trauma Invested Strategies for Fostering Resilient Learners			
Lead Person/Position		Year of Training	
E Kelly		2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Welcome to the Nest: The benefits of using trauma informed practices in the classroom			
Lead Person/Position		Year of Training	
Erin Kelly		2022-25	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Dozens of trainings are available to para professional staff through multiple online sites, including PaTTAN, SafeSchools, PCG, and Metro CSU.			
Lead Person/Position		Year of Training	
Various		2022-25	
Hours Per Training	Number of Sessions	Provider	Audience
1	100	Other	Paraprofessionals

Description of Training			
LAMP - Words for Life			
Lead Person/Position		Year of Training	
M Cerio and H Reitz		2022-25	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals

Description of Training			
Canvas For Beginners			
Lead Person/Position		Year of Training	
S. Kreitzer		2022-25	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training

Fundations Refresher			
Lead Person/Position		Year of Training	
Reading Specialist		2022-25	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District	Paraprofessionals

Description of Training			
Intruder Training			
Lead Person/Position		Year of Training	
SRO/ T. Neuhard		2022-25	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Transition

Description of Training			
Indicator 13 Checklist			
Lead Person/Position		Year of Training	
H Lee		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Teachers

Description of Training

Transition Canvas Resources			
Lead Person/Position		Year of Training	
HLee		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Teachers

Description of Training			
Transition Padlet			
Lead Person/Position		Year of Training	
K Robinson		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Teachers

Description of Training			
IU Indicator 13 Training			
Lead Person/Position		Year of Training	
IU Staff		2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	IU	Teachers

Science of Literacy

Description of Training			
ULS			
Lead Person/Position		Year of Training	
ULS staff		2022	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Other	Special Education Teachers

Description of Training			
Sunday Teacher Training			
Lead Person/Position		Year of Training	
Sunday		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	as needed	Other	Special Education Teachers

Description of Training			
Read 180 training			
Lead Person/Position		Year of Training	
Special Education Coaches		2022-25	
Hours Per Training	Number of Sessions	Provider	Audience
6	4	Other	Special Education Teachers

Parent Training

Description of Training			
Transition from Early Intervention to School Age Services			
Lead Person/Position		Year of Training	
April Freeman		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
.25	1	District	Parents

Description of Training			
The Pre Referral Process			
Lead Person/Position		Year of Training	
April Freeman		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience

.25	1		
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Description of Training			
The Evaluation Process			
Lead Person/Position		Year of Training	
A Freeman		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
.25	1		

Description of Training			
Executive Functioning			
Lead Person/Position		Year of Training	
A Freeman		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
.25	1		

Description of Training			
PAES Lab			
Lead Person/Position		Year of Training	
K Robinson		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
.25	1		

Description of Training			
Mental Health Services			
Lead Person/Position		Year of Training	
Berra		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
.25	1		

IEP Development

Description of Training			
Reevaluation Reports			
Lead Person/Position		Year of Training	
Erin Kelly		2022	
Hours Per Training	Number of Sessions	Provider	Audience
6	1		

Description of Training			
IEP Goal Writing			
Lead Person/Position		Year of Training	
H. Lee		2022-25	
Hours Per Training	Number of Sessions	Provider	Audience
3	1		

Description of Training			
IEP Canvas Page and Resource Distribution			
Lead Person/Position		Year of Training	
Special Education Coaches		2022-25	
Hours Per Training	Number of Sessions	Provider	Audience
1	12	District	Special Education Teachers

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

