

Hempfield SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

200 Church St
 Landisville, PA 17538
 (717)898-5560
 Superintendent: Christopher Adams
 Director of Special Education: Denise Galen

Planning Committee

Name	Role
Meredith Goodrich	Administrator : Special Education
Chad Pellman	Administrator : Special Education
Kristina Strohm	Ed Specialist - School Psychologist : Special Education
Shannon Hess	Elementary School Teacher - Regular Education : Special Education
Kim McCabe	Elementary School Teacher - Special Education : Special Education
Margaret Serrano	Parent : Special Education
Denise Galen	Special Education Director/Specialist : Professional Education Special Education
Tab Musser	Student Services Director/Specialist : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 1144

Identification Method

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

Hempfield School District follows state regulations when identifying students with specific learning disabilities. A multidisciplinary team, which includes: a school psychologist, regular education teacher, special education teacher, school counselor, parent/guardian, and a district administrator make this determination. A classroom observation is completed in addition to the gathering of information from parents and teachers. The school psychologist reviews the student's developmental/medical history and academic progress. Assessments that are typically administered include an intellectual ability assessments and academic achievement assessments. Both measures are standardized and norm referenced. All of the information is presented and discussed at a multidisciplinary team meeting. Hempfield School District continues to use the discrepancy model. The following questions are considered:

1. Does the child have a specific learning disability?
2. What is the basis for making this determination?
3. Was there any relevant behavior noted during the observation of the child?
4. What was the relationship of the observed behavior to the child's academic functioning?
5. Are there relevant medical findings?
6. Are there any effects of environmental, cultural, or economic disadvantage?

A discrepancy model is used along with multiple forms of input to make a determination of eligibility for specific learning disability.

Currently all elementary buildings are implementing MTSS. These schools have received training from IU #13 and PaTTAN.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

Given the information from the Special Education State Report there are a few areas of disproportionality between the state and the LEA. We are slightly higher in the identification of Autism and Speech or Language Impairment, which tend to go hand in hand given the nature of Autism Spectrum Disorders. We have a full continuum of services to meet the needs of our students with Autism. We operate our own Autistic Support classes in kindergarten through High School. We utilize the research-based Verbal-Behavioral programming within our Autistic Support program with the guidance of the Autism Initiative through PaTTAN. We contract Itinerant Autistic Support services from the IU 13. These supports provide research-based accommodations and strategies for students and teachers in school-based programming. In the district we offer multi-tiered social skills support by teachers, school counselors, social workers, speech language pathologists, and school psychologists.

There are also disproportionalities noted in the identification of Asian, Black, Hispanic, and Multiracial students. This will need to be something that is shared across district and across levels. It will be important to share the complete report with all stakeholders to ensure that the district is commensurate when identifying White students; yet, not as commensurate with the other groups.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

Currently, Hempfield School District has one facility, Prospect Grove, within its borders which students may be placed according to section 1306 of the Public School Code. The Director of Special Education for Hempfield School District, also acts as LEA for these students. To ensure that these students are receiving FAPE in the LRE, the Director is invited to all of their MDE and IEP meetings. The Director reviews all Re-evaluation and IEP paperwork. The barrier that exists is the transient nature of these students.

Incarcerated Students Oversight

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

Hempfield School District currently does not have a correctional facility within its boundaries. When we have students who are incarcerated, the Local Education Agency in that area provides FAPE. The LEA request records from us. We provide them with the most recent IEP and Evaluation/Re-

evaluation Report (and any other relevant documents to support the student's education). When the student returns from incarceration, that LEA forwards all progress monitoring and relevant information to us to enable Hempfield School District in making appropriate transition decisions.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1. Hempfield School District provides various special education services within each of our buildings to support students in their neighborhood school. All elementary buildings within the Hempfield School District have at least one itinerant Learning Support teacher on staff. Each of our middle schools have three itinerant Learning Support teachers. At the high school level, we have three itinerant Learning Support teachers assigned solely to 9th grade students and then an additional five itinerant teachers to support students in grades 10-12 and those attending CTC. We have a Full-time Emotional Support teacher in our Alternative Education program to support students in need of this programming. Hempfield School District has speech and language pathologists servicing each building. Hempfield employs our own Occupational Therapist and Certified Occupational Therapy Assistant to provide this related service to our 12 buildings. We contract through the IU 13 to provide Physical Therapy in each of our buildings.

At the elementary level, for students demonstrating a need for the small group learning environments, we operate nine Full-time Learning Support classes and Diagnostic Kindergarten. We have a school-based Emotional Support class for each of the following grade groupings: K-3, 4-6, 7-8, 9-10, and 11-12. Additionally, we have a therapeutic Emotional Support class for elementary and one for high school. For students in need of more functional academics, we offer Full-time Life Skills Support classes (two at the elementary level, one at the middle school level, and two at the high school level) and have recently added a blended program called Transition Beyond the Classroom that heavily focuses on supporting transition following graduation. Furthermore, our district hosts classes operated by the Intermediate Unit 13 (elementary Emotional Support, and middle school Multiple Disability Support). This enables Hempfield to keep these students in their home district.

Our school district's goal is to educate all Hempfield School District students within the general education environment. Each elementary school has an instructional support team which works with teachers, students, school psychologists, personnel from outside agencies, and parents/guardians to maintain each child's education within the regular classroom setting. Furthermore, all seven elementary buildings operate under the Multi-Tiered System of Supports (MTSS) model. This process provides tiered supports for all learners within the general education setting to ensure all learners are instructed within the core subject areas and receive necessary supports.

As a district we are also dedicated to providing all children with an appropriate education to meet their needs. All efforts are made to accommodate and support a child's needs within the general education classroom with Supplementary Aids and Services:

- Collaborative: Scheduled time for data-team/child-study-team meetings, Professional development related to collaboration
- Instructional: Differentiated Instruction has been a district initiative for seven years, modified testing and grading, guided/leveled reading groups, pre-teach/re-teach, project-based assessment
- Physical: preferential seating/room arrangement, student "office spaces", adaptive tools/equipment, sensory tools/aids
- Social/Emotional: Lunch Bunch groups, social skill groups, behavior contracts, visual schedules, visual timers.

However, when a child's needs are identified and eligibility is determined through the MDT (multidisciplinary team) process, the IEP team will select the appropriate level, location, and grouping for each student. We discuss these options through IEP reviews and annual IEP meetings. Each student's IEP is driven by the student's area and degree of need. Each student's IEP team must first determine what services will best support that student's need. From this, the team looks at where this service is best provided to meet the student's needs. For each student, his or her IEP team determines the degree to which they should participate with their non-exceptional peers. A student's degree of need drives this process. For those students that receive all academics outside the regular education setting, all efforts are made to include that student in non-academic times (art, music, library, physical education, recess, lunch, homeroom, and assemblies) with their age-level non-disabled peers.

All Hempfield School District facilities are ADA accessible. When students require accommodations to their transportation, the IEP team completes a Bus Request Form and the district transportation department makes appropriate accommodations. As for extra-curricular activities, all students have access to these activities. All students are made aware of the opportunities through daily announcements, posters, flyers, and displays. If special accommodations are necessary the school personnel work to meet the student's needs. This year, we have added Special Olympics sponsored Interscholastic Unified Sports. Our first unified team will be a Track and Field team and their inaugural season will be this Spring. At the high school and middle school levels, we have a Buddy Program where students with disabilities interact with non-disabled peers in a structured social atmosphere outside of regular school hours.

2. Currently, Hempfield School District is operating under the guise of three major initiatives, which support the vision of "the achievement and success of all students." These district-wide initiatives are Differentiated Instruction, MTSS, and Co-Teaching Model. These initiatives will increase the number of students who are in a less restrictive environment, allowing them to attend academic classes with their non-exceptional peers and be supported by both a regular and special educator. Furthermore, we use our Paraeducators and PCAs to push-in support into general education classes; in order to provide necessary support to students and teachers within the general education setting. Another initiative we are utilizing within the Special Education department is the Autism Initiative with the support and guidance from PaTTAN. Our three Full-time Autistic Support classes utilize the Verbal Behavior Model within their settings to enhance their students' growth. IEP progress monitoring and student assessment results on the VB-MAPP indicate consistent student growth.

3. When referencing our Special Education State Report, Indicator 5: Educational Environments, Hempfield School District meets and exceeds the SPP target of 3.3%. We are currently at 2.5% of our students placed in "other outside settings." These "other outside settings" would include separate public facilities, residential treatment facilities, and approved private schools. Hempfield School District will work with all stakeholders to ensure that all attempts are made to educate students in their Least Restrictive Environment within Public School facilities; however, there are times that students need the offerings of outside settings to meet their needs. When these settings are most appropriate, we will take action to change placement. However, the student's IEP team will continue to re-evaluate to determine the student's ability to transition back to a public facility.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

Hempfield School District's Board Policy 113.2 clearly defines the guidelines for Behavior Support Plans. The policy describes the circumstances under which behavior support plans are to be developed and provides definitions of aversive techniques, behavior support, positive techniques, and restraints. A list of prohibited aversive techniques is provided as well as a statement pertaining to the training of personnel.

Three research-based practices, Safe Crisis Management, Non-Violent Physical Crisis Intervention, and Quality Behavior Solutions are utilized across the district as a last resort. Personnel are trained in verbal de-escalation and personal safety techniques to avoid restraints at all costs. Restraints are only utilized as a last resort when a student is a danger to self or others. School Board Policy 113.2 states. "The district shall train personnel in the use of specific procedures, methods, and techniques. This training shall be provided to individuals responsible for individual support and for services and programs for students with disabilities".

Behavior support plans are developed for eligible students whose actual or anticipated behavior, as

determined by the IEP team, is a manifestation of their disability. Individual and class-wide PBSPs are developed for students who have been identified as emotionally disturbed.

Students who demonstrate behaviors that impede their learning or the learning of others will have a Functional Behavioral Assessment completed. The purpose of the FBA is to gather information pertaining to the behavior(s) of concern to determine if there is a pattern in when, why, and how the behavior(s) occur and the function of the behavior. If patterns are established, then a Positive Behavior Support Plan is created as part of their IEP. The purpose of the PBSP is to eliminate the pattern of behaviors and replace the behaviors with socially acceptable skills. Furthermore, a student's IEP will have restraint as a last resort when the student is exhibiting behaviors, which are a danger to themselves or others. Students with PBSP in the IEPs also have regular social skills instruction for the purpose of teaching socially acceptable alternative skills/behaviors.

District-wide, personnel are trained in Non-violent Physical Crisis Intervention and are re-certified every two years. Personnel must demonstrate proper restraint techniques and pass a written exam to maintain their certification. Current restraint certification is a mandatory job requirement for all special education paraprofessionals and personal care assistants. Personnel working with specific populations are trained in Safe Crisis Management and Quality Behavior Solutions. Restraint is used only as a last resort. The plan for elimination includes identification of the function of the appropriate replacement behaviors. Prone restraints are prohibited and never used. The only restraints utilized are those, which are included in the approved restraint training programs. Incident reports are completed by staff members who engage in a restraint. All restraints are entered into the Restraint Information System Collection site on a monthly basis. The assigned case manager, of a student who was restrained, contacts the parent immediately to notify the parent of the restraint and offer an IEP meeting. If the parent accepts the invitation to the meeting, an IEP meeting is held within 10 days of the restraint. If the parent does not want/need to meet, then the IEP meeting is documented as being waived by the parent.

Personnel have participated in Functional Behavioral Assessment, Positive Behavioral Support Plan, Applied Behavior Analysis, Verbal Behavior, and Quality Behavior Solutions trainings offered by IU #13 and PaTTAN. In addition, Hempfield School District has invested in train-the-trainer model for Crisis Prevention Intervention and Safe Crisis Management. We have on-site trainers who enable us to utilize the appropriate techniques. When a student's behavior warrants an additional level of support, Hempfield School District has contracted with a Board Certified Behavior Analyst (BCBA). The district is hoping to add a BCBA to our faculty.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within

the LEA. Include an overview of services provided through interagency collaboration within the LEA.

3. Discuss any expansion of the continuum of services planned during the life of this plan.

There are a limited number of students that we struggle to find effective educational programs to meet their needs and to ensure FAPE. In these instances, these are students with significant behavioral and/or emotional challenges. When we struggle to find placements and services, we work with multiple agencies and supports to find a placement and sufficient services to meet the needs of these students. Child and Adolescent Service System Program (CASSP) has been a supportive resource. A philosophy of collaboration and partnership among persons involved with the student and their families is the basis of the CASSP organization. It was developed to provide comprehensive mental health care for children, adolescents and their families. Hempfield School District has utilized CASSP. Furthermore, the Director of Special Education attends inter-agency meetings in person or via phone with all stakeholders (parents, mental health support personnel, insurance providers, mental health advocate, school team personnel, respite care providers, etc.) to ensure that all stakeholders have a voice in the process to ensure appropriate placement decision-making. CASSP meetings are helpful in bringing family, school and agencies together to collaborate and coordinate supports for students with multiple layers of services, supports, and needs.

At Hempfield School District, we have two social workers who help children, families, and the district work with systems to find support. These two individuals are very supportive in working with insurance providers to acquire necessary placement and supports for some of our neediest students. One additional area of which we struggle to find placement for is primary-aged students with mental health needs. These children need a therapeutic emotional support setting. Currently we have elementary and high school level Therapeutic Emotional Support Classes in the district. These classes differ from the traditional Emotional Support class in that the students are those that generally are "internalizers". The students in these classes typically have mental health concerns/challenges/diagnosis. In turn, additional supports are provided by school psychologist and social worker. Within the next year or two (2019-20 or 2020-21), we will need to add a Middle School level Therapeutic Emotional Support class.

One more support that we will need to add to our program to support the needs of our students with behavioral and emotional needs is to add a BCBA to our Professional Staff. We currently do not have our own and contract services from either the IU 13 or privately. As our needs continue to grow, it becomes necessary that we have a BCBA on staff to support student needs in district at all times. This individual not only providing direct services, but consultation and training. This service is anticipated to be added for the 2018-19 school year.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

Hempfield School District has always been committed to providing a Free and Appropriate Public Education (FAPE) for all students. The district is dedicated to continuous improvement and excellence in the provision of this support. The strengths of the Special Education Program include:

Hempfield staff is held to a high standard. District-wide training initiatives include: Differentiated Instruction, Understanding by Design, Response to Instruction and Intervention, Co-Teaching, and Core Standards.

Most parents/guardians throughout the district are active participants in their children's educational processes through participation in MDE/IEP meetings and on task force teams.

Hempfield Parents of Exceptional Children (HPEC) is an organization whose steering committee is comprised of parents/guardians of exceptional children and the district Special Education Director and Supervisors, who provide and organize a Resource Fair and informational sessions for parents, staff and students throughout the school year. Topics have included: Use of Assistive Technology, How to Support Your Student with Anxiety and/or Depression, Reading IEPs and GIEPs, Transition Services, Least Restrictive Environment and ADHD: Panel on Medical and School Models.

There is a special education handbook available to support the staff and provide consistent procedures across the district.

State criteria for graduation of special education students have been met.

Technology has been provided for record keeping and special education documents.

Verbal Behavior Model is implemented through the support of the Autism Initiative (PaTTAN) with full staff trained: five Special Education Teachers, five Special Education Para-educators, approximately 20 Personal Care Assistants, two Speech and Language Pathologists, an Occupational Therapist, and an Itinerant Autistic Support Teacher.

Continuum of Services: Full-time, Supplemental, Itinerant: Learning Support, Emotional Support at the Elementary, Middle and High School levels. Full-time Life Skills Support at Elementary-High School. Full-time Autistic Support: Elementary- High School. Itinerant Autistic Support district-wide. Itinerant Speech and Language Support district-wide. Occupational Support district-wide.

The district employs two trainers for Nonviolent Physical Crisis Intervention. Administrators, special education teachers, regular education teachers, school psychologists, social workers and school counselors in the district are trained in de-escalation techniques and nonviolent physical restraints. Each school in the district has a trained team to support with de-escalation and potential restraint.

Data-driven teams work in each school building to ensure that special education students meet AYP goals.

All special education caseloads are within state regulations.

All special education positions are currently filled with highly qualified staff.

Special education students are provided access to all services available to regular education students.

Consistent, district-wide procedures are in use to identify students with disabilities.

Modern facilities are provided throughout the district with consistent student/teacher access to technology (all students except for Kdg and 3rd grade have their own iPad. By the start of the 2018-2019 school year, all students will be 1:1)

IEP goals and objectives are based on core standards.

Social skills training/instruction and psychological services are provided to all students receiving special education services whose educational teams deem it appropriate. A special education website is available for parents/guardians to access parental rights, Child Find regulations, frequently asked questions, and links to relevant websites.

Two social workers are employed by the district to help families navigate services and agency support outside of the school.

We contract with IU 13 for job training hours to assist students with transition.

Our special education teachers participate in curriculum planning.

Interscholastic Unified Sports will begin its inaugural season in Spring 2018.

We offer 2 class Therapeutic Emotional Support classes within the district (1 at the elementary level and 1 at the high school level).

New blended program, Transition Beyond the Classroom, to support students in gaining the skills they will need to transition to the workforce and independent living after graduation.

We have a student-run mini-business, The Grind. Students in our high school Autistic Support and Life Skills classes prepare and deliver coffee and muffins to faculty and staff in the high school and Administration Building. Students take orders, budget funds, grocery shop, and bake to prepare for the weekly delivery.

We run an annual Holiday Shoppe where students in special education classes district wide come together to sell crafts, handmade products, and baked goods to the district and community.

Throughout the district there are numerous students with significant needs receiving their educational programming in a fully included setting of students in conjunction with the SAS toolkit.

Contract with other districts to help support their students with unique needs.

Our Paraeducators and PCAs offer tremendous support to students and staff for the overall benefit of student success.

Assurances

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Manos House	Nonresident	Prospect Grove High School	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Bradley Center	Other	ES	3
Community School Southeast	Special Education Centers	ES	4
Community School West	Special Education Centers	ES	3
Elizabethtown High School	Neighboring School Districts	MDS	1
Fairland	Special Education Centers	ES	2
John Beck Elementary School	Neighboring School Districts	HI	2
Valley Road Education Center	Special Education Centers	AS	10
Pressley Ridge	Special Education Centers	AS	1
Mulberry Street School	Special Education Centers	ES	3
Project SEARCH	Other	LS	2
Reidenbaugh Elementary School	Neighboring School Districts	MDS	1
Reidenbaugh Elementary School	Neighboring School Districts	PS	1
School to Work	Special Education Centers	LSS	2
Vista School	Approved Private Schools	AS	1
Warwick High School	Neighboring School Districts	MDS	3
Warwick High School	Neighboring School Districts	HI	1
Western Pennsylvania School for the Deaf	Approved Private Schools	HI	2
Park Elementary School	Neighboring School Districts	LSS	1
Manheim Central High School	Neighboring School Districts	LS	1
Valley Road Education Center	Special Education Centers	ES	12
New Story	Other	ES	4
ARC	Other	ES	1
Devereux	Approved Private Schools	AS	1
Landisville Middle School	Neighboring School Districts	MDS	2

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 12	11	1
Justification: Teacher services students outside of the three year age range but never services those students at the same time.				
Locations:				
Centerville Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	11	1
Locations:				
Rohrerstown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	10 to 12	10	1
Locations:				
Landisville Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

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

Program Position #6

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 11	18	1
Justification: Teacher services students that fall outside of the 3 year age range, but never services them together.				
Locations:				
Farmdale Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	5 to 6	12	1
Locations:				
East Petersburg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	17	1
Locations:				
Farmdale Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 13	18	1
Justification: Teacher services students that fall outside of the 3 year age range, but never services them together.				
Locations:				
Mountville Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 13	15	1
Justification: Teacher services students that fall outside of the 3 year age range, but never services them together.				
Locations:				
Mountville Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	10 to 12	10	1
Locations:				
East Petersburg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 19, 2015*Reason for the proposed change:* The caseload at Landisville Intermediate Center required a FTE and the caseload at Landisville Primary Center required a FTE.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	8	0.5
Locations:				
Landisville Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	4	0.5
Locations:				
Landisville Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 8	1	0.08
Locations:				
Landisville Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	5 to 8	11	0.92
Locations:				
Landisville Primary Center	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	10 to 12	5	0.6
Locations:				
Landisville Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 11	5	0.25

Locations:				
Landisville Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 11	4	0.15
Locations:				
Landisville Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	10	1
Locations:				
Landisville Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	2	0.15
Locations:				
Farmdale Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.8
Locations:				
Farmdale Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	10 to 10	1	0.05
Locations:				
Farmdale Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	7	0.75
Locations:				
East Petersburg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 11	1	0.25
Locations:				
East Petersburg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	10	1
Locations:				
Centerville Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 7	1	0.1
Locations:				
Landisville Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	6 to 9	11	0.9
Locations:				
Landisville Primary Center	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 7	1	0.1
Locations:				
Mountville Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	7	0.9
Locations:				
Mountville Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 19, 2015*Reason for the proposed change:* Caseloads in the two buildings required a teacher split the duties and roles and itinerant learning support teacher.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	9	0.5
Justification: Teacher services students that fall outside of the 3 year age range, but never services them together.				
Locations:				
East Petersburg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 12	15	0.5
Justification: Teacher is an itinerant teacher and will not have students in the classroom at the same time with a age range greater than 3 years.				
Locations:				
Centerville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:*

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	11	1
Justification: Teacher services students that fall outside of the 3 year age range, but never services them together.				
Locations:				
Rohrerstown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	19	1
Justification: Teacher services students that fall outside of the 3 year age range, but never services them together.				
Locations:				
Rohrerstown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24

Operator: Intermediate Unit

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	7 to 10	7	1
Locations:				
Rohrerstown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

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

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	9	1
Locations:				
Landisville Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #27*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	8	1
Locations:				
Landisville Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #28*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	8	1
Locations:				
Landisville Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #29*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	8	1
Locations:				
Landisville Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	13 to 15	10	1
Locations:				
Landisville Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	12	1
Locations:				
Centerville Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	23	1
Locations:				
Centerville Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	22	1

Locations:				
Centerville Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 16	5	1
Locations:				
Centerville Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	13	0.75
Locations:				
Centerville Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 14	1	0.25
Locations:				
Centerville Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #36*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	24	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #37*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	6 to 10	11	1
Justification: Due to the natural of their disabilities, the students are able to make meaningful progress despite a large age range.				
Locations:				
East Petersburg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #38*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	7 to 11	8	1
Justification: Due to the natural of the disabilities of the students in this class, programming has been designed for all students to make meaningful progress.				
Locations:				
Mountville Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #39*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 19	7	1
Justification: Teacher services students that fall outside of the 3 year age range, but never services them together.				
Locations:				
Rohrerstown Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #40*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 19	6	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	13 to 15	6	1
Locations:				
Landisville Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #42*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	23	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #43*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	27	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #44*Operator:* School District**PROGRAM DETAILS***Type:*

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	14	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #45

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 16	16	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #46

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	17 to 20	6	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #47

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	14	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #48

Operator: School District

PROGRAM DETAILS

Type:
Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	16 to 17	5	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #49

Operator: School District

PROGRAM DETAILS

Type:
Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	29	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #50

Operator: School District

PROGRAM DETAILS

Type:
Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	12	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #51

Operator: School District

PROGRAM DETAILS

Type:
Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 16	9	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #52

Operator: School District

PROGRAM DETAILS*Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	13	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #53*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	8	0.5
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	5	0.5
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #54*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	26	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #55*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 19, 2015

Reason for the proposed change: We repurposed an Itinerant Learning Support position for a Full-time Autistic Support Position, because our Middle School students in our Autistic Support class were beginning to age up.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 18	4	1
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #56

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 17, 2016

Reason for the proposed change: Need for additional speech therapist due to caseloads.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	31	1
Locations:				
Landisville Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #57

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 16, 2017

Reason for the proposed change: Re-aligning caseloads to meet student need and maintain caseload regulations.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	33	0.7
Locations:				
Centerville Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	16 to 21	8	0.15
Justification: Students are not serviced together who are outside of the 4 year range				
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	8	0.15
Locations:				
Mountville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #58*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 6	12	0.25
Locations:				
East Petersburg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 12	41	0.75
Locations:				
Landisville Intermediate Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #59*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 12	65	1
Justification: Students outside of the age range are not serviced together				
Locations:				
East Petersburg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #60*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language	5 to 12	58	1

	Support			
Justification: Students outside of the allowable age range are not serviced together				
Locations:				
Rohrerstown Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #61*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	60	1
Justification: Students outside of the allowable age range are not serviced together				
Locations:				
Centerville Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #62*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	61	1
Justification: Students outside of the allowable age range are not serviced together				
Locations:				
Mountville Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #63*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	65	1
Justification: Students outside of the allowable age range are not serviced together				
Locations:				
Farmdale Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #64

Operator: Intermediate Unit

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 8	5	0.33
Locations:				
Hempfield School District	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	10 to 12	12	0.33
Locations:				
Hempfield School District	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	15 to 19	15	0.34
Locations:				
Hempfield School District	A Senior High School Building	A building in which General Education programs are operated		

Program Position #65

Operator: Intermediate Unit

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	7 to 9	10	0.5
Locations:				
Hempfield School District	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	10 to 13	11	0.5
Locations:				
Hempfield School District	A Middle School Building	A building in which General Education programs are operated		

Program Position #66

Operator: Intermediate Unit

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 8	8	0.33
Locations:				
Hempfield School District	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	10 to 12	10	0.34
Locations:				
Hempfield School District	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	15 to 21	8	0.33
Justification: Students are serviced 1:1				
Locations:				
Hempfield School District	A Senior High School Building	A building in which General Education programs are operated		

Program Position #67

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 19, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	22	1
Locations:				
Landisville Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #68

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: August 20, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	11	0.75
Locations:				
Landisville Education Center	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	14 to 18	1	0.25
Locations:				
Landisville Education Center	A Senior High School Building	A building in which General Education programs are operated		

Program Position #69*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 20, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	7	0.6
Locations:				
Farmdale Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	6 to 9	2	0.4
Locations:				
Farmdale Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #70*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 19, 2015*Justification:* Compliance for classroom location was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* This classroom is located on the elementary side of the building. It currently is the only class on that side; however, we have another classroom next door as the program grows. Furthermore, the students move in and out of the main entrance and office suite.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	8 to 11	5	1
Locations:				
Landisville Education Center	An Elementary School Building	A special education Center in which no general education programs are operated		

Program Position #71*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition

Implementation Date: August 17, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	9	0.8
Justification: E				
Locations:				
East Petersburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	9 to 12	3	0.2
Locations:				
East Petersburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #72

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 17, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 10	7	1
Locations:				
Mountville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #73

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 17, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	6	0.8
Locations:				
Rohrerstown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	6 to 9	2	0.2
Locations:				
Rohrerstown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #74*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 17, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	26	0.4
Locations:				
Landisville Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	5	0.1
Locations:				
Landisville Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #75*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 17, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	16 to 21	33	0.52
Justification: Students are not serviced at the same time outside of the 4 year age range.				
Locations:				
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 12	30	0.48
Justification: Students are not serviced together outside the 3 year age range.				
Locations:				
Farmdale Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #76*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 16, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
-----------------	------------------	-----------	----------	-----

Full-Time Special Education Class	Learning Support	17 to 21	6	0.5
Locations:				
Hempfield High School	A Senior High School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	17 to 21	6	0.5
Locations:				
Hempfield High School	A Senior High School Building	A special education Center in which no general education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	Landisville Primary Center	1
School Psychologist	Landisville Intermediate Center	0.5
School Psychologist	Hempfield High School	0.5
School Psychologist	Hempfield High School	0.25
School Psychologist	Landisville Middle School	0.5
School Psychologist	Rohrerstown Education Center	0.25
School Psychologist	Rohrerstown Elementary	1
School Psychologist	East Petersburg Elementary	1
School Psychologist	Centerville Elementary	0.5
School Psychologist	Centerville Middle School	0.5
School Psychologist	Mountville Elementary	0.5
School Psychologist	Farmdale Elementary	0.5
Director of Special Education	Hempfield School District Administration Building	1
Elementary Special Education Supervisor	Hempfield School District Administration Building	1
Secondary Special Education Supervisor	Hempfield School District Administration Building	1
Director of Student Services	Hempfield School District Administration Building	1
Social Worker	Hempfield School District Administration Building	1
Social Worker	Hempfield School District Administration Building	1
Speech and Language Pathologist	Centerville Elementary	1
Speech and Language Pathologist	Centerville Middle School	0.5
Speech and Language Pathologist	Mountville Elementary	1
Speech and Language Pathologist	Farmdale Elementary	0.5

Speech and Language Pathologist	Landisville Middle School	0.5
Speech and Language Pathologist	Landisville Primary Center	1
Speech and Language Pathologist	Landisville Intermediate Center	0.5
Speech and Language Pathologist	East Petersburg Elementary	0.5
Speech and Language Pathologist	East Petersburg Elementary	1
Speech and Language Pathologist	Rohrerstown Elementary	0.75
Speech and Language Pathologist	Rohrerstown Education Center	0.25
Speech and Language Pathologist	Hempfield High School	0.5
Occupational Therapist	Hempfield School District	1
Certified Occupational Therapist Assistant	Hempfield School District	0.6
Itinerant Autistic Support Teacher/Internal Coach	Hempfield School District	1
Paraeducator	Centerville Elementary	1
Paraeducator	Centerville Elementary	1
Paraeducator	Centerville Elementary	1
Personal Care Assistant	Centerville Elementary	1
Paraeducator	East Petersburg Elementary	1
Paraeducator	East Petersburg Elementary	1
Paraeducator	East Petersburg Elementary	1
Paraeducator	East Petersburg Elementary	1
Paraeducator	East Petersburg Elementary	1
Personal Care Assistant	East Petersburg Elementary	0.6
Personal Care Assistant	East Petersburg Elementary	0.6
Personal Care Assistant	East Petersburg Elementary	0.6
Paraeducator	Farmdale Elementary	1
Paraeducator	Farmdale Elementary	0.5
Paraeducator	Farmdale Elementary	0.5
Paraeducator	Landisville Primary Center	1
Paraeducator	Landisville Primary Center	0.5
Paraeducator	Landisville Primary Center	1
Paraeducator	Landisville Primary Center	1
Personal Care Assistant	Landisville Primary Center	0.6
Personal Care Assistant	Landisville Primary Center	0.6
Paraeducator	Landisville Intermediate Center	1
Paraeducator	Landisville Intermediate Center	1
Paraeducator	Landisville Intermediate Center	1
Paraeducator	Mountville Elementary	1
Paraeducator	Mountville Elementary	1
Paraeducator	Mountville Elementary	0.5
Paraeducator	Mountville Elementary	1
Personal Care Assistant	Mountville Elementary	1
Personal Care Assistant	Mountville Elementary	1
Personal Care Assistant	Mountville Elementary	1

Personal Care Assistant	Mountville Elementary	1
Personal Care Assistant	Mountville Elementary	1
Personal Care Assistant	Mountville Elementary	1
Personal Care Assistant	Mountville Elementary	1
Personal Care Assistant	Mountville Elementary	1
Personal Care Assistant	Mountville Elementary	1
Personal Care Assistant	Mountville Elementary	1
Paraeducator	Rohrerstown Elementary	1
Paraeducator	Rohrerstown Elementary	1
Paraeducator	Centerville Middle School	1
Paraeducator	Centerville Middle School	1
Paraeducator	Centerville Middle School	1
Paraeducator	Centerville Middle School	0.5
Personal Care Assistant	Centerville Middle School	1
Personal Care Assistant	Centerville Middle School	1
Personal Care Assistant	Centerville Middle School	0.6
Paraeducator	Landisville Middle School	1
Paraeducator	Landisville Middle School	1
Paraeducator	Landisville Middle School	1
Paraeducator	Landisville Middle School	1
Paraeducator	Landisville Middle School	0.6
Personal Care Assistant	Landisville Middle School	1
Personal Care Assistant	Hempfield High School	0.5
Paraeducator	Hempfield High School	1
Paraeducator	Hempfield High School	1
Paraeducator	Hempfield High School	0.5
Paraeducator	Hempfield High School	1
Paraeducator	Hempfield High School	1
Paraeducator	Hempfield High School	1
Paraeducator	Hempfield High School	1
Paraeducator	Hempfield High School	1
Paraeducator	Hempfield High School	0.5
Paraeducator	Hempfield High School	1
Paraeducator	Rohrerstown Education Center	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Job Training	Intermediate Unit	5 Days
Physical Therapy	Intermediate Unit	40 Hours
Occupational Therapy	Intermediate Unit	10 Hours

Hearing Support	Intermediate Unit	1 Days
Vision Support	Intermediate Unit	1 Days
Itinerant Autistic Support	Intermediate Unit	80 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	<p>Providing training related to social language, executive functioning, Theory of Mind, and Zones of Regulation to support students with Autism across settings.</p> <p>Process includes: Itinerant Autistic Support Teachers and School Psychologist(s) will provide training and on-going support in the areas above to Paraeducators/PCAs, Special Educators, Regular Educators, Special Area Teachers, Gifted Support Teachers during district scheduled inservice days.</p>
Person Responsible	Director of Special Education
Start Date	6/9/2018
End Date	5/1/2021
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	6.0
# of Sessions	3
# of Participants Per Session	30
Provider	Hempfield School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>

For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers Paraprofessional New Staff Other educational specialists Related Service Personnel</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>
Evaluation Methods	<p>Participant survey</p>

Behavior Support

Description	<p>Non-Violent Physical Crisis Intervention</p> <p>Hempfield School District has two certified trainers who facilitate initial and</p>
--------------------	--

	refresher trainings at least two times per year. The certified trainers are required to provide training to the District, and participate in a four-year training cycle. The training cycle is mandatory to maintain the trainer certification.
Person Responsible	Elementary Special Education Supervisor
Start Date	8/23/2018
End Date	6/30/2021
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	8.0
# of Sessions	9
# of Participants Per Session	20
Provider	Hempfield School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Verbal De-escalation strategies and positive ways to help crisis situations.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development with involvement of an administrator
Evaluation Methods	Participant exam following workshop; Debriefing following crisis situation

Paraprofessional

Description	Paraeducators and Personnel Care Assistants will be trained in the areas of: Transition, Autism, Technology, Best Practices in the Classroom. The Paraeducators and PCAs will evidence their participation in these training opportunities by signing in the registration sheet and completing the participation survey. Completion of these trainings will provide the staff with their necessary 20 hours of staff development annually.
Person Responsible	Director of Special Education
Start Date	8/23/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	7.0
# of Sessions	12
# of Participants Per Session	60
Provider	Hempfield School District or Intermediate Unit #13
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<ul style="list-style-type: none"> • Post-secondary transition • Technology in the classroom • Autism spectrum in school

	<ul style="list-style-type: none"> • Best Practices
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Department Focused Presentation</p>
Participant Roles	Paraprofessional
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	Peer-to-peer lesson discussion
Evaluation Methods	Participant survey

Reading NCLB #1

Description	Over the next three years, Special Education teachers will continue to receive staff development on research-based, evidenced-based reading interventions and progress monitoring to track progress and determine if interventions are effective. Furthermore, training will then extend into writing.
Person Responsible	Director and Supervisors of Special Education
Start Date	8/23/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	4
# of Participants Per Session	50
Provider	Hempfield School District or Intermediate Unit #13
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<ul style="list-style-type: none"> • Research, Evidenced-based Reading and Writing Interventions • Making data-driven decisions to determine appropriate programming for learners identified with a reading and/or writing need and receiving special education services • Progress monitoring for effective program decision-making • Making growth projections
Research & Best Practices Base	Gail Campball from the IU#13 will provide Elementary and Secondary specific training in the area of reading intervention and progress monitoring. Follow-up sessions will be held with building-level teams, job-alike teams, and individual teachers to support implementation and fidelity of program delivery.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional</p>

	<p>decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>

Transition

Description	<p>Hempfield School District is committed to providing supports/services needed to enable our students to successfully transition from school age programs to work, post-secondary education and/or adult life. Special education teachers at the middle and high school levels will participate in staff development and support with writing IEPs that support all areas of transition for students 14 years and older.</p> <p>During this time, staff will be supported by the Secondary Special Education Supervisor and IU 13 TACC team member in the IEP writing review and revision process. Furthermore, these individuals will meet and follow-up multiple times throughout the cycle to review subsequent student plans to demonstrate growth in the transition planning process.</p>
Person Responsible	Secondary Special Education Supervisor
Start Date	3/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	5
# of Participants Per Session	30
Provider	Hempfield School District
Provider Type	Some sessions referenced above are provided by IU 13 staff.
PDE Approved	Yes
Knowledge Gain	Secondary special education teachers will participate in sessions that will provide them with the necessary skills to write effective transition IEPs
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops

	Offsite Conferences
Participant Roles	Classroom teachers Related Service Personnel
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Teacher development of mini-lessons/activities/list of guest speakers that can be used during academic support periods
Evaluation Methods	Review of written reports summarizing instructional activity

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer